

Rosetta Stone Version 2 - English Master

English Language Learners

Grade K

United States Standards - Alabama Standards

GRADE LEVEL EXAMPLE 1.1.1a. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will engage listener's attention verbally or nonverbally.

Grade K

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04

English Level 1: Unit 05-05

English Level 1: Unit 05-06

English Level 1: Unit 05-07

English Level 1: Unit 05-08

English Level 1: Unit 05-09

English Level 1: Unit 05-10

English Level 1: Unit 05-11



English Level 1: Unit 06-01
 English Level 1: Unit 06-02
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 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 1.1.1b. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will volunteer information and respond to questions about self and family.

Grade K

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
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 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
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 English Level 1: Unit 03-03



English Level 1: Unit 03-04
English Level 1: Unit 03-05
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English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 1.1.1c. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal



communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will elicit information and ask clarification questions.

Grade K

English Level 1: Unit 01-07
English Level 1: Unit 01-10
English Level 1: Unit 03-05
English Level 1: Unit 03-09
English Level 1: Unit 04-01
English Level 1: Unit 04-08
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 06-01
English Level 1: Unit 06-09
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-06
English Level 1: Unit 07-10
English Level 1: Unit 08-07

GRADE LEVEL EXAMPLE 1.1.1d. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will clarify and restate information as needed.

Grade K

English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 1.1.1e. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will describe feelings and emotions after watching a movie.

Grade K

English Level 1: Unit 04-01
English Level 1: Unit 04-06
English Level 1: Unit 06-05
English Level 1: Unit 06-08
English Level 1: Unit 08-10

GRADE LEVEL EXAMPLE 1.1.1g. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will give and ask for permission.

Grade K

English Level 1: Unit 01-07
English Level 1: Unit 01-10
English Level 1: Unit 03-05
English Level 1: Unit 03-09
English Level 1: Unit 04-01
English Level 1: Unit 04-08
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 06-01
English Level 1: Unit 06-09



English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-06
English Level 1: Unit 07-10
English Level 1: Unit 08-07

GRADE LEVEL EXAMPLE 1.1.1h. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
Students will offer and respond to greetings, compliments, invitations, introductions, and farewells.

Grade K

English Level 1: Unit 06-07

GRADE LEVEL EXAMPLE 1.1.1i. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
Students will negotiate solutions to problems, interpersonal misunderstandings, and disputes.

Grade K

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
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English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01



English Level 1: Unit 05-02
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English Level 1: Unit 08-10
English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 1.1.1k. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will use the telephone.

Grade K

English Level 1: Unit 02-06
English Level 1: Unit 04-04

GRADE LEVEL EXAMPLE 1.2.1a. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.

Students will describe favorite storybook characters.

Grade K

English Level 1: Unit 05-02
English Level 1: Unit 05-11
English Level 1: Unit 06-02



English Level 1: Unit 06-03
English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 1.2.1c. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.

Students will listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.

Grade K

English Level 1: Unit 04-01
English Level 1: Unit 04-06
English Level 1: Unit 06-05
English Level 1: Unit 08-10

GRADE LEVEL EXAMPLE 1.2.1d. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.

Students will recount events of interest.

Grade K

English Level 1: Unit 04-01
English Level 1: Unit 04-06
English Level 1: Unit 06-05
English Level 1: Unit 08-10
English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 1.2.1e. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.

Students will ask information questions for personal reasons.

Grade K

English Level 1: Unit 01-07
English Level 1: Unit 01-10
English Level 1: Unit 03-05
English Level 1: Unit 03-09
English Level 1: Unit 04-01
English Level 1: Unit 04-08
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 06-01
English Level 1: Unit 06-09
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-06
English Level 1: Unit 07-10
English Level 1: Unit 08-07

GRADE LEVEL EXAMPLE 1.2.1f. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.

Students will make requests for personal reasons.

Grade K

English Level 1: Unit 01-07
English Level 1: Unit 01-10
English Level 1: Unit 03-05
English Level 1: Unit 03-09



English Level 1: Unit 04-01
English Level 1: Unit 04-08
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 06-01
English Level 1: Unit 06-09
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-06
English Level 1: Unit 07-10
English Level 1: Unit 08-07

GRADE LEVEL EXAMPLE 1.3.1a. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
Students will test appropriate use of new vocabulary, phrases, and structures.

Grade K

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
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 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 1.3.1b. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will ask someone the meaning of a word.

Grade K

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
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 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02



English Level 1: Unit 02-03
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English Level 1: Unit 08-09



English Level 1: Unit 08-10

GRADE LEVEL EXAMPLE 1.3.1c. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up).

Grade K

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
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 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 1.3.1d. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will tell someone in the native language that a direction given in English was not understood.

Grade K

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04



English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 1.3.1e. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others;



comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will recite poems or songs aloud or to oneself.

Grade K

English Level 1: Unit 01-07
English Level 1: Unit 02-01
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-10
English Level 1: Unit 04-02
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 05-06
English Level 1: Unit 05-10
English Level 1: Unit 06-02
English Level 1: Unit 06-05
English Level 1: Unit 07-11

GRADE LEVEL EXAMPLE 1.3.1f. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
Students will imitate a classmate's response to a teacher's question or directions.

Grade K

English Level 1: Unit 01-07
English Level 1: Unit 02-01
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-10
English Level 1: Unit 04-02
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 05-06
English Level 1: Unit 05-10
English Level 1: Unit 06-02
English Level 1: Unit 06-05
English Level 1: Unit 07-11

GRADE LEVEL EXAMPLE 1.3.1h. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
Students will practice recently learned language by teaching a peer.

Grade K

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09



English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06



English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10

GRADE LEVEL EXAMPLE 2.1.1a. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will ask a teacher to restate or simplify directions.

Grade K

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01



English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 2.1.1b. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will join in a group response at the appropriate time.

Grade K

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03



English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 2.1.1d. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification;



participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will greet a teacher when entering class.

Grade K

English Level 1: Unit 06-07

GRADE LEVEL EXAMPLE 2.1.1f. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will share classroom materials and work successfully with a partner.

Grade K

English Level 1: Unit 01-05

English Level 1: Unit 01-07

English Level 1: Unit 03-03

English Level 1: Unit 04-04

English Level 1: Unit 04-07

English Level 1: Unit 04-09

English Level 1: Unit 06-11

English Level 1: Unit 07-04

English Level 1: Unit 07-06

English Level 1: Unit 07-10

GRADE LEVEL EXAMPLE 2.1.1g. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will ask for assistance with a task.

Grade K

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 03-05

English Level 1: Unit 03-09

English Level 1: Unit 04-01

English Level 1: Unit 04-08

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-05

English Level 1: Unit 06-01

English Level 1: Unit 06-09

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-06

English Level 1: Unit 07-10

English Level 1: Unit 08-07

GRADE LEVEL EXAMPLE 2.2.1a. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words).



Grade K

English Level 1: Unit 01-02
 English Level 1: Unit 01-04
 English Level 1: Unit 01-06
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-03
 English Level 1: Unit 04-05
 English Level 1: Unit 04-07
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-07
 English Level 1: Unit 07-07
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-08
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 2.2.1b. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics).

Grade K

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-09



English Level 1: Unit 03-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-05
 English Level 1: Unit 04-07
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 07-03
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-08
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 2.2.1c. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature).

Grade K

English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 2.2.1e. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will construct a chart or other graphic showing data.

Grade K

English Level 1: Unit 01-02
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08



English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 2.2.1f. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will read a story and represent the sequence of events (through pictures, words, music, or drama).

Grade K

English Level 1: Unit 06-02
 English Level 1: Unit 06-08

GRADE LEVEL EXAMPLE 2.2.1h. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications).

Grade K

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-07
 English Level 1: Unit 05-02
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 08-01
 English Level 1: Unit 08-07

GRADE LEVEL EXAMPLE 2.2.1k. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will use contextual clues.

Grade K

English Level 1: Unit 04-08



GRADE LEVEL EXAMPLE 2.3.1b. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will make pictures to check comprehension of a story or process.

Grade K

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03



English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 2.3.1f. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
 Students will take risks with language.

Grade K

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-09
 English Level 1: Unit 02-01
 English Level 1: Unit 02-07
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-05
 English Level 1: Unit 04-08
 English Level 1: Unit 05-03
 English Level 1: Unit 05-05
 English Level 1: Unit 05-11
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05



English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 2.3.1h. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will seek more knowledgeable others with whom to consult to advance understanding.

Grade K

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07

GRADE LEVEL EXAMPLE 3.1.1c. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will role play a telephone conversation with an adult.

Grade K

English Level 1: Unit 02-06
 English Level 1: Unit 04-04



GRADE LEVEL EXAMPLE 3.1.1d. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
Students will make polite requests.

Grade K

English Level 1: Unit 01-07
English Level 1: Unit 01-10
English Level 1: Unit 03-05
English Level 1: Unit 03-09
English Level 1: Unit 04-01
English Level 1: Unit 04-08
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 06-01
English Level 1: Unit 06-09
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-06
English Level 1: Unit 07-10
English Level 1: Unit 08-07

GRADE LEVEL EXAMPLE 3.1.1e. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
Students will use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports).

Grade K

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07



English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
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 English Level 1: Unit 05-11
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 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 3.1.1g. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.



Students will demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience.

Grade K

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
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English Level 1: Unit 05-07
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English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
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English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11



English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 3.1.1h. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will greet and take leave appropriately in a variety of settings.

Grade K

English Level 1: Unit 06-07

GRADE LEVEL EXAMPLE 3.2.1a. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will respond appropriately to a teacher's gesture.

Grade K

English Level 1: Unit 05-10

GRADE LEVEL EXAMPLE 3.2.1b. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will obtain a teacher's attention in an appropriate manner.

Grade K

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02



English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05



English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 3.3.1a. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.
Students will observe language use and behaviors of peers in different settings.

Grade K

English Level 1: Unit 01-10

GRADE LEVEL EXAMPLE 3.3.1c. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.
Students will test appropriate use of newly acquired gestures and language.

Grade K

English Level 1: Unit 05-10

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Rosetta Stone Version 2 - English Master

English Language Learners

Grade 1

United States Standards - Alabama Standards

GRADE LEVEL EXAMPLE 1.1.1a. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will engage listener's attention verbally or nonverbally.

Grade 1

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04

English Level 1: Unit 05-05

English Level 1: Unit 05-06

English Level 1: Unit 05-07

English Level 1: Unit 05-08

English Level 1: Unit 05-09

English Level 1: Unit 05-10

English Level 1: Unit 05-11



English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
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 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
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 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
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 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 1.1.1b. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will volunteer information and respond to questions about self and family.

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03



English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
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 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
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 English Level 1: Unit 04-06
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 English Level 1: Unit 05-01
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 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 1.1.1c. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal



communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will elicit information and ask clarification questions.

Grade 1

English Level 1: Unit 01-07
English Level 1: Unit 01-10
English Level 1: Unit 03-05
English Level 1: Unit 03-09
English Level 1: Unit 04-01
English Level 1: Unit 04-08
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 06-01
English Level 1: Unit 06-09
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-06
English Level 1: Unit 07-10
English Level 1: Unit 08-07

GRADE LEVEL EXAMPLE 1.1.1d. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will clarify and restate information as needed.

Grade 1

English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 1.1.1e. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will describe feelings and emotions after watching a movie.

Grade 1

English Level 1: Unit 04-01
English Level 1: Unit 04-06
English Level 1: Unit 06-05
English Level 1: Unit 06-08
English Level 1: Unit 08-10

GRADE LEVEL EXAMPLE 1.1.1g. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will give and ask for permission.

Grade 1

English Level 1: Unit 01-07
English Level 1: Unit 01-10
English Level 1: Unit 03-05
English Level 1: Unit 03-09
English Level 1: Unit 04-01
English Level 1: Unit 04-08
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 06-01
English Level 1: Unit 06-09



English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07

GRADE LEVEL EXAMPLE 1.1.1h. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will offer and respond to greetings, compliments, invitations, introductions, and farewells.

Grade 1

English Level 1: Unit 06-07

GRADE LEVEL EXAMPLE 1.1.1i. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will negotiate solutions to problems, interpersonal misunderstandings, and disputes.

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01



English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 1.1.1k. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will use the telephone.

Grade 1

English Level 1: Unit 02-06
 English Level 1: Unit 04-04

GRADE LEVEL EXAMPLE 1.2.1a. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.

Students will describe favorite storybook characters.

Grade 1

English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02



English Level 1: Unit 06-03
English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 1.2.1c. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.

Students will listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.

Grade 1

English Level 1: Unit 04-01
English Level 1: Unit 04-06
English Level 1: Unit 06-05
English Level 1: Unit 08-10

GRADE LEVEL EXAMPLE 1.2.1d. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.

Students will recount events of interest.

Grade 1

English Level 1: Unit 04-01
English Level 1: Unit 04-06
English Level 1: Unit 06-05
English Level 1: Unit 08-10
English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 1.2.1e. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.

Students will ask information questions for personal reasons.

Grade 1

English Level 1: Unit 01-07
English Level 1: Unit 01-10
English Level 1: Unit 03-05
English Level 1: Unit 03-09
English Level 1: Unit 04-01
English Level 1: Unit 04-08
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 06-01
English Level 1: Unit 06-09
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-06
English Level 1: Unit 07-10
English Level 1: Unit 08-07

GRADE LEVEL EXAMPLE 1.2.1f. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.

Students will make requests for personal reasons.

Grade 1

English Level 1: Unit 01-07
English Level 1: Unit 01-10
English Level 1: Unit 03-05
English Level 1: Unit 03-09



English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07

GRADE LEVEL EXAMPLE 1.3.1a. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will test appropriate use of new vocabulary, phrases, and structures.

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02



English Level 1: Unit 05-03
 English Level 1: Unit 05-04
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 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
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 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 1.3.1b. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will ask someone the meaning of a word.

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02



English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
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English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09



English Level 1: Unit 08-10

GRADE LEVEL EXAMPLE 1.3.1c. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up).

Grade 1

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
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English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02



English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
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 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
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 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
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 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 1.3.1d. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will tell someone in the native language that a direction given in English was not understood.

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04



English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
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 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 1.3.1e. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others;



comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will recite poems or songs aloud or to oneself.

Grade 1

English Level 1: Unit 01-07
English Level 1: Unit 02-01
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-10
English Level 1: Unit 04-02
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 05-06
English Level 1: Unit 05-10
English Level 1: Unit 06-02
English Level 1: Unit 06-05
English Level 1: Unit 07-11

GRADE LEVEL EXAMPLE 1.3.1f. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
Students will imitate a classmate's response to a teacher's question or directions.

Grade 1

English Level 1: Unit 01-07
English Level 1: Unit 02-01
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-10
English Level 1: Unit 04-02
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 05-06
English Level 1: Unit 05-10
English Level 1: Unit 06-02
English Level 1: Unit 06-05
English Level 1: Unit 07-11

GRADE LEVEL EXAMPLE 1.3.1h. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
Students will practice recently learned language by teaching a peer.

Grade 1

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09



English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
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English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06



English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10

GRADE LEVEL EXAMPLE 2.1.1a. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will ask a teacher to restate or simplify directions.

Grade 1

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01



English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 2.1.1b. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will join in a group response at the appropriate time.

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03



English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 2.1.1d. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification;



participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will greet a teacher when entering class.

Grade 1

English Level 1: Unit 06-07

GRADE LEVEL EXAMPLE 2.1.1f. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will share classroom materials and work successfully with a partner.

Grade 1

English Level 1: Unit 01-05

English Level 1: Unit 01-07

English Level 1: Unit 03-03

English Level 1: Unit 04-04

English Level 1: Unit 04-07

English Level 1: Unit 04-09

English Level 1: Unit 06-11

English Level 1: Unit 07-04

English Level 1: Unit 07-06

English Level 1: Unit 07-10

GRADE LEVEL EXAMPLE 2.1.1g. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will ask for assistance with a task.

Grade 1

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 03-05

English Level 1: Unit 03-09

English Level 1: Unit 04-01

English Level 1: Unit 04-08

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-05

English Level 1: Unit 06-01

English Level 1: Unit 06-09

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-06

English Level 1: Unit 07-10

English Level 1: Unit 08-07

GRADE LEVEL EXAMPLE 2.2.1a. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words).



Grade 1

English Level 1: Unit 01-02
 English Level 1: Unit 01-04
 English Level 1: Unit 01-06
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-03
 English Level 1: Unit 04-05
 English Level 1: Unit 04-07
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-07
 English Level 1: Unit 07-07
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-08
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 2.2.1b. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics).

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-09



English Level 1: Unit 03-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-05
 English Level 1: Unit 04-07
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 07-03
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-08
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 2.2.1c. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature).

Grade 1

English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 2.2.1e. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will construct a chart or other graphic showing data.

Grade 1

English Level 1: Unit 01-02
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08



English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 2.2.1f. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will read a story and represent the sequence of events (through pictures, words, music, or drama).

Grade 1

English Level 1: Unit 06-02
 English Level 1: Unit 06-08

GRADE LEVEL EXAMPLE 2.2.1h. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications).

Grade 1

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-07
 English Level 1: Unit 05-02
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 08-01
 English Level 1: Unit 08-07

GRADE LEVEL EXAMPLE 2.2.1k. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will use contextual clues.

Grade 1

English Level 1: Unit 04-08



GRADE LEVEL EXAMPLE 2.3.1b. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will make pictures to check comprehension of a story or process.

Grade 1

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03



English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 2.3.1f. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
 Students will take risks with language.

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-09
 English Level 1: Unit 02-01
 English Level 1: Unit 02-07
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-05
 English Level 1: Unit 04-08
 English Level 1: Unit 05-03
 English Level 1: Unit 05-05
 English Level 1: Unit 05-11
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05



English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 2.3.1h. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will seek more knowledgeable others with whom to consult to advance understanding.

Grade 1

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07

GRADE LEVEL EXAMPLE 3.1.1c. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will role play a telephone conversation with an adult.

Grade 1

English Level 1: Unit 02-06
 English Level 1: Unit 04-04



GRADE LEVEL EXAMPLE 3.1.1d. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
Students will make polite requests.

Grade 1

English Level 1: Unit 01-07
English Level 1: Unit 01-10
English Level 1: Unit 03-05
English Level 1: Unit 03-09
English Level 1: Unit 04-01
English Level 1: Unit 04-08
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 06-01
English Level 1: Unit 06-09
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-06
English Level 1: Unit 07-10
English Level 1: Unit 08-07

GRADE LEVEL EXAMPLE 3.1.1e. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
Students will use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports).

Grade 1

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07



English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
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 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
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 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
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 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 3.1.1g. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.



Students will demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience.

Grade 1

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
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English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
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English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
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English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11



English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 3.1.1h. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will greet and take leave appropriately in a variety of settings.

Grade 1

English Level 1: Unit 06-07

GRADE LEVEL EXAMPLE 3.2.1a. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will respond appropriately to a teacher's gesture.

Grade 1

English Level 1: Unit 05-10

GRADE LEVEL EXAMPLE 3.2.1b. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will obtain a teacher's attention in an appropriate manner.

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02



English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
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English Level 1: Unit 05-11
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English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05



English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 3.3.1a. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.
Students will observe language use and behaviors of peers in different settings.

Grade 1

English Level 1: Unit 01-10

GRADE LEVEL EXAMPLE 3.3.1c. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.
Students will test appropriate use of newly acquired gestures and language.

Grade 1

English Level 1: Unit 05-10

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Rosetta Stone Version 2 - English Master

English Language Learners

Grade 2

United States Standards - Alabama Standards

GRADE LEVEL EXAMPLE 1.1.1a. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will engage listener's attention verbally or nonverbally.

Grade 2

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
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English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11



English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
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 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
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 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 1.1.1b. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will volunteer information and respond to questions about self and family.

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03



English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
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 English Level 1: Unit 06-11
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 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
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 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 1.1.1c. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal



communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will elicit information and ask clarification questions.

Grade 2

English Level 1: Unit 01-07
English Level 1: Unit 01-10
English Level 1: Unit 03-05
English Level 1: Unit 03-09
English Level 1: Unit 04-01
English Level 1: Unit 04-08
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 06-01
English Level 1: Unit 06-09
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-06
English Level 1: Unit 07-10
English Level 1: Unit 08-07

GRADE LEVEL EXAMPLE 1.1.1d. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will clarify and restate information as needed.

Grade 2

English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 1.1.1e. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will describe feelings and emotions after watching a movie.

Grade 2

English Level 1: Unit 04-01
English Level 1: Unit 04-06
English Level 1: Unit 06-05
English Level 1: Unit 06-08
English Level 1: Unit 08-10

GRADE LEVEL EXAMPLE 1.1.1g. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will give and ask for permission.

Grade 2

English Level 1: Unit 01-07
English Level 1: Unit 01-10
English Level 1: Unit 03-05
English Level 1: Unit 03-09
English Level 1: Unit 04-01
English Level 1: Unit 04-08
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 06-01
English Level 1: Unit 06-09



English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07

GRADE LEVEL EXAMPLE 1.1.1h. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will offer and respond to greetings, compliments, invitations, introductions, and farewells.

Grade 2

English Level 1: Unit 06-07

GRADE LEVEL EXAMPLE 1.1.1i. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will negotiate solutions to problems, interpersonal misunderstandings, and disputes.

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
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 English Level 1: Unit 04-10
 English Level 1: Unit 05-01



English Level 1: Unit 05-02
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 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 1.1.1k. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will use the telephone.

Grade 2

English Level 1: Unit 02-06
 English Level 1: Unit 04-04

GRADE LEVEL EXAMPLE 1.2.1a. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.

Students will describe favorite storybook characters.

Grade 2

English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02



English Level 1: Unit 06-03
English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 1.2.1c. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.

Students will listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.

Grade 2

English Level 1: Unit 04-01
English Level 1: Unit 04-06
English Level 1: Unit 06-05
English Level 1: Unit 08-10

GRADE LEVEL EXAMPLE 1.2.1d. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.

Students will recount events of interest.

Grade 2

English Level 1: Unit 04-01
English Level 1: Unit 04-06
English Level 1: Unit 06-05
English Level 1: Unit 08-10
English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 1.2.1e. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.

Students will ask information questions for personal reasons.

Grade 2

English Level 1: Unit 01-07
English Level 1: Unit 01-10
English Level 1: Unit 03-05
English Level 1: Unit 03-09
English Level 1: Unit 04-01
English Level 1: Unit 04-08
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 06-01
English Level 1: Unit 06-09
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-06
English Level 1: Unit 07-10
English Level 1: Unit 08-07

GRADE LEVEL EXAMPLE 1.2.1f. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.

Students will make requests for personal reasons.

Grade 2

English Level 1: Unit 01-07
English Level 1: Unit 01-10
English Level 1: Unit 03-05
English Level 1: Unit 03-09



English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07

GRADE LEVEL EXAMPLE 1.3.1a. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will test appropriate use of new vocabulary, phrases, and structures.

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02



English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 1.3.1b. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will ask someone the meaning of a word.

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02



English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09



English Level 1: Unit 08-10

GRADE LEVEL EXAMPLE 1.3.1c. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up).

Grade 2

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
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English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02



English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
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 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 1.3.1d. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will tell someone in the native language that a direction given in English was not understood.

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04



English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
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 English Level 1: Unit 04-06
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 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 1.3.1e. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others;



comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will recite poems or songs aloud or to oneself.

Grade 2

English Level 1: Unit 01-07
English Level 1: Unit 02-01
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-10
English Level 1: Unit 04-02
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 05-06
English Level 1: Unit 05-10
English Level 1: Unit 06-02
English Level 1: Unit 06-05
English Level 1: Unit 07-11

GRADE LEVEL EXAMPLE 1.3.1f. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
Students will imitate a classmate's response to a teacher's question or directions.

Grade 2

English Level 1: Unit 01-07
English Level 1: Unit 02-01
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-10
English Level 1: Unit 04-02
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 05-06
English Level 1: Unit 05-10
English Level 1: Unit 06-02
English Level 1: Unit 06-05
English Level 1: Unit 07-11

GRADE LEVEL EXAMPLE 1.3.1h. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
Students will practice recently learned language by teaching a peer.

Grade 2

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09



English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
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English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06



English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10

GRADE LEVEL EXAMPLE 2.1.1a. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will ask a teacher to restate or simplify directions.

Grade 2

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
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English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
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English Level 1: Unit 03-06
English Level 1: Unit 03-07
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English Level 1: Unit 04-01
English Level 1: Unit 04-02
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English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01



English Level 1: Unit 06-02
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 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 2.1.1b. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will join in a group response at the appropriate time.

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03



English Level 1: Unit 03-04
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 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 2.1.1d. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification;



participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will greet a teacher when entering class.

Grade 2

English Level 1: Unit 06-07

GRADE LEVEL EXAMPLE 2.1.1f. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will share classroom materials and work successfully with a partner.

Grade 2

English Level 1: Unit 01-05

English Level 1: Unit 01-07

English Level 1: Unit 03-03

English Level 1: Unit 04-04

English Level 1: Unit 04-07

English Level 1: Unit 04-09

English Level 1: Unit 06-11

English Level 1: Unit 07-04

English Level 1: Unit 07-06

English Level 1: Unit 07-10

GRADE LEVEL EXAMPLE 2.1.1g. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will ask for assistance with a task.

Grade 2

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 03-05

English Level 1: Unit 03-09

English Level 1: Unit 04-01

English Level 1: Unit 04-08

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-05

English Level 1: Unit 06-01

English Level 1: Unit 06-09

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-06

English Level 1: Unit 07-10

English Level 1: Unit 08-07

GRADE LEVEL EXAMPLE 2.2.1a. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words).



Grade 2

English Level 1: Unit 01-02
 English Level 1: Unit 01-04
 English Level 1: Unit 01-06
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-03
 English Level 1: Unit 04-05
 English Level 1: Unit 04-07
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-07
 English Level 1: Unit 07-07
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-08
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 2.2.1b. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics).

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-09



English Level 1: Unit 03-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-05
 English Level 1: Unit 04-07
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 07-03
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-08
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 2.2.1c. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature).

Grade 2

English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 2.2.1e. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will construct a chart or other graphic showing data.

Grade 2

English Level 1: Unit 01-02
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08



English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 2.2.1f. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will read a story and represent the sequence of events (through pictures, words, music, or drama).

Grade 2

English Level 1: Unit 06-02
 English Level 1: Unit 06-08

GRADE LEVEL EXAMPLE 2.2.1h. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications).

Grade 2

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-07
 English Level 1: Unit 05-02
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 08-01
 English Level 1: Unit 08-07

GRADE LEVEL EXAMPLE 2.2.1k. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will use contextual clues.

Grade 2

English Level 1: Unit 04-08



GRADE LEVEL EXAMPLE 2.3.1b. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will make pictures to check comprehension of a story or process.

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03



English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 2.3.1f. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
 Students will take risks with language.

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-09
 English Level 1: Unit 02-01
 English Level 1: Unit 02-07
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-05
 English Level 1: Unit 04-08
 English Level 1: Unit 05-03
 English Level 1: Unit 05-05
 English Level 1: Unit 05-11
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05



English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 2.3.1h. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will seek more knowledgeable others with whom to consult to advance understanding.

Grade 2

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07

GRADE LEVEL EXAMPLE 3.1.1c. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will role play a telephone conversation with an adult.

Grade 2

English Level 1: Unit 02-06
 English Level 1: Unit 04-04



GRADE LEVEL EXAMPLE 3.1.1d. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will make polite requests.

Grade 2

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07

GRADE LEVEL EXAMPLE 3.1.1e. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports).

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07



English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
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 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 3.1.1g. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.



Students will demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience.

Grade 2

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
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English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
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English Level 1: Unit 03-10
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English Level 1: Unit 04-02
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English Level 1: Unit 06-10
English Level 1: Unit 06-11



English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 3.1.1h. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will greet and take leave appropriately in a variety of settings.

Grade 2

English Level 1: Unit 06-07

GRADE LEVEL EXAMPLE 3.2.1a. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will respond appropriately to a teacher's gesture.

Grade 2

English Level 1: Unit 05-10

GRADE LEVEL EXAMPLE 3.2.1b. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will obtain a teacher's attention in an appropriate manner.

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02



English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
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English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
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English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
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English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05



English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 3.3.1a. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.
Students will observe language use and behaviors of peers in different settings.

Grade 2

English Level 1: Unit 01-10

GRADE LEVEL EXAMPLE 3.3.1c. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.
Students will test appropriate use of newly acquired gestures and language.

Grade 2

English Level 1: Unit 05-10

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Rosetta Stone Version 2 - English Master

English Language Learners

Grade 3

United States Standards - Alabama Standards

GRADE LEVEL EXAMPLE 1.1.1a. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will engage listener's attention verbally or nonverbally.

Grade 3

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
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English Level 1: Unit 05-10
English Level 1: Unit 05-11



English Level 1: Unit 06-01
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English Level 1: Unit 08-11
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English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03



English Level 2: Unit 12-04
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 English Level 2: Unit 13-01
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 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
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 English Level 2: Unit 15-01
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 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.1.1b. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will volunteer information and respond to questions about self and family.



Grade 3

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
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English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
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English Level 1: Unit 03-10
English Level 1: Unit 04-01
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English Level 1: Unit 04-06
English Level 1: Unit 04-07
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English Level 1: Unit 04-09
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English Level 1: Unit 05-01
English Level 1: Unit 05-02
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English Level 1: Unit 05-07
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English Level 1: Unit 05-10
English Level 1: Unit 05-11
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English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02



English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
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English Level 1: Unit 07-11
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English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 12-01
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English Level 2: Unit 12-10
English Level 2: Unit 13-01
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English Level 2: Unit 13-07
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 English Level 2: Unit 15-01
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 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
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 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.1.1.c. AL.1.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will elicit information and ask clarification questions.

Grade 3

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09



English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08

GRADE LEVEL EXAMPLE 1.1.1d. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will clarify and restate information as needed.

Grade 3

English Level 1: Unit 08-11
 English Level 2: Unit 14-09

GRADE LEVEL EXAMPLE 1.1.1e. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will describe feelings and emotions after watching a movie.

Grade 3

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03

GRADE LEVEL EXAMPLE 1.1.1g. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will give and ask for permission.

Grade 3

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07



English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08

GRADE LEVEL EXAMPLE 1.1.1h. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will offer and respond to greetings, compliments, invitations, introductions, and farewells.

Grade 3

English Level 1: Unit 06-07
 English Level 2: Unit 09-04
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10

GRADE LEVEL EXAMPLE 1.1.1i. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will negotiate solutions to problems, interpersonal misunderstandings, and disputes.

Grade 3

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
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 English Level 1: Unit 04-04



English Level 1: Unit 04-05
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English Level 2: Unit 10-07
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English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
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English Level 2: Unit 12-01
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English Level 2: Unit 13-01
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English Level 2: Unit 14-01
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English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
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English Level 2: Unit 16-01
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English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06



English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.1.1k. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will use the telephone.

Grade 3

English Level 1: Unit 02-06
 English Level 1: Unit 04-04
 English Level 2: Unit 10-10

GRADE LEVEL EXAMPLE 1.2.1a. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.

Students will describe favorite storybook characters.

Grade 3

English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 14-05
 English Level 2: Unit 15-01

GRADE LEVEL EXAMPLE 1.2.1b. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.

Students will recommend a game, book, or computer program.

Grade 3

English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.2.1c. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.

Students will listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.

Grade 3

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.2.1d. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.



1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
Students will recount events of interest.

Grade 3

English Level 1: Unit 04-01
English Level 1: Unit 04-06
English Level 1: Unit 06-05
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 11-08
English Level 2: Unit 13-03
English Level 2: Unit 14-09

GRADE LEVEL EXAMPLE 1.2.1e. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
Students will ask information questions for personal reasons.

Grade 3

English Level 1: Unit 01-07
English Level 1: Unit 01-10
English Level 1: Unit 03-05
English Level 1: Unit 03-09
English Level 1: Unit 04-01
English Level 1: Unit 04-08
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 06-01
English Level 1: Unit 06-09
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-06
English Level 1: Unit 07-10
English Level 1: Unit 08-07
English Level 2: Unit 09-02
English Level 2: Unit 09-10
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 11-01
English Level 2: Unit 12-01
English Level 2: Unit 12-08
English Level 2: Unit 13-03
English Level 2: Unit 13-08

GRADE LEVEL EXAMPLE 1.2.1f. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
Students will make requests for personal reasons.

Grade 3

English Level 1: Unit 01-07
English Level 1: Unit 01-10
English Level 1: Unit 03-05
English Level 1: Unit 03-09
English Level 1: Unit 04-01
English Level 1: Unit 04-08
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 06-01
English Level 1: Unit 06-09



English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08

GRADE LEVEL EXAMPLE 1.3.1a. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will test appropriate use of new vocabulary, phrases, and structures.

Grade 3

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
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 English Level 1: Unit 02-06
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 English Level 1: Unit 04-10



English Level 1: Unit 05-01
English Level 1: Unit 05-02
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English Level 2: Unit 11-03
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English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02



English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.3.1b. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
Students will ask someone the meaning of a word.

Grade 3

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11



English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
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English Level 2: Unit 12-09
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.3.1c. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up).

Grade 3



English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
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English Level 1: Unit 02-05
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
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English Level 2: Unit 13-10
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 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.3.1d. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will tell someone in the native language that a direction given in English was not understood.

Grade 3

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02



English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06



English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01



English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.3.1e. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will recite poems or songs aloud or to oneself.

Grade 3

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-06
 English Level 1: Unit 05-10
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 07-11
 English Level 2: Unit 09-04
 English Level 2: Unit 09-06
 English Level 2: Unit 09-10
 English Level 2: Unit 10-01
 English Level 2: Unit 10-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01



English Level 2: Unit 11-02
 English Level 2: Unit 12-03
 English Level 2: Unit 12-06
 English Level 2: Unit 13-02
 English Level 2: Unit 13-05
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 15-02
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.3.1f. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will imitate a classmate's response to a teacher's question or directions.

Grade 3

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-06
 English Level 1: Unit 05-10
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 07-11
 English Level 2: Unit 09-04
 English Level 2: Unit 09-06
 English Level 2: Unit 09-10
 English Level 2: Unit 10-01
 English Level 2: Unit 10-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 12-03
 English Level 2: Unit 12-06
 English Level 2: Unit 13-02
 English Level 2: Unit 13-05
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-04



English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 15-02
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.3.1g. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will associate realia or diagrams with written labels to learn vocabulary or construct meaning.

Grade 3

English Level 2: Unit 11-07
 English Level 2: Unit 12-02
 English Level 2: Unit 15-09

GRADE LEVEL EXAMPLE 1.3.1h. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will practice recently learned language by teaching a peer.

Grade 3

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08



English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
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English Level 1: Unit 05-06
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English Level 1: Unit 05-09
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English Level 1: Unit 05-11
English Level 1: Unit 06-01
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English Level 1: Unit 06-06
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English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
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English Level 1: Unit 08-10
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
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English Level 2: Unit 09-07
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English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05



English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
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English Level 2: Unit 11-10
English Level 2: Unit 12-01
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English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
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English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03



English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 2.1.1a. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will ask a teacher to restate or simplify directions.

Grade 3

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
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 English Level 1: Unit 04-06
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 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
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 English Level 1: Unit 05-06



English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
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English Level 1: Unit 06-11
English Level 1: Unit 07-01
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English Level 1: Unit 07-11
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English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 11-03
English Level 2: Unit 11-04
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English Level 2: Unit 11-07
English Level 2: Unit 11-08



English Level 2: Unit 11-09
 English Level 2: Unit 11-10
 English Level 2: Unit 12-01
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 English Level 2: Unit 15-01
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 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 2.1.1b. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use



English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will join in a group response at the appropriate time.

Grade 3

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07



English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10



English Level 2: Unit 13-01
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 2.1.1d. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will greet a teacher when entering class.

Grade 3

English Level 1: Unit 06-07
 English Level 2: Unit 09-04
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10



GRADE LEVEL EXAMPLE 2.1.1f. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will share classroom materials and work successfully with a partner.

Grade 3

English Level 1: Unit 01-05

English Level 1: Unit 01-07

English Level 1: Unit 03-03

English Level 1: Unit 04-04

English Level 1: Unit 04-07

English Level 1: Unit 04-09

English Level 1: Unit 06-11

English Level 1: Unit 07-04

English Level 1: Unit 07-06

English Level 1: Unit 07-10

English Level 2: Unit 10-02

English Level 2: Unit 10-03

English Level 2: Unit 10-08

English Level 2: Unit 14-04

GRADE LEVEL EXAMPLE 2.1.1g. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will ask for assistance with a task.

Grade 3

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 03-05

English Level 1: Unit 03-09

English Level 1: Unit 04-01

English Level 1: Unit 04-08

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-05

English Level 1: Unit 06-01

English Level 1: Unit 06-09

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-06

English Level 1: Unit 07-10

English Level 1: Unit 08-07

English Level 2: Unit 09-02

English Level 2: Unit 09-10

English Level 2: Unit 10-02

English Level 2: Unit 10-03

English Level 2: Unit 11-01

English Level 2: Unit 12-01

English Level 2: Unit 12-08

English Level 2: Unit 13-03

English Level 2: Unit 13-08

GRADE LEVEL EXAMPLE 2.2.1a. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and



inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words).

Grade 3

English Level 2: Unit 11-07

English Level 2: Unit 12-02

GRADE LEVEL EXAMPLE 2.2.1b. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics).

Grade 3

English Level 1: Unit 01-01

English Level 1: Unit 01-03

English Level 1: Unit 01-05

English Level 1: Unit 01-07

English Level 1: Unit 01-09

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 03-02

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 04-02

English Level 1: Unit 04-10

English Level 1: Unit 05-04

English Level 1: Unit 05-07

English Level 1: Unit 06-03

English Level 1: Unit 06-08

English Level 1: Unit 07-03

English Level 1: Unit 07-07

English Level 1: Unit 07-08

English Level 1: Unit 07-11

English Level 2: Unit 09-03

English Level 2: Unit 09-05

English Level 2: Unit 09-09

English Level 2: Unit 10-08

English Level 2: Unit 12-02

English Level 2: Unit 12-08

English Level 2: Unit 12-10

English Level 2: Unit 13-05

English Level 2: Unit 14-09

English Level 2: Unit 16-01

English Level 2: Unit 16-04

English Level 2: Unit 18-01, 18-02, 18-03

English Level 2: Unit 18-04, 18-05, 18-06

English Level 2: Unit 18-07, 18-08, 18-09

English Level 2: Unit 18-10, 19-01, 19-02

English Level 2: Unit 19-03, 19-04, 19-05

English Level 2: Unit 19-06, 19-07, 19-08

English Level 2: Unit 19-09, 19-10



GRADE LEVEL EXAMPLE 2.2.1c. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature).

Grade 3

English Level 1: Unit 05-02

English Level 1: Unit 05-11

English Level 1: Unit 06-02

English Level 1: Unit 06-03

English Level 1: Unit 08-11

English Level 2: Unit 09-01

English Level 2: Unit 14-05

English Level 2: Unit 15-01

GRADE LEVEL EXAMPLE 2.2.1e. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will construct a chart or other graphic showing data.

Grade 3

English Level 1: Unit 01-02

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-05

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-04

English Level 1: Unit 03-06

English Level 1: Unit 03-08

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 05-04

English Level 1: Unit 05-06

English Level 1: Unit 05-09

English Level 1: Unit 06-03

English Level 1: Unit 08-01

English Level 1: Unit 08-03

English Level 1: Unit 08-06

English Level 1: Unit 08-10

English Level 1: Unit 08-11

English Level 2: Unit 09-01

English Level 2: Unit 09-02

English Level 2: Unit 10-04

English Level 2: Unit 10-09

English Level 2: Unit 10-10

English Level 2: Unit 12-10

English Level 2: Unit 14-05

English Level 2: Unit 14-07

English Level 2: Unit 14-08

English Level 2: Unit 16-01



English Level 2: Unit 16-06
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05

GRADE LEVEL EXAMPLE 2.2.1f. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will read a story and represent the sequence of events (through pictures, words, music, or drama).

Grade 3

English Level 1: Unit 06-02
 English Level 1: Unit 06-08
 English Level 2: Unit 10-01
 English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 11-02
 English Level 2: Unit 12-02
 English Level 2: Unit 17-04, 17-05, 17-06

GRADE LEVEL EXAMPLE 2.2.1g. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will locate reference material.

Grade 3

English Level 2: Unit 15-04
 English Level 2: Unit 16-04

GRADE LEVEL EXAMPLE 2.2.1h. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications).

Grade 3

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-07
 English Level 1: Unit 05-02
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 08-01
 English Level 1: Unit 08-07



English Level 2: Unit 09-02
 English Level 2: Unit 14-09
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-08
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08

GRADE LEVEL EXAMPLE 2.2.1k. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will use contextual clues.

Grade 3

English Level 1: Unit 04-08
 English Level 2: Unit 13-02
 English Level 2: Unit 14-10

GRADE LEVEL EXAMPLE 2.3.1a. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will use verbal and nonverbal cues to know when to pay attention.

Grade 3

English Level 2: Unit 13-06

GRADE LEVEL EXAMPLE 2.3.1b. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will make pictures to check comprehension of a story or process.

Grade 3

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09



English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05



English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02



English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09

GRADE LEVEL EXAMPLE 2.3.1c. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will scan an entry in a book to locate information for an assignment.

Grade 3

English Level 2: Unit 11-08
 English Level 2: Unit 12-04

GRADE LEVEL EXAMPLE 2.3.1d. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will select materials from school resource collections to complete a project.

Grade 3

English Level 2: Unit 15-04
 English Level 2: Unit 16-04

GRADE LEVEL EXAMPLE 2.3.1f. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success



in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will take risks with language.

Grade 3

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-09
English Level 1: Unit 02-01
English Level 1: Unit 02-07
English Level 1: Unit 02-09
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-05
English Level 1: Unit 04-08
English Level 1: Unit 05-03
English Level 1: Unit 05-05
English Level 1: Unit 05-11
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-11
English Level 2: Unit 09-02
English Level 2: Unit 09-04
English Level 2: Unit 09-06
English Level 2: Unit 09-08
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 11-05
English Level 2: Unit 12-01
English Level 2: Unit 12-04
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 15-03
English Level 2: Unit 15-10
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-07



English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 19-03, 19-04, 19-05

GRADE LEVEL EXAMPLE 2.3.1h. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will seek more knowledgeable others with whom to consult to advance understanding.

Grade 3

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08

GRADE LEVEL EXAMPLE 3.1.1c. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.

3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will role play a telephone conversation with an adult.

Grade 3

English Level 1: Unit 02-06
 English Level 1: Unit 04-04
 English Level 2: Unit 10-10



GRADE LEVEL EXAMPLE 3.1.1d. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will make polite requests.

Grade 3

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08

GRADE LEVEL EXAMPLE 3.1.1e. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports).

Grade 3

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08



English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11



English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06



English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 3.1.1g. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience.

Grade 3

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08



English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10



English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
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English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06



English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 3.1.1h. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will greet and take leave appropriately in a variety of settings.

Grade 3

English Level 1: Unit 06-07
 English Level 2: Unit 09-04
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10

GRADE LEVEL EXAMPLE 3.2.1a. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will respond appropriately to a teacher's gesture.

Grade 3

English Level 1: Unit 05-10
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1b. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will obtain a teacher's attention in an appropriate manner.

Grade 3

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02



English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
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English Level 1: Unit 04-07
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English Level 1: Unit 05-09
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English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
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English Level 1: Unit 06-06
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English Level 1: Unit 07-11
English Level 1: Unit 08-01
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English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05



English Level 1: Unit 08-06
English Level 1: Unit 08-07
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English Level 1: Unit 08-09
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English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 09-04
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English Level 2: Unit 09-07
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English Level 2: Unit 10-01
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English Level 2: Unit 11-10
English Level 2: Unit 12-01
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English Level 2: Unit 12-04
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English Level 2: Unit 12-08
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English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10



English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 3.2.1c. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will use appropriate volume of voice in different settings such as the library, hall, gymnasium, supermarket, and movie theater.

Grade 3

English Level 2: Unit 09-08
 English Level 2: Unit 11-01

GRADE LEVEL EXAMPLE 3.3.1a. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.
 Students will observe language use and behaviors of peers in different settings.

Grade 3

English Level 1: Unit 01-10

GRADE LEVEL EXAMPLE 3.3.1c. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.
 Students will test appropriate use of newly acquired gestures and language.



Grade 3

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

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Rosetta Stone Version 2 - English Master

English Language Learners

Grade 4

United States Standards - Alabama Standards

GRADE LEVEL EXAMPLE 1.1.1a. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will ask peers for their opinions, preferences, and desires.

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
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 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11



English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
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English Level 2: Unit 12-01
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English Level 2: Unit 12-03



English Level 2: Unit 12-04
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.1.1c. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will write personal essays.



Grade 4

English Level 2: Unit 10-03

English Level 2: Unit 14-09

English Level 2: Unit 15-07

GRADE LEVEL EXAMPLE 1.1.1d. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will make plans for social engagements.

Grade 4

English Level 1: Unit 04-03

English Level 2: Unit 10-02

GRADE LEVEL EXAMPLE 1.1.1e. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will shop in a supermarket.

Grade 4

English Level 1: Unit 04-03

English Level 2: Unit 10-02

GRADE LEVEL EXAMPLE 1.1.1f. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will engage listener's attention verbally or nonverbally.

Grade 4

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09



English Level 1: Unit 03-10
English Level 1: Unit 04-01
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English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01



English Level 2: Unit 10-02
English Level 2: Unit 10-03
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English Level 2: Unit 10-10
English Level 2: Unit 11-01
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English Level 2: Unit 13-01
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English Level 2: Unit 14-10
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English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07



English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.1.1g. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will volunteer information and respond to questions about self and family.

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
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 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
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 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02



English Level 1: Unit 05-03
English Level 1: Unit 05-04
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English Level 2: Unit 11-04



English Level 2: Unit 11-05
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English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08



English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.1.1h. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will elicit information and ask clarification questions.

Grade 4

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
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 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
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 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08

GRADE LEVEL EXAMPLE 1.1.1i. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will clarify and restate information as needed.

Grade 4

English Level 1: Unit 08-11
 English Level 2: Unit 14-09

GRADE LEVEL EXAMPLE 1.1.1j. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will describe feelings and emotions after watching a movie.

Grade 4

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03

GRADE LEVEL EXAMPLE 1.1.1l. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.



1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will give and ask for permission.

Grade 4

English Level 1: Unit 01-07
English Level 1: Unit 01-10
English Level 1: Unit 03-05
English Level 1: Unit 03-09
English Level 1: Unit 04-01
English Level 1: Unit 04-08
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 06-01
English Level 1: Unit 06-09
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-06
English Level 1: Unit 07-10
English Level 1: Unit 08-07
English Level 2: Unit 09-02
English Level 2: Unit 09-10
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 11-01
English Level 2: Unit 12-01
English Level 2: Unit 12-08
English Level 2: Unit 13-03
English Level 2: Unit 13-08

GRADE LEVEL EXAMPLE 1.1.1m. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will offer and respond to greetings, compliments, invitations, introductions, and farewells.

Grade 4

English Level 1: Unit 06-07
English Level 2: Unit 09-04
English Level 2: Unit 10-02
English Level 2: Unit 10-10

GRADE LEVEL EXAMPLE 1.1.1n. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will negotiate solutions to problems, interpersonal misunderstandings, and disputes.

Grade 4

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02



English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05



English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10



English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.1.1p. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will use the telephone.

Grade 4

English Level 1: Unit 02-06
 English Level 1: Unit 04-04
 English Level 2: Unit 10-10

GRADE LEVEL EXAMPLE 1.2.1a. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will recommend a film or videotape to a friend.

Grade 4

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03

GRADE LEVEL EXAMPLE 1.2.1b. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will write in a diary or personal journal.

Grade 4

English Level 1: Unit 04-04



English Level 1: Unit 04-10
 English Level 1: Unit 05-03
 English Level 1: Unit 06-06
 English Level 1: Unit 06-10
 English Level 1: Unit 07-06
 English Level 1: Unit 08-03
 English Level 1: Unit 08-07
 English Level 2: Unit 09-07
 English Level 2: Unit 10-03
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 12-01
 English Level 2: Unit 12-02
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 14-01
 English Level 2: Unit 14-03
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-06
 English Level 2: Unit 16-06
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05

GRADE LEVEL EXAMPLE 1.2.1c. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will describe, read or write about a personal hero.

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07



English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-10
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-11
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 2: Unit 09-05
 English Level 2: Unit 09-06
 English Level 2: Unit 09-09
 English Level 2: Unit 10-01
 English Level 2: Unit 10-04
 English Level 2: Unit 10-06
 English Level 2: Unit 10-08
 English Level 2: Unit 11-02
 English Level 2: Unit 11-06
 English Level 2: Unit 11-09
 English Level 2: Unit 12-01
 English Level 2: Unit 12-02
 English Level 2: Unit 12-07
 English Level 2: Unit 13-02
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 13-09
 English Level 2: Unit 14-02
 English Level 2: Unit 14-09
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02

GRADE LEVEL EXAMPLE 1.2.1e. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in,



through, and with spoken and written English for personal expression and enjoyment.

1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.

Students will discuss issues of personal importance or value.

Grade 4

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09



English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02



English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.2.1g. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will write a poem, short story, play, or song.

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 03-05



English Level 1: Unit 03-07
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-04
 English Level 1: Unit 05-08
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-04
 English Level 1: Unit 06-07
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-09
 English Level 2: Unit 10-01
 English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-05
 English Level 2: Unit 12-01
 English Level 2: Unit 12-04
 English Level 2: Unit 12-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-07
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-03
 English Level 2: Unit 16-05
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-07, 18-08, 18-09

GRADE LEVEL EXAMPLE 1.2.1h. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will describe favorite storybook characters.

Grade 4

English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 14-05



English Level 2: Unit 15-01

GRADE LEVEL EXAMPLE 1.2.1i. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
Students will recommend a game, book, or computer program.

Grade 4

English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.2.1j. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
Students will listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.

Grade 4

English Level 1: Unit 04-01

English Level 1: Unit 04-06

English Level 1: Unit 06-05

English Level 1: Unit 08-10

English Level 2: Unit 13-03

English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.2.1k. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
Students will recount events of interest.

Grade 4

English Level 1: Unit 04-01

English Level 1: Unit 04-06

English Level 1: Unit 06-05

English Level 1: Unit 08-10

English Level 1: Unit 08-11

English Level 2: Unit 11-08

English Level 2: Unit 13-03

English Level 2: Unit 14-09

GRADE LEVEL EXAMPLE 1.2.1l. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
Students will ask information questions for personal reasons.

Grade 4

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 03-05

English Level 1: Unit 03-09

English Level 1: Unit 04-01

English Level 1: Unit 04-08

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-05

English Level 1: Unit 06-01

English Level 1: Unit 06-09

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-06

English Level 1: Unit 07-10



English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08

GRADE LEVEL EXAMPLE 1.2.1m. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will make requests for personal reasons.

Grade 4

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08

GRADE LEVEL EXAMPLE 1.3.1a. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will use a dictionary to validate choice of language.

Grade 4

English Level 1: Unit 02-09
 English Level 2: Unit 19-03, 19-04, 19-05

GRADE LEVEL EXAMPLE 1.3.1b. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will ask a classmate whether a particular word or phrase is correct.



Grade 4

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
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English Level 1: Unit 07-02
English Level 1: Unit 07-03



English Level 1: Unit 07-04
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English Level 2: Unit 14-01



English Level 2: Unit 14-02
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.3.1c. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will use a computer spell checker to verify spelling.

Grade 4

English Level 2: Unit 09-02
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.3.1d. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will use written sources to discover or check information.

Grade 4

English Level 2: Unit 15-04



English Level 2: Unit 16-04

GRADE LEVEL EXAMPLE 1.3.1f. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will test appropriate use of new vocabulary, phrases, and structures.

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
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English Level 2: Unit 13-01
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 English Level 2: Unit 17-01, 17-02, 17-03
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 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.3.1g. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will ask someone the meaning of a word.

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03



English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
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 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.3.1h. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up).

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
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English Level 1: Unit 02-10
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English Level 2: Unit 09-01



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 English Level 2: Unit 16-03
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 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.3.1i. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will tell someone in the native language that a direction given in English was not understood.

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01



English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03



English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
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English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
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English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09



English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.3.1j. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will recite poems or songs aloud.

Grade 4

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-06
 English Level 1: Unit 05-10
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 07-11
 English Level 2: Unit 09-04
 English Level 2: Unit 09-06
 English Level 2: Unit 09-10
 English Level 2: Unit 10-01
 English Level 2: Unit 10-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 12-03
 English Level 2: Unit 12-06
 English Level 2: Unit 13-02
 English Level 2: Unit 13-05
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 15-02
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09



English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.3.1k. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will imitate a classmate's response to a teacher's question or directions.

Grade 4

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-06
 English Level 1: Unit 05-10
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 07-11
 English Level 2: Unit 09-04
 English Level 2: Unit 09-06
 English Level 2: Unit 09-10
 English Level 2: Unit 10-01
 English Level 2: Unit 10-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 12-03
 English Level 2: Unit 12-06
 English Level 2: Unit 13-02
 English Level 2: Unit 13-05
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 15-02
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.3.1l. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the



primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will associate realia or diagrams with written labels to learn vocabulary or construct meaning.

Grade 4

English Level 2: Unit 11-07

English Level 2: Unit 12-02

English Level 2: Unit 15-09

GRADE LEVEL EXAMPLE 1.3.1m. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will practice recently learned language by teaching a peer.

Grade 4

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04

English Level 1: Unit 05-05

English Level 1: Unit 05-06



English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
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English Level 1: Unit 06-03
English Level 1: Unit 06-04
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English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
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English Level 1: Unit 07-05
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-04
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English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03



English Level 2: Unit 12-04
 English Level 2: Unit 12-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-07
 English Level 2: Unit 12-08
 English Level 2: Unit 12-09
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 2.1.1c. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.



Students will follow directions to form groups.

Grade 4

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
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English Level 1: Unit 05-06
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English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
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English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02



English Level 1: Unit 07-03
English Level 1: Unit 07-04
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English Level 1: Unit 07-06
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English Level 1: Unit 07-08
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English Level 1: Unit 07-10
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English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 13-01
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English Level 2: Unit 13-06



English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
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 English Level 2: Unit 14-01
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 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 2.1.1d. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will negotiate cooperative roles and task assignments.

Grade 4

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 03-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10



English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 14-04

GRADE LEVEL EXAMPLE 2.1.1e. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will take turns when speaking in a group.

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
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 English Level 1: Unit 05-11



English Level 1: Unit 06-01
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English Level 2: Unit 12-04
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 2.1.1g. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.



Students will paraphrase a teacher's directions orally or in writing.

Grade 4

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
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English Level 1: Unit 03-01
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English Level 1: Unit 06-11
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English Level 1: Unit 07-03
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English Level 2: Unit 13-06



English Level 2: Unit 13-07
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 2.1.1h. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will respond to a teacher's general school-related small talk.

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10



English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
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English Level 2: Unit 14-09
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 2.1.1i. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will explain the reason for being absent or late to a teacher.

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
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 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02



English Level 1: Unit 03-03
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English Level 1: Unit 08-11
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English Level 2: Unit 15-10



English Level 2: Unit 16-01
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 English Level 2: Unit 16-03
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 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 2.1.1j. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will negotiate verbally to identify roles in preparation for a group/class presentation.

Grade 4

English Level 2: Unit 14-04
 English Level 2: Unit 15-06

GRADE LEVEL EXAMPLE 2.1.1k. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will ask a teacher to restate or simplify directions.

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
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 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03



English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
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English Level 1: Unit 05-06
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English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
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English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
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English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05



English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01



English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 2.1.1I. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will join in a group response at the appropriate time.

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05



English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07



English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08



English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 2.1.1n. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will greet a teacher when entering class.

Grade 4

English Level 1: Unit 06-07
 English Level 2: Unit 09-04
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10

GRADE LEVEL EXAMPLE 2.1.1p. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will share classroom materials and work successfully with a partner.

Grade 4

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 03-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 14-04

GRADE LEVEL EXAMPLE 2.1.1q. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will ask for assistance with a task.

Grade 4

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05



English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08

GRADE LEVEL EXAMPLE 2.2.1a. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will take notes as a teacher presents information or during a film in order to summarize key concepts.

Grade 4

English Level 1: Unit 04-04
 English Level 1: Unit 08-11
 English Level 2: Unit 14-09
 English Level 2: Unit 15-08

GRADE LEVEL EXAMPLE 2.2.1b. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will synthesize, analyze, and evaluate information.

Grade 4

English Level 1: Unit 03-09
 English Level 2: Unit 14-09

GRADE LEVEL EXAMPLE 2.2.1c. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will write a summary of a book, article, movie, or lecture.

Grade 4

English Level 1: Unit 08-11
 English Level 2: Unit 14-09



GRADE LEVEL EXAMPLE 2.2.1e. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will research information on academic topics from multiple sources.

Grade 4

English Level 1: Unit 01-01
English Level 1: Unit 01-03
English Level 1: Unit 01-06
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-08
English Level 1: Unit 04-03
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 05-06
English Level 1: Unit 05-08
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-02
English Level 1: Unit 08-04
English Level 1: Unit 08-06
English Level 1: Unit 08-09
English Level 1: Unit 08-11
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-07
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-10
English Level 2: Unit 12-08
English Level 2: Unit 12-10
English Level 2: Unit 14-04
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 15-02
English Level 2: Unit 15-04
English Level 2: Unit 15-10



English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08

GRADE LEVEL EXAMPLE 2.2.1f. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will take a position and support it orally or in writing.

Grade 4

English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 05-07
 English Level 1: Unit 06-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02

GRADE LEVEL EXAMPLE 2.2.1g. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will construct a chart synthesizing information.

Grade 4

English Level 1: Unit 01-02
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03



English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 12-10
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-06
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05

GRADE LEVEL EXAMPLE 2.2.1h. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words).

Grade 4

English Level 2: Unit 11-07
 English Level 2: Unit 12-02

GRADE LEVEL EXAMPLE 2.2.1i. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics).

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 01-09
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 04-02



English Level 1: Unit 04-10
 English Level 1: Unit 05-04
 English Level 1: Unit 05-07
 English Level 1: Unit 06-03
 English Level 1: Unit 06-08
 English Level 1: Unit 07-03
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-11
 English Level 2: Unit 09-03
 English Level 2: Unit 09-05
 English Level 2: Unit 09-09
 English Level 2: Unit 10-08
 English Level 2: Unit 12-02
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 14-09
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 2.2.1j. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature).

Grade 4

English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 14-05
 English Level 2: Unit 15-01

GRADE LEVEL EXAMPLE 2.2.1l. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will construct a chart or other graphic showing data.

Grade 4

English Level 1: Unit 01-02
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05



English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 12-10
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-06
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05

GRADE LEVEL EXAMPLE 2.2.1m. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will read a story and represent the sequence of events (through pictures, words, music, or drama).

Grade 4

English Level 1: Unit 06-02
 English Level 1: Unit 06-08
 English Level 2: Unit 10-01
 English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 11-02
 English Level 2: Unit 12-02
 English Level 2: Unit 17-04, 17-05, 17-06

GRADE LEVEL EXAMPLE 2.2.1n. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will locate reference material.



Grade 4

English Level 2: Unit 15-04

English Level 2: Unit 16-04

- GRADE LEVEL EXAMPLE 2.2.1o. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
- Students will generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications).

Grade 4

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 04-01

English Level 1: Unit 04-07

English Level 1: Unit 05-02

English Level 1: Unit 06-01

English Level 1: Unit 06-02

English Level 1: Unit 08-01

English Level 1: Unit 08-07

English Level 2: Unit 09-02

English Level 2: Unit 14-09

English Level 2: Unit 16-02

English Level 2: Unit 16-03

English Level 2: Unit 16-08

English Level 2: Unit 19-03, 19-04, 19-05

English Level 2: Unit 19-06, 19-07, 19-08

- GRADE LEVEL EXAMPLE 2.2.1r. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
- Students will use contextual clues.

Grade 4

English Level 1: Unit 04-08

English Level 2: Unit 13-02

English Level 2: Unit 14-10

- GRADE LEVEL EXAMPLE 2.3.1a. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
- 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
- Students will scan several resources to determine the appropriateness to the topic of study.



Grade 4

English Level 2: Unit 15-04

English Level 2: Unit 16-04

GRADE LEVEL EXAMPLE 2.3.1d. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will verbalize relationships between new information and information previously learned in another setting.

Grade 4

English Level 1: Unit 01-09

English Level 1: Unit 02-08

English Level 1: Unit 06-05

English Level 1: Unit 06-09

English Level 1: Unit 06-11

English Level 1: Unit 07-05

English Level 1: Unit 08-07

English Level 2: Unit 09-01

English Level 2: Unit 11-05

English Level 2: Unit 12-06

English Level 2: Unit 12-10

English Level 2: Unit 13-02

English Level 2: Unit 15-05

English Level 2: Unit 15-08

English Level 2: Unit 15-10

English Level 2: Unit 16-05

English Level 2: Unit 16-10

English Level 2: Unit 18-07, 18-08, 18-09

English Level 2: Unit 18-10, 19-01, 19-02

GRADE LEVEL EXAMPLE 2.3.1e. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will use verbal and nonverbal cues to know when to pay attention.

Grade 4

English Level 2: Unit 13-06

GRADE LEVEL EXAMPLE 2.3.1f. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own



success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will make pictures to check comprehension of a story or process.

Grade 4

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11



English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06



English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09

GRADE LEVEL EXAMPLE 2.3.1g. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will scan an entry in a book to locate information for an assignment.

Grade 4

English Level 2: Unit 11-08
 English Level 2: Unit 12-04

GRADE LEVEL EXAMPLE 2.3.1h. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to



complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will select materials from school resource collections to complete a project.

Grade 4

English Level 2: Unit 15-04

English Level 2: Unit 16-04

GRADE LEVEL EXAMPLE 2.3.1j. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will take risks with language.

Grade 4

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-09

English Level 1: Unit 02-01

English Level 1: Unit 02-07

English Level 1: Unit 02-09

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-05

English Level 1: Unit 04-08

English Level 1: Unit 05-03

English Level 1: Unit 05-05

English Level 1: Unit 05-11

English Level 1: Unit 06-04

English Level 1: Unit 06-05

English Level 1: Unit 06-09

English Level 1: Unit 06-10

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-03

English Level 1: Unit 07-04

English Level 1: Unit 07-05

English Level 1: Unit 07-06

English Level 1: Unit 07-07

English Level 1: Unit 07-09

English Level 1: Unit 07-10

English Level 1: Unit 07-11

English Level 1: Unit 08-03

English Level 1: Unit 08-04

English Level 1: Unit 08-05

English Level 1: Unit 08-07

English Level 1: Unit 08-08

English Level 1: Unit 08-09

English Level 1: Unit 08-11

English Level 2: Unit 09-02

English Level 2: Unit 09-04

English Level 2: Unit 09-06

English Level 2: Unit 09-08



English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 11-05
 English Level 2: Unit 12-01
 English Level 2: Unit 12-04
 English Level 2: Unit 13-01
 English Level 2: Unit 13-02
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 15-03
 English Level 2: Unit 15-10
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 19-03, 19-04, 19-05

GRADE LEVEL EXAMPLE 2.3.1. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will seek more knowledgeable others with whom to consult to advance understanding.

Grade 4

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08



English Level 2: Unit 13-03
English Level 2: Unit 13-08

GRADE LEVEL EXAMPLE 3.1.1a. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
Students will advise peers on appropriate language use.

Grade 4

English Level 1: Unit 01-05
English Level 1: Unit 01-07
English Level 1: Unit 03-03
English Level 1: Unit 04-04
English Level 1: Unit 04-07
English Level 1: Unit 04-09
English Level 1: Unit 06-11
English Level 1: Unit 07-04
English Level 1: Unit 07-06
English Level 1: Unit 07-10
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-08
English Level 2: Unit 14-04

GRADE LEVEL EXAMPLE 3.1.1c. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
Students will write a dialogue incorporating idioms or slang.

Grade 4

English Level 1: Unit 04-10
English Level 2: Unit 09-04
English Level 2: Unit 11-01
English Level 2: Unit 12-06
English Level 2: Unit 17-04, 17-05, 17-06

GRADE LEVEL EXAMPLE 3.1.1e. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
Students will create a commercial using an appropriate language style for the product.

Grade 4

English Level 2: Unit 10-08
English Level 2: Unit 14-08

GRADE LEVEL EXAMPLE 3.1.1f. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.



Students will create a cartoon or comic book.

Grade 4

English Level 2: Unit 17-07, 17-08

GRADE LEVEL EXAMPLE 3.1.1g. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will initiate and carry on appropriate small talk (e.g., while visiting a classmate's home, on a bus, at a party).

Grade 4

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
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English Level 1: Unit 01-09
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English Level 1: Unit 02-10
English Level 1: Unit 03-01
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English Level 1: Unit 04-07
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English Level 1: Unit 05-01
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English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09



English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
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English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 11-10
English Level 2: Unit 12-01



English Level 2: Unit 12-02
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 English Level 2: Unit 16-09
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 3.1.1h. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for



different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will determine when it is appropriate to tell a joke.

Grade 4

English Level 1: Unit 06-07

English Level 2: Unit 09-04

English Level 2: Unit 10-02

English Level 2: Unit 10-10

GRADE LEVEL EXAMPLE 3.1.1j. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will advise peers on appropriate language use.

Grade 4

English Level 1: Unit 01-10

GRADE LEVEL EXAMPLE 3.1.1m. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will role play a telephone conversation with an adult.

Grade 4

English Level 1: Unit 02-06

English Level 1: Unit 04-04

English Level 2: Unit 10-10

GRADE LEVEL EXAMPLE 3.1.1n. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will make polite requests.

Grade 4

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 03-05

English Level 1: Unit 03-09

English Level 1: Unit 04-01

English Level 1: Unit 04-08

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-05

English Level 1: Unit 06-01

English Level 1: Unit 06-09

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-06

English Level 1: Unit 07-10

English Level 1: Unit 08-07

English Level 2: Unit 09-02

English Level 2: Unit 09-10



English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08

GRADE LEVEL EXAMPLE 3.1.1o. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports).

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
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 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04



English Level 1: Unit 06-05
English Level 1: Unit 06-06
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English Level 1: Unit 06-11
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English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07



English Level 2: Unit 12-08
 English Level 2: Unit 12-09
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
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 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 3.1.1q. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience.

Grade 4



English Level 1: Unit 06-07
 English Level 2: Unit 09-04
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10

GRADE LEVEL EXAMPLE 3.1.1r. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will greet and take leave appropriately in a variety of settings.

Grade 4

English Level 1: Unit 06-07
 English Level 2: Unit 09-04
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10

GRADE LEVEL EXAMPLE 3.2.1a. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will determine the appropriate distance to maintain while standing near someone, depending on the situation.

Grade 4

English Level 1: Unit 05-10
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1b. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will maintain appropriate level of eye contact with audience while giving an oral presentation.

Grade 4

English Level 1: Unit 05-10
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1c. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will demonstrate in a role play two aspects of body language common to one's own culture.

Grade 4

English Level 1: Unit 05-10
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1d. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use



nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will analyze nonverbal behavior.

Grade 4

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1e. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will describe intent by focusing on a person's nonverbal behavior.

Grade 4

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1f. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will add gestures to correspond to a dialogue in a play.

Grade 4

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1g. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will respond appropriately to a teacher's gesture.

Grade 4

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1h. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will obtain a teacher's attention in an appropriate manner.

Grade 4

English Level 1: Unit 05-10



English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1i. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will use appropriate volume of voice in different settings such as the library, hall, gymnasium, supermarket, and movie theater.

Grade 4

English Level 2: Unit 09-08
 English Level 2: Unit 11-01

GRADE LEVEL EXAMPLE 3.3.1a. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.
 Students will model behavior and language use of others in different situations and settings.

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
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English Level 1: Unit 05-07
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English Level 2: Unit 11-09
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 English Level 2: Unit 12-03
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 English Level 2: Unit 14-01
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 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
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 English Level 2: Unit 16-05
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 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 3.3.1b. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.



3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.

Students will rephrase an utterance when it results in cultural misunderstanding.

Grade 4

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
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English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-08
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-06
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English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
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English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04



English Level 1: Unit 07-05
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English Level 2: Unit 13-08



English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 3.3.1d. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.
 Students will observe language use and behaviors of peers in different settings.

Grade 4

English Level 1: Unit 01-10

GRADE LEVEL EXAMPLE 3.3.1e. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.
 Students will rehearse different ways of speaking according to the formality of the setting.

Grade 4



English Level 1: Unit 01-01
 English Level 1: Unit 01-06
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 06-04
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-09
 English Level 1: Unit 07-11
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-07
 English Level 1: Unit 08-11
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 15-03
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 18-01, 18-02, 18-03

GRADE LEVEL EXAMPLE 3.3.1f. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.
 Students will test appropriate use of newly acquired gestures and language.

Grade 4

English Level 1: Unit 05-10
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03



Rosetta Stone Version 2 - English Master

English Language Learners

Grade 5

United States Standards - Alabama Standards

GRADE LEVEL EXAMPLE 1.1.1a. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will ask peers for their opinions, preferences, and desires.

Grade 5

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04

English Level 1: Unit 05-05

English Level 1: Unit 05-06

English Level 1: Unit 05-07

English Level 1: Unit 05-08

English Level 1: Unit 05-09

English Level 1: Unit 05-10

English Level 1: Unit 05-11



English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
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English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.1.1c. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will write personal essays.



Grade 5

English Level 2: Unit 10-03

English Level 2: Unit 14-09

English Level 2: Unit 15-07

GRADE LEVEL EXAMPLE 1.1.1d. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will make plans for social engagements.

Grade 5

English Level 1: Unit 04-03

English Level 2: Unit 10-02

GRADE LEVEL EXAMPLE 1.1.1e. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will shop in a supermarket.

Grade 5

English Level 1: Unit 04-03

English Level 2: Unit 10-02

GRADE LEVEL EXAMPLE 1.1.1f. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will engage listener's attention verbally or nonverbally.

Grade 5

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09



English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
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English Level 2: Unit 10-01



English Level 2: Unit 10-02
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English Level 2: Unit 16-01
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English Level 2: Unit 16-06
English Level 2: Unit 16-07



English Level 2: Unit 16-08
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 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.1.1g. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will volunteer information and respond to questions about self and family.

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
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 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
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 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02



English Level 1: Unit 05-03
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English Level 1: Unit 06-01
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English Level 1: Unit 06-11
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English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04



English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
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English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
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English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08



English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.1.1h. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will elicit information and ask clarification questions.

Grade 5

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
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 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08

GRADE LEVEL EXAMPLE 1.1.1i. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will clarify and restate information as needed.

Grade 5

English Level 1: Unit 08-11
 English Level 2: Unit 14-09

GRADE LEVEL EXAMPLE 1.1.1j. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will describe feelings and emotions after watching a movie.

Grade 5

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03

GRADE LEVEL EXAMPLE 1.1.1l. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.



1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will give and ask for permission.

Grade 5

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
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 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
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 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08

GRADE LEVEL EXAMPLE 1.1.1m. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will offer and respond to greetings, compliments, invitations, introductions, and farewells.

Grade 5

English Level 1: Unit 06-07
 English Level 2: Unit 09-04
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10

GRADE LEVEL EXAMPLE 1.1.1n. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will negotiate solutions to problems, interpersonal misunderstandings, and disputes.

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02



English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
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English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
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English Level 1: Unit 08-04
English Level 1: Unit 08-05



English Level 1: Unit 08-06
English Level 1: Unit 08-07
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English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10



English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
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 English Level 2: Unit 15-06
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 English Level 2: Unit 15-08
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 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
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 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.1.1p. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will use the telephone.

Grade 5

English Level 1: Unit 02-06
 English Level 1: Unit 04-04
 English Level 2: Unit 10-10

GRADE LEVEL EXAMPLE 1.2.1a. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will recommend a film or videotape to a friend.

Grade 5

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03

GRADE LEVEL EXAMPLE 1.2.1b. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will write in a diary or personal journal.

Grade 5

English Level 1: Unit 04-04



English Level 1: Unit 04-10
 English Level 1: Unit 05-03
 English Level 1: Unit 06-06
 English Level 1: Unit 06-10
 English Level 1: Unit 07-06
 English Level 1: Unit 08-03
 English Level 1: Unit 08-07
 English Level 2: Unit 09-07
 English Level 2: Unit 10-03
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 12-01
 English Level 2: Unit 12-02
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 14-01
 English Level 2: Unit 14-03
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-06
 English Level 2: Unit 16-06
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05

GRADE LEVEL EXAMPLE 1.2.1c. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will describe, read or write about a personal hero.

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
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 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07



English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
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 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
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 English Level 2: Unit 12-02
 English Level 2: Unit 12-07
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 English Level 2: Unit 13-04
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 English Level 2: Unit 14-02
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 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02

GRADE LEVEL EXAMPLE 1.2.1e. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in,



through, and with spoken and written English for personal expression and enjoyment.

1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.

Students will discuss issues of personal importance or value.

Grade 5

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
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English Level 1: Unit 06-10
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 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.2.1g. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will write a poem, short story, play, or song.

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 03-05



English Level 1: Unit 03-07
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-04
 English Level 1: Unit 05-08
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-04
 English Level 1: Unit 06-07
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-09
 English Level 2: Unit 10-01
 English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-05
 English Level 2: Unit 12-01
 English Level 2: Unit 12-04
 English Level 2: Unit 12-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-07
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-03
 English Level 2: Unit 16-05
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-07, 18-08, 18-09

GRADE LEVEL EXAMPLE 1.2.1h. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will describe favorite storybook characters.

Grade 5

English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 14-05



English Level 2: Unit 15-01

GRADE LEVEL EXAMPLE 1.2.1i. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
Students will recommend a game, book, or computer program.

Grade 5

English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.2.1j. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
Students will listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.

Grade 5

English Level 1: Unit 04-01
English Level 1: Unit 04-06
English Level 1: Unit 06-05
English Level 1: Unit 08-10
English Level 2: Unit 13-03
English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.2.1k. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
Students will recount events of interest.

Grade 5

English Level 1: Unit 04-01
English Level 1: Unit 04-06
English Level 1: Unit 06-05
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 11-08
English Level 2: Unit 13-03
English Level 2: Unit 14-09

GRADE LEVEL EXAMPLE 1.2.1l. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
Students will ask information questions for personal reasons.

Grade 5

English Level 1: Unit 01-07
English Level 1: Unit 01-10
English Level 1: Unit 03-05
English Level 1: Unit 03-09
English Level 1: Unit 04-01
English Level 1: Unit 04-08
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 06-01
English Level 1: Unit 06-09
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-06
English Level 1: Unit 07-10



English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08

GRADE LEVEL EXAMPLE 1.2.1m. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will make requests for personal reasons.

Grade 5

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08

GRADE LEVEL EXAMPLE 1.3.1a. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will use a dictionary to validate choice of language.

Grade 5

English Level 1: Unit 02-09
 English Level 2: Unit 19-03, 19-04, 19-05

GRADE LEVEL EXAMPLE 1.3.1b. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will ask a classmate whether a particular word or phrase is correct.



Grade 5

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
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English Level 1: Unit 05-11
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English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03



English Level 1: Unit 07-04
English Level 1: Unit 07-05
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English Level 1: Unit 08-01
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English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01



English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
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 English Level 2: Unit 14-09
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 English Level 2: Unit 15-01
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 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
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 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.3.1c. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will use a computer spell checker to verify spelling.

Grade 5

English Level 2: Unit 09-02
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.3.1d. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will use written sources to discover or check information.

Grade 5

English Level 2: Unit 15-04



English Level 2: Unit 16-04

GRADE LEVEL EXAMPLE 1.3.1f. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will test appropriate use of new vocabulary, phrases, and structures.

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
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 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
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 English Level 1: Unit 06-02



English Level 1: Unit 06-03
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English Level 2: Unit 12-09
English Level 2: Unit 12-10



English Level 2: Unit 13-01
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.3.1g. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will ask someone the meaning of a word.

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03



English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
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English Level 1: Unit 07-10
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English Level 2: Unit 10-08
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English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
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English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06



English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
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 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.3.1h. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up).

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09



English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
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English Level 1: Unit 08-11
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English Level 2: Unit 15-08
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 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.3.1i. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will tell someone in the native language that a direction given in English was not understood.

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
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 English Level 1: Unit 03-01
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 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01



English Level 1: Unit 04-02
English Level 1: Unit 04-03
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English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 10-03



English Level 2: Unit 10-04
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English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09



English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.3.1j. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will recite poems or songs aloud.

Grade 5

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-06
 English Level 1: Unit 05-10
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 07-11
 English Level 2: Unit 09-04
 English Level 2: Unit 09-06
 English Level 2: Unit 09-10
 English Level 2: Unit 10-01
 English Level 2: Unit 10-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 12-03
 English Level 2: Unit 12-06
 English Level 2: Unit 13-02
 English Level 2: Unit 13-05
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 15-02
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09



English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.3.1k. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will imitate a classmate's response to a teacher's question or directions.

Grade 5

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-06
 English Level 1: Unit 05-10
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 07-11
 English Level 2: Unit 09-04
 English Level 2: Unit 09-06
 English Level 2: Unit 09-10
 English Level 2: Unit 10-01
 English Level 2: Unit 10-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 12-03
 English Level 2: Unit 12-06
 English Level 2: Unit 13-02
 English Level 2: Unit 13-05
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 English Level 2: Unit 14-04
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 15-02
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 1.3.1l. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the



primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will associate realia or diagrams with written labels to learn vocabulary or construct meaning.

Grade 5

English Level 2: Unit 11-07

English Level 2: Unit 12-02

English Level 2: Unit 15-09

GRADE LEVEL EXAMPLE 1.3.1m. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will practice recently learned language by teaching a peer.

Grade 5

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 2.1.1c. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.



Students will follow directions to form groups.

Grade 5

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
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English Level 1: Unit 04-06
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English Level 1: Unit 06-09
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English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02



English Level 1: Unit 07-03
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English Level 2: Unit 13-07
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 2.1.1d. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will negotiate cooperative roles and task assignments.

Grade 5

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 03-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10



English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 14-04

GRADE LEVEL EXAMPLE 2.1.1e. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will take turns when speaking in a group.

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
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 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11



English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
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English Level 2: Unit 11-08
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English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03



English Level 2: Unit 12-04
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 English Level 2: Unit 13-01
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 English Level 2: Unit 16-07
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 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 2.1.1g. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.



Students will paraphrase a teacher's directions orally or in writing.

Grade 5

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
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English Level 1: Unit 03-01
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English Level 1: Unit 03-09
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English Level 2: Unit 13-07
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 2.1.1h. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will respond to a teacher's general school-related small talk.

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
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English Level 1: Unit 02-01
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 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 2.1.1i. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will explain the reason for being absent or late to a teacher.

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02



English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04



English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10



English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 2.1.1j. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will negotiate verbally to identify roles in preparation for a group/class presentation.

Grade 5

English Level 2: Unit 14-04
 English Level 2: Unit 15-06

GRADE LEVEL EXAMPLE 2.1.1k. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will ask a teacher to restate or simplify directions.

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03



English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05



English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01



English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 2.1.1I. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will join in a group response at the appropriate time.

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05



English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07



English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08



English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 2.1.1n. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will greet a teacher when entering class.

Grade 5

English Level 1: Unit 06-07
 English Level 2: Unit 09-04
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10

GRADE LEVEL EXAMPLE 2.1.1p. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will share classroom materials and work successfully with a partner.

Grade 5

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 03-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 14-04

GRADE LEVEL EXAMPLE 2.1.1q. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will ask for assistance with a task.

Grade 5

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05



English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08

GRADE LEVEL EXAMPLE 2.2.1a. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will take notes as a teacher presents information or during a film in order to summarize key concepts.

Grade 5

English Level 1: Unit 04-04
 English Level 1: Unit 08-11
 English Level 2: Unit 14-09
 English Level 2: Unit 15-08

GRADE LEVEL EXAMPLE 2.2.1b. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will synthesize, analyze, and evaluate information.

Grade 5

English Level 1: Unit 03-09
 English Level 2: Unit 14-09

GRADE LEVEL EXAMPLE 2.2.1c. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will write a summary of a book, article, movie, or lecture.

Grade 5

English Level 1: Unit 08-11
 English Level 2: Unit 14-09



GRADE LEVEL EXAMPLE 2.2.1e. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will research information on academic topics from multiple sources.

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10



English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08

GRADE LEVEL EXAMPLE 2.2.1f. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will take a position and support it orally or in writing.

Grade 5

English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 05-07
 English Level 1: Unit 06-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02

GRADE LEVEL EXAMPLE 2.2.1g. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will construct a chart synthesizing information.

Grade 5

English Level 1: Unit 01-02
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03



English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 12-10
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-06
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05

GRADE LEVEL EXAMPLE 2.2.1h. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words).

Grade 5

English Level 2: Unit 11-07
 English Level 2: Unit 12-02

GRADE LEVEL EXAMPLE 2.2.1i. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics).

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 01-09
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 04-02



English Level 1: Unit 04-10
 English Level 1: Unit 05-04
 English Level 1: Unit 05-07
 English Level 1: Unit 06-03
 English Level 1: Unit 06-08
 English Level 1: Unit 07-03
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-11
 English Level 2: Unit 09-03
 English Level 2: Unit 09-05
 English Level 2: Unit 09-09
 English Level 2: Unit 10-08
 English Level 2: Unit 12-02
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 14-09
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 2.2.1j. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature).

Grade 5

English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 14-05
 English Level 2: Unit 15-01

GRADE LEVEL EXAMPLE 2.2.1l. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will construct a chart or other graphic showing data.

Grade 5

English Level 1: Unit 01-02
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05



English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 12-10
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-06
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05

GRADE LEVEL EXAMPLE 2.2.1m. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will read a story and represent the sequence of events (through pictures, words, music, or drama).

Grade 5

English Level 1: Unit 06-02
 English Level 1: Unit 06-08
 English Level 2: Unit 10-01
 English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 11-02
 English Level 2: Unit 12-02
 English Level 2: Unit 17-04, 17-05, 17-06

GRADE LEVEL EXAMPLE 2.2.1n. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will locate reference material.



Grade 5

English Level 2: Unit 15-04

English Level 2: Unit 16-04

- GRADE LEVEL EXAMPLE 2.2.1o. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
- Students will generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications).

Grade 5

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 04-01

English Level 1: Unit 04-07

English Level 1: Unit 05-02

English Level 1: Unit 06-01

English Level 1: Unit 06-02

English Level 1: Unit 08-01

English Level 1: Unit 08-07

English Level 2: Unit 09-02

English Level 2: Unit 14-09

English Level 2: Unit 16-02

English Level 2: Unit 16-03

English Level 2: Unit 16-08

English Level 2: Unit 19-03, 19-04, 19-05

English Level 2: Unit 19-06, 19-07, 19-08

- GRADE LEVEL EXAMPLE 2.2.1r. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
- Students will use contextual clues.

Grade 5

English Level 1: Unit 04-08

English Level 2: Unit 13-02

English Level 2: Unit 14-10

- GRADE LEVEL EXAMPLE 2.3.1a. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
- 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
- Students will scan several resources to determine the appropriateness to the topic of study.



Grade 5

English Level 2: Unit 15-04

English Level 2: Unit 16-04

GRADE LEVEL EXAMPLE 2.3.1d. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will verbalize relationships between new information and information previously learned in another setting.

Grade 5

English Level 1: Unit 01-09

English Level 1: Unit 02-08

English Level 1: Unit 06-05

English Level 1: Unit 06-09

English Level 1: Unit 06-11

English Level 1: Unit 07-05

English Level 1: Unit 08-07

English Level 2: Unit 09-01

English Level 2: Unit 11-05

English Level 2: Unit 12-06

English Level 2: Unit 12-10

English Level 2: Unit 13-02

English Level 2: Unit 15-05

English Level 2: Unit 15-08

English Level 2: Unit 15-10

English Level 2: Unit 16-05

English Level 2: Unit 16-10

English Level 2: Unit 18-07, 18-08, 18-09

English Level 2: Unit 18-10, 19-01, 19-02

GRADE LEVEL EXAMPLE 2.3.1e. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will use verbal and nonverbal cues to know when to pay attention.

Grade 5

English Level 2: Unit 13-06

GRADE LEVEL EXAMPLE 2.3.1f. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own



success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will make pictures to check comprehension of a story or process.

Grade 5

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11



English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06



English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09

GRADE LEVEL EXAMPLE 2.3.1g. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will scan an entry in a book to locate information for an assignment.

Grade 5

English Level 2: Unit 11-08
 English Level 2: Unit 12-04

GRADE LEVEL EXAMPLE 2.3.1h. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to



complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will select materials from school resource collections to complete a project.

Grade 5

English Level 2: Unit 15-04

English Level 2: Unit 16-04

GRADE LEVEL EXAMPLE 2.3.1j. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will take risks with language.

Grade 5

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-09

English Level 1: Unit 02-01

English Level 1: Unit 02-07

English Level 1: Unit 02-09

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-05

English Level 1: Unit 04-08

English Level 1: Unit 05-03

English Level 1: Unit 05-05

English Level 1: Unit 05-11

English Level 1: Unit 06-04

English Level 1: Unit 06-05

English Level 1: Unit 06-09

English Level 1: Unit 06-10

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-03

English Level 1: Unit 07-04

English Level 1: Unit 07-05

English Level 1: Unit 07-06

English Level 1: Unit 07-07

English Level 1: Unit 07-09

English Level 1: Unit 07-10

English Level 1: Unit 07-11

English Level 1: Unit 08-03

English Level 1: Unit 08-04

English Level 1: Unit 08-05

English Level 1: Unit 08-07

English Level 1: Unit 08-08

English Level 1: Unit 08-09

English Level 1: Unit 08-11

English Level 2: Unit 09-02

English Level 2: Unit 09-04

English Level 2: Unit 09-06

English Level 2: Unit 09-08



English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 11-05
 English Level 2: Unit 12-01
 English Level 2: Unit 12-04
 English Level 2: Unit 13-01
 English Level 2: Unit 13-02
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 15-03
 English Level 2: Unit 15-10
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 19-03, 19-04, 19-05

GRADE LEVEL EXAMPLE 2.3.1. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will seek more knowledgeable others with whom to consult to advance understanding.

Grade 5

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08



English Level 2: Unit 13-03
English Level 2: Unit 13-08

GRADE LEVEL EXAMPLE 3.1.1a. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
Students will advise peers on appropriate language use.

Grade 5

English Level 1: Unit 01-05
English Level 1: Unit 01-07
English Level 1: Unit 03-03
English Level 1: Unit 04-04
English Level 1: Unit 04-07
English Level 1: Unit 04-09
English Level 1: Unit 06-11
English Level 1: Unit 07-04
English Level 1: Unit 07-06
English Level 1: Unit 07-10
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-08
English Level 2: Unit 14-04

GRADE LEVEL EXAMPLE 3.1.1c. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
Students will write a dialogue incorporating idioms or slang.

Grade 5

English Level 1: Unit 04-10
English Level 2: Unit 09-04
English Level 2: Unit 11-01
English Level 2: Unit 12-06
English Level 2: Unit 17-04, 17-05, 17-06

GRADE LEVEL EXAMPLE 3.1.1e. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
Students will create a commercial using an appropriate language style for the product.

Grade 5

English Level 2: Unit 10-08
English Level 2: Unit 14-08

GRADE LEVEL EXAMPLE 3.1.1f. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.



Students will create a cartoon or comic book.

Grade 5

English Level 2: Unit 17-07, 17-08

GRADE LEVEL EXAMPLE 3.1.1g. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will initiate and carry on appropriate small talk (e.g., while visiting a classmate's home, on a bus, at a party).

Grade 5

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09



English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01



English Level 2: Unit 12-02
 English Level 2: Unit 12-03
 English Level 2: Unit 12-04
 English Level 2: Unit 12-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-07
 English Level 2: Unit 12-08
 English Level 2: Unit 12-09
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
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 English Level 2: Unit 13-06
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 3.1.1h. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for



different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will determine when it is appropriate to tell a joke.

Grade 5

English Level 1: Unit 06-07

English Level 2: Unit 09-04

English Level 2: Unit 10-02

English Level 2: Unit 10-10

GRADE LEVEL EXAMPLE 3.1.1j. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will advise peers on appropriate language use.

Grade 5

English Level 1: Unit 01-10

GRADE LEVEL EXAMPLE 3.1.1m. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will role play a telephone conversation with an adult.

Grade 5

English Level 1: Unit 02-06

English Level 1: Unit 04-04

English Level 2: Unit 10-10

GRADE LEVEL EXAMPLE 3.1.1n. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will make polite requests.

Grade 5

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 03-05

English Level 1: Unit 03-09

English Level 1: Unit 04-01

English Level 1: Unit 04-08

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-05

English Level 1: Unit 06-01

English Level 1: Unit 06-09

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-06

English Level 1: Unit 07-10

English Level 1: Unit 08-07

English Level 2: Unit 09-02

English Level 2: Unit 09-10



English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 11-01
English Level 2: Unit 12-01
English Level 2: Unit 12-08
English Level 2: Unit 13-03
English Level 2: Unit 13-08

GRADE LEVEL EXAMPLE 3.1.1o. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports).

Grade 5

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04



English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07



English Level 2: Unit 12-08
 English Level 2: Unit 12-09
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 3.1.1q. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience.

Grade 5



English Level 1: Unit 06-07
 English Level 2: Unit 09-04
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10

GRADE LEVEL EXAMPLE 3.1.1r. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will greet and take leave appropriately in a variety of settings.

Grade 5

English Level 1: Unit 06-07
 English Level 2: Unit 09-04
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10

GRADE LEVEL EXAMPLE 3.2.1a. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will determine the appropriate distance to maintain while standing near someone, depending on the situation.

Grade 5

English Level 1: Unit 05-10
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1b. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will maintain appropriate level of eye contact with audience while giving an oral presentation.

Grade 5

English Level 1: Unit 05-10
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1c. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will demonstrate in a role play two aspects of body language common to one's own culture.

Grade 5

English Level 1: Unit 05-10
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1d. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use



nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will analyze nonverbal behavior.

Grade 5

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1e. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will describe intent by focusing on a person's nonverbal behavior.

Grade 5

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1f. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will add gestures to correspond to a dialogue in a play.

Grade 5

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1g. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will respond appropriately to a teacher's gesture.

Grade 5

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1h. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will obtain a teacher's attention in an appropriate manner.

Grade 5

English Level 1: Unit 05-10



English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1i. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will use appropriate volume of voice in different settings such as the library, hall, gymnasium, supermarket, and movie theater.

Grade 5

English Level 2: Unit 09-08
 English Level 2: Unit 11-01

GRADE LEVEL EXAMPLE 3.3.1a. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.
 Students will model behavior and language use of others in different situations and settings.

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
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 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-08
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06



English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
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English Level 1: Unit 06-11
English Level 1: Unit 07-01
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English Level 2: Unit 10-01
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English Level 2: Unit 10-09
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English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08



English Level 2: Unit 11-09
 English Level 2: Unit 11-10
 English Level 2: Unit 12-01
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 English Level 2: Unit 12-06
 English Level 2: Unit 12-07
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 English Level 2: Unit 12-09
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
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 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
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 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-02
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 English Level 2: Unit 15-04
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 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 3.3.1b. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.



3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.

Students will rephrase an utterance when it results in cultural misunderstanding.

Grade 5

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-08
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04



English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
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English Level 1: Unit 08-05
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English Level 1: Unit 08-07
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English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 10-01
English Level 2: Unit 10-02
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English Level 2: Unit 10-04
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English Level 2: Unit 10-10
English Level 2: Unit 11-01
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English Level 2: Unit 12-01
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English Level 2: Unit 13-02
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English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08



English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
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 English Level 2: Unit 14-04
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 English Level 2: Unit 14-09
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 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
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 English Level 2: Unit 16-02
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 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXAMPLE 3.3.1d. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.
 Students will observe language use and behaviors of peers in different settings.

Grade 5

English Level 1: Unit 01-10

GRADE LEVEL EXAMPLE 3.3.1e. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.
 Students will rehearse different ways of speaking according to the formality of the setting.

Grade 5



English Level 1: Unit 01-01
 English Level 1: Unit 01-06
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 06-04
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-09
 English Level 1: Unit 07-11
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-07
 English Level 1: Unit 08-11
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 15-03
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 18-01, 18-02, 18-03

GRADE LEVEL EXAMPLE 3.3.1f. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.
 Students will test appropriate use of newly acquired gestures and language.

Grade 5

English Level 1: Unit 05-10
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03



Rosetta Stone Version 2 - English Master

English Language Learners

Grade 6

United States Standards - Alabama Standards

GRADE LEVEL EXAMPLE 1.1.1a. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will ask peers for their opinions, preferences, and desires.

Grade 6

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04

English Level 1: Unit 05-05

English Level 1: Unit 05-06

English Level 1: Unit 05-07

English Level 1: Unit 05-08

English Level 1: Unit 05-09

English Level 1: Unit 05-10

English Level 1: Unit 05-11



English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
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English Level 2: Unit 12-01
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English Level 2: Unit 12-04
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English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08



English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
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English Level 3: Unit 09-05
English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 09-09
English Level 3: Unit 10-01



English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
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 English Level 3: Unit 10-09
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 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
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 English Level 3: Unit 12-04
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 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.1.1b. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will correspond with pen pals, English-speaking acquaintances, and friends.

Grade 6

English Level 3: Unit 03-01
 English Level 3: Unit 04-03

GRADE LEVEL EXAMPLE 1.1.1c. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will write personal essays.

Grade 6

English Level 2: Unit 10-03
 English Level 2: Unit 14-09
 English Level 2: Unit 15-07
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 03-02
 English Level 3: Unit 03-05
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-05
 English Level 3: Unit 04-06
 English Level 3: Unit 04-09
 English Level 3: Unit 05-06



English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 07-05
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-07
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.1.1d. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will make plans for social engagements.

Grade 6

English Level 1: Unit 04-03
 English Level 2: Unit 10-02

GRADE LEVEL EXAMPLE 1.1.1e. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will shop in a supermarket.

Grade 6

English Level 1: Unit 04-03
 English Level 2: Unit 10-02

GRADE LEVEL EXAMPLE 1.1.1f. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will engage listener's attention verbally or nonverbally.

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05



English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
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English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
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English Level 2: Unit 09-06
English Level 2: Unit 09-07



English Level 2: Unit 09-08
English Level 2: Unit 09-09
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English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03



English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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English Level 3: Unit 06-01
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English Level 3: Unit 06-06
English Level 3: Unit 06-07



English Level 3: Unit 07-01
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 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.1.1g. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will volunteer information and respond to questions about self and family.

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06



English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
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English Level 1: Unit 07-11
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English Level 2: Unit 14-05
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 English Level 2: Unit 17-01, 17-02, 17-03
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 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
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 English Level 3: Unit 04-05



English Level 3: Unit 04-06
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English Level 3: Unit 12-01
English Level 3: Unit 12-02
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English Level 3: Unit 12-04
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07



English Level 3: Unit 12-08
English Level 3: Unit 12-09
English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.1.1h. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
Students will elicit information and ask clarification questions.

Grade 6

English Level 1: Unit 01-07
English Level 1: Unit 01-10
English Level 1: Unit 03-05
English Level 1: Unit 03-09
English Level 1: Unit 04-01
English Level 1: Unit 04-08
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 06-01
English Level 1: Unit 06-09
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-06
English Level 1: Unit 07-10
English Level 1: Unit 08-07
English Level 2: Unit 09-02
English Level 2: Unit 09-10
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 11-01
English Level 2: Unit 12-01
English Level 2: Unit 12-08
English Level 2: Unit 13-03
English Level 2: Unit 13-08
English Level 3: Unit 01-10
English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.1.1i. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
Students will clarify and restate information as needed.

Grade 6

English Level 1: Unit 08-11
English Level 2: Unit 14-09
English Level 3: Unit 04-09
English Level 3: Unit 07-01
English Level 3: Unit 10-04

GRADE LEVEL EXAMPLE 1.1.1j. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
Students will describe feelings and emotions after watching a movie.

Grade 6

English Level 1: Unit 04-01
English Level 1: Unit 04-06
English Level 1: Unit 06-05



English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05

GRADE LEVEL EXAMPLE 1.1.1I. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will give and ask for permission.

Grade 6

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03



GRADE LEVEL EXAMPLE 1.1.1m. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will offer and respond to greetings, compliments, invitations, introductions, and farewells.

Grade 6

English Level 1: Unit 06-07

English Level 2: Unit 09-04

English Level 2: Unit 10-02

English Level 2: Unit 10-10

English Level 3: Unit 02-05

English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 1.1.1n. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will negotiate solutions to problems, interpersonal misunderstandings, and disputes.

Grade 6

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02



English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
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English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
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English Level 2: Unit 11-03
English Level 2: Unit 11-04



English Level 2: Unit 11-05
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English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08



English Level 2: Unit 19-09, 19-10

English Level 3: Unit 01-01

English Level 3: Unit 01-02

English Level 3: Unit 01-03

English Level 3: Unit 01-04

English Level 3: Unit 01-05

English Level 3: Unit 01-06

English Level 3: Unit 01-07

English Level 3: Unit 01-08

English Level 3: Unit 01-09

English Level 3: Unit 01-10

English Level 3: Unit 02-01

English Level 3: Unit 02-02

English Level 3: Unit 02-03

English Level 3: Unit 02-04

English Level 3: Unit 02-05

English Level 3: Unit 02-06

English Level 3: Unit 03-01

English Level 3: Unit 03-02

English Level 3: Unit 03-03

English Level 3: Unit 03-04

English Level 3: Unit 03-05

English Level 3: Unit 03-06

English Level 3: Unit 03-07

English Level 3: Unit 03-08

English Level 3: Unit 04-01

English Level 3: Unit 04-02

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English Level 3: Unit 04-04

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English Level 3: Unit 04-06

English Level 3: Unit 04-07

English Level 3: Unit 04-08

English Level 3: Unit 04-09

English Level 3: Unit 04-10

English Level 3: Unit 05-01

English Level 3: Unit 05-02

English Level 3: Unit 05-03

English Level 3: Unit 05-04

English Level 3: Unit 05-05

English Level 3: Unit 05-06

English Level 3: Unit 05-07

English Level 3: Unit 06-01

English Level 3: Unit 06-02

English Level 3: Unit 06-03

English Level 3: Unit 06-04

English Level 3: Unit 06-05

English Level 3: Unit 06-06

English Level 3: Unit 06-07

English Level 3: Unit 07-01

English Level 3: Unit 07-02

English Level 3: Unit 07-03

English Level 3: Unit 07-04

English Level 3: Unit 07-05

English Level 3: Unit 07-06

English Level 3: Unit 07-07

English Level 3: Unit 07-08

English Level 3: Unit 07-09

English Level 3: Unit 07-10

English Level 3: Unit 08-01

English Level 3: Unit 08-02

English Level 3: Unit 08-03

English Level 3: Unit 08-04

English Level 3: Unit 08-05

English Level 3: Unit 08-06

English Level 3: Unit 09-01



English Level 3: Unit 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
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 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.1.1o. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will read and write invitations and thank you letters.

Grade 6

English Level 3: Unit 03-01
 English Level 3: Unit 04-03

GRADE LEVEL EXAMPLE 1.1.1p. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will use the telephone.

Grade 6

English Level 1: Unit 02-06
 English Level 1: Unit 04-04
 English Level 2: Unit 10-10
 English Level 3: Unit 02-02
 English Level 3: Unit 07-04

GRADE LEVEL EXAMPLE 1.2.1a. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will recommend a film or videotape to a friend.



Grade 6

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 3: Unit 01-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06

GRADE LEVEL EXAMPLE 1.2.1b. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will write in a diary or personal journal.

Grade 6

English Level 1: Unit 04-04
 English Level 1: Unit 04-10
 English Level 1: Unit 05-03
 English Level 1: Unit 06-06
 English Level 1: Unit 06-10
 English Level 1: Unit 07-06
 English Level 1: Unit 08-03
 English Level 1: Unit 08-07
 English Level 2: Unit 09-07
 English Level 2: Unit 10-03
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 12-01
 English Level 2: Unit 12-02
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 14-01
 English Level 2: Unit 14-03
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-06
 English Level 2: Unit 16-06
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-03
 English Level 3: Unit 03-04
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04

GRADE LEVEL EXAMPLE 1.2.1c. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will describe, read or write about a personal hero.

Grade 6



English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-06
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
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English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-02
English Level 1: Unit 04-04
English Level 1: Unit 04-07
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-02
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English Level 1: Unit 06-08
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English Level 1: Unit 07-01
English Level 1: Unit 07-02
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English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-11
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
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English Level 1: Unit 08-07
English Level 1: Unit 08-08
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English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-09
English Level 2: Unit 10-01
English Level 2: Unit 10-04
English Level 2: Unit 10-06
English Level 2: Unit 10-08



English Level 2: Unit 11-02
English Level 2: Unit 11-06
English Level 2: Unit 11-09
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-07
English Level 2: Unit 13-02
English Level 2: Unit 13-04
English Level 2: Unit 13-07
English Level 2: Unit 13-09
English Level 2: Unit 14-02
English Level 2: Unit 14-09
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
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English Level 3: Unit 01-10
English Level 3: Unit 02-03
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English Level 3: Unit 04-07
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English Level 3: Unit 08-01
English Level 3: Unit 08-06



English Level 3: Unit 09-02
 English Level 3: Unit 09-04
 English Level 3: Unit 10-01
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 English Level 3: Unit 10-05
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 English Level 3: Unit 10-07
 English Level 3: Unit 10-09
 English Level 3: Unit 11-01
 English Level 3: Unit 12-01
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-07

GRADE LEVEL EXAMPLE 1.2.1d. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will persuade peers to join in a favorite activity, game, or hobby.

Grade 6

English Level 3: Unit 01-05
 English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 1.2.1e. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will discuss issues of personal importance or value.

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
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English Level 1: Unit 04-04
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English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03



English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
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English Level 3: Unit 03-05
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English Level 3: Unit 03-07
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English Level 3: Unit 04-01
English Level 3: Unit 04-02
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English Level 3: Unit 04-07
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English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
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English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08



English Level 3: Unit 07-09
 English Level 3: Unit 07-10
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
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 English Level 3: Unit 10-01
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 English Level 3: Unit 10-09
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 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.2.1f. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will locate information for leisure activities (in oral or written form).

Grade 6

English Level 3: Unit 12-04

GRADE LEVEL EXAMPLE 1.2.1g. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will write a poem, short story, play, or song.

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08



English Level 1: Unit 02-09
 English Level 1: Unit 03-05
 English Level 1: Unit 03-07
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-04
 English Level 1: Unit 05-08
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-04
 English Level 1: Unit 06-07
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-09
 English Level 2: Unit 10-01
 English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-05
 English Level 2: Unit 12-01
 English Level 2: Unit 12-04
 English Level 2: Unit 12-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-07
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
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 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-03
 English Level 2: Unit 16-05
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 3: Unit 01-02
 English Level 3: Unit 01-06
 English Level 3: Unit 02-05
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 09-03
 English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 1.2.1h. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.



Students will describe favorite storybook characters.

Grade 6

English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 14-05
 English Level 2: Unit 15-01

GRADE LEVEL EXAMPLE 1.2.1i. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will recommend a game, book, or computer program.

Grade 6

English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 07-04

GRADE LEVEL EXAMPLE 1.2.1j. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.

Grade 6

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 07-04

GRADE LEVEL EXAMPLE 1.2.1k. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will recount events of interest.

Grade 6

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 11-08
 English Level 2: Unit 13-03
 English Level 2: Unit 14-09
 English Level 3: Unit 01-04
 English Level 3: Unit 03-05
 English Level 3: Unit 04-09
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 07-01
 English Level 3: Unit 10-04
 English Level 3: Unit 12-04



GRADE LEVEL EXAMPLE 1.2.1l. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
Students will ask information questions for personal reasons.

Grade 6

English Level 1: Unit 01-07
English Level 1: Unit 01-10
English Level 1: Unit 03-05
English Level 1: Unit 03-09
English Level 1: Unit 04-01
English Level 1: Unit 04-08
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 06-01
English Level 1: Unit 06-09
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-06
English Level 1: Unit 07-10
English Level 1: Unit 08-07
English Level 2: Unit 09-02
English Level 2: Unit 09-10
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 11-01
English Level 2: Unit 12-01
English Level 2: Unit 12-08
English Level 2: Unit 13-03
English Level 2: Unit 13-08
English Level 3: Unit 01-10
English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.2.1m. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
Students will make requests for personal reasons.

Grade 6

English Level 1: Unit 01-07
English Level 1: Unit 01-10
English Level 1: Unit 03-05
English Level 1: Unit 03-09
English Level 1: Unit 04-01
English Level 1: Unit 04-08
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 06-01
English Level 1: Unit 06-09
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-06
English Level 1: Unit 07-10
English Level 1: Unit 08-07
English Level 2: Unit 09-02
English Level 2: Unit 09-10
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 11-01
English Level 2: Unit 12-01



English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.3.1a. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will use a dictionary to validate choice of language.

Grade 6

English Level 1: Unit 02-09
 English Level 2: Unit 19-03, 19-04, 19-05

GRADE LEVEL EXAMPLE 1.3.1b. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will ask a classmate whether a particular word or phrase is correct.

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06



English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
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English Level 1: Unit 05-06
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English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
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English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
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English Level 1: Unit 07-10
English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-04
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English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03



English Level 2: Unit 11-04
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English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
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English Level 2: Unit 12-07
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English Level 2: Unit 13-01
English Level 2: Unit 13-02
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English Level 2: Unit 14-01
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English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
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English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05



English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03
 English Level 3: Unit 03-05

GRADE LEVEL EXAMPLE 1.3.1c. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will use a computer spell checker to verify spelling.

Grade 6

English Level 2: Unit 09-02
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 07-04

GRADE LEVEL EXAMPLE 1.3.1d. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will use written sources to discover or check information.

Grade 6

English Level 2: Unit 15-04
 English Level 2: Unit 16-04

GRADE LEVEL EXAMPLE 1.3.1f. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will test appropriate use of new vocabulary, phrases, and structures.

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
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 English Level 1: Unit 02-04
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 English Level 1: Unit 02-08
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 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02



English Level 1: Unit 03-03
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English Level 2: Unit 09-10
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English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
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English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05



English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.3.1g. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will ask someone the meaning of a word.

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
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 English Level 1: Unit 03-04
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 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06



English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
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English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03



English Level 2: Unit 11-04
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English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
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English Level 2: Unit 15-01
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English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05



English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 02-03
English Level 3: Unit 03-05

GRADE LEVEL EXAMPLE 1.3.1h. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
Students will understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up).

Grade 6

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
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English Level 1: Unit 04-01
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English Level 1: Unit 05-08
English Level 1: Unit 05-09



English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
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English Level 1: Unit 08-11
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English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01



English Level 2: Unit 12-02
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 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-10
 English Level 3: Unit 04-02

GRADE LEVEL EXAMPLE 1.3.1i. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.



1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will tell someone in the native language that a direction given in English was not understood.

Grade 6

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
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English Level 1: Unit 02-07
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English Level 1: Unit 03-01
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English Level 1: Unit 04-01
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English Level 1: Unit 06-08



English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
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English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01



English Level 2: Unit 13-02
 English Level 2: Unit 13-03
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 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-10
 English Level 3: Unit 04-02

GRADE LEVEL EXAMPLE 1.3.1j. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will recite poems or songs aloud.

Grade 6

English Level 1: Unit 01-07
 English Level 1: Unit 02-01



English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-06
 English Level 1: Unit 05-10
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 07-11
 English Level 2: Unit 09-04
 English Level 2: Unit 09-06
 English Level 2: Unit 09-10
 English Level 2: Unit 10-01
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 English Level 2: Unit 11-02
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 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-06
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 English Level 3: Unit 01-09
 English Level 3: Unit 01-10
 English Level 3: Unit 02-01
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 English Level 3: Unit 02-04
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 English Level 3: Unit 03-04
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 English Level 3: Unit 05-02
 English Level 3: Unit 05-07
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 07-07
 English Level 3: Unit 07-10



English Level 3: Unit 08-06
 English Level 3: Unit 09-03
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-09
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02

GRADE LEVEL EXAMPLE 1.3.1k. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will imitate a classmate's response to a teacher's question or directions.

Grade 6

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-06
 English Level 1: Unit 05-10
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 07-11
 English Level 2: Unit 09-04
 English Level 2: Unit 09-06
 English Level 2: Unit 09-10
 English Level 2: Unit 10-01
 English Level 2: Unit 10-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 12-03
 English Level 2: Unit 12-06
 English Level 2: Unit 13-02
 English Level 2: Unit 13-05
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 15-02
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03



English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-09
 English Level 3: Unit 01-10
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 03-04
 English Level 3: Unit 04-03
 English Level 3: Unit 04-05
 English Level 3: Unit 04-08
 English Level 3: Unit 04-10
 English Level 3: Unit 05-02
 English Level 3: Unit 05-07
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 07-07
 English Level 3: Unit 07-10
 English Level 3: Unit 08-06
 English Level 3: Unit 09-03
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-09
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02

GRADE LEVEL EXAMPLE 1.3.1l. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will associate realia or diagrams with written labels to learn vocabulary or construct meaning.

Grade 6

English Level 2: Unit 11-07
 English Level 2: Unit 12-02
 English Level 2: Unit 15-09
 English Level 3: Unit 01-03
 English Level 3: Unit 02-01

GRADE LEVEL EXAMPLE 1.3.1m. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will practice recently learned language by teaching a peer.

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02



English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
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English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
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English Level 1: Unit 05-01
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English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
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English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-07
English Level 1: Unit 07-08



English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
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English Level 1: Unit 08-10
English Level 2: Unit 09-01
English Level 2: Unit 09-02
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English Level 2: Unit 09-10
English Level 2: Unit 10-01
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English Level 2: Unit 11-01
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English Level 2: Unit 11-07
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English Level 2: Unit 11-09
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English Level 2: Unit 12-01
English Level 2: Unit 12-02
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English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05



English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 2.1.1c. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will follow directions to form groups.

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08



English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
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English Level 1: Unit 05-09
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English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
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English Level 1: Unit 06-06
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English Level 1: Unit 06-11
English Level 1: Unit 07-01
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English Level 1: Unit 07-08
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English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
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English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11



English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
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English Level 2: Unit 10-01
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English Level 2: Unit 11-01
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English Level 2: Unit 12-01
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English Level 2: Unit 14-01
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English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06



English Level 2: Unit 15-07
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 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-09
 English Level 3: Unit 01-10
 English Level 3: Unit 03-08
 English Level 3: Unit 04-02
 English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 2.1.1d. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will negotiate cooperative roles and task assignments.

Grade 6

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 03-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 14-04
 English Level 3: Unit 01-09
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 2.1.1e. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will take turns when speaking in a group.



Grade 6

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
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English Level 1: Unit 02-06
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English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
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English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
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English Level 1: Unit 05-11
English Level 1: Unit 06-01
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English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02



English Level 1: Unit 07-03
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English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
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English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
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English Level 2: Unit 13-06



English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
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English Level 2: Unit 14-06
English Level 2: Unit 14-07
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English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
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English Level 3: Unit 02-01
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English Level 3: Unit 02-06
English Level 3: Unit 03-01
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English Level 3: Unit 03-05



English Level 3: Unit 03-06
English Level 3: Unit 03-07
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English Level 3: Unit 10-08
English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-01
English Level 3: Unit 11-02
English Level 3: Unit 11-03
English Level 3: Unit 11-04



English Level 3: Unit 11-05
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-04
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07
English Level 3: Unit 12-08
English Level 3: Unit 12-09
English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.1g. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will paraphrase a teacher's directions orally or in writing.

Grade 6

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
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English Level 2: Unit 11-08
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English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-10
English Level 3: Unit 04-02



GRADE LEVEL EXAMPLE 2.1.1h. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will respond to a teacher's general school-related small talk.

Grade 6

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
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English Level 1: Unit 01-09
English Level 1: Unit 01-10
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English Level 2: Unit 18-01, 18-02, 18-03
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 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.1.i. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will explain the reason for being absent or late to a teacher.

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
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English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08



English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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English Level 3: Unit 01-06
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English Level 3: Unit 08-01
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 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.1j. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will negotiate verbally to identify roles in preparation for a group/class presentation.

Grade 6

English Level 2: Unit 14-04
 English Level 2: Unit 15-06
 English Level 3: Unit 03-04

GRADE LEVEL EXAMPLE 2.1.1k. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will ask a teacher to restate or simplify directions.

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02



English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
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English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
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English Level 1: Unit 07-06
English Level 1: Unit 07-07



English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
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English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01



English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
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 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03
 English Level 3: Unit 04-02

GRADE LEVEL EXAMPLE 2.1.1I. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will join in a group response at the appropriate time.

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02



English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
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English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
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English Level 1: Unit 04-07
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English Level 1: Unit 04-09
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English Level 1: Unit 05-01
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English Level 1: Unit 05-11
English Level 1: Unit 06-01
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English Level 1: Unit 06-11
English Level 1: Unit 07-01
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English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
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English Level 1: Unit 08-04
English Level 1: Unit 08-05



English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
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English Level 2: Unit 09-06
English Level 2: Unit 09-07
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English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
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English Level 2: Unit 11-09
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English Level 2: Unit 12-01
English Level 2: Unit 12-02
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English Level 2: Unit 12-09
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English Level 2: Unit 13-01
English Level 2: Unit 13-02
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English Level 2: Unit 14-01
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English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10



English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
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English Level 2: Unit 15-06
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English Level 2: Unit 16-01
English Level 2: Unit 16-02
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English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
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English Level 3: Unit 01-06
English Level 3: Unit 01-07
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English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
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English Level 3: Unit 03-01
English Level 3: Unit 03-02
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English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01



English Level 3: Unit 05-02
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 English Level 3: Unit 09-05
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 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.1n. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use



English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will greet a teacher when entering class.

Grade 6

English Level 1: Unit 06-07

English Level 2: Unit 09-04

English Level 2: Unit 10-02

English Level 2: Unit 10-10

English Level 3: Unit 02-05

English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 2.1.1p. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will share classroom materials and work successfully with a partner.

Grade 6

English Level 1: Unit 01-05

English Level 1: Unit 01-07

English Level 1: Unit 03-03

English Level 1: Unit 04-04

English Level 1: Unit 04-07

English Level 1: Unit 04-09

English Level 1: Unit 06-11

English Level 1: Unit 07-04

English Level 1: Unit 07-06

English Level 1: Unit 07-10

English Level 2: Unit 10-02

English Level 2: Unit 10-03

English Level 2: Unit 10-08

English Level 2: Unit 14-04

English Level 3: Unit 01-09

English Level 3: Unit 03-08

English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 2.1.1q. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will ask for assistance with a task.

Grade 6

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 03-05

English Level 1: Unit 03-09

English Level 1: Unit 04-01

English Level 1: Unit 04-08

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-05

English Level 1: Unit 06-01

English Level 1: Unit 06-09

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-06



English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 2.2.1a. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will take notes as a teacher presents information or during a film in order to summarize key concepts.

Grade 6

English Level 1: Unit 04-04
 English Level 1: Unit 08-11
 English Level 2: Unit 14-09
 English Level 2: Unit 15-08
 English Level 3: Unit 04-09
 English Level 3: Unit 07-01
 English Level 3: Unit 10-04

GRADE LEVEL EXAMPLE 2.2.1b. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will synthesize, analyze, and evaluate information.

Grade 6

English Level 1: Unit 03-09
 English Level 2: Unit 14-09

GRADE LEVEL EXAMPLE 2.2.1c. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will write a summary of a book, article, movie, or lecture.

Grade 6

English Level 1: Unit 08-11
 English Level 2: Unit 14-09
 English Level 3: Unit 04-09
 English Level 3: Unit 07-01



English Level 3: Unit 10-04

GRADE LEVEL EXAMPLE 2.2.1d. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will locate information appropriate to an assignment in text or reference materials.

Grade 6

English Level 3: Unit 01-04

GRADE LEVEL EXAMPLE 2.2.1e. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will research information on academic topics from multiple sources.

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02



English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
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 English Level 3: Unit 08-02
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 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

GRADE LEVEL EXAMPLE 2.2.1f. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and



justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will take a position and support it orally or in writing.

Grade 6

English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 05-07
 English Level 1: Unit 06-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05

GRADE LEVEL EXAMPLE 2.2.1g. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will construct a chart synthesizing information.

Grade 6

English Level 1: Unit 01-02
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10



English Level 2: Unit 12-10
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-06
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 01-03
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-08
 English Level 3: Unit 05-02
 English Level 3: Unit 05-06
 English Level 3: Unit 07-04
 English Level 3: Unit 09-05

GRADE LEVEL EXAMPLE 2.2.1h. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words).

Grade 6

English Level 2: Unit 11-07
 English Level 2: Unit 12-02

GRADE LEVEL EXAMPLE 2.2.1i. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 01-09
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 04-02
 English Level 1: Unit 04-10
 English Level 1: Unit 05-04



English Level 1: Unit 05-07
 English Level 1: Unit 06-03
 English Level 1: Unit 06-08
 English Level 1: Unit 07-03
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-11
 English Level 2: Unit 09-03
 English Level 2: Unit 09-05
 English Level 2: Unit 09-09
 English Level 2: Unit 10-08
 English Level 2: Unit 12-02
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 14-09
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 04-02
 English Level 3: Unit 06-02
 English Level 3: Unit 07-02
 English Level 3: Unit 08-01
 English Level 3: Unit 08-03

GRADE LEVEL EXAMPLE 2.2.1j. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature).

Grade 6

English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 14-05
 English Level 2: Unit 15-01

GRADE LEVEL EXAMPLE 2.2.1l. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will construct a chart or other graphic showing data.

Grade 6

English Level 1: Unit 01-02



English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 12-10
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-06
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 01-03
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-08
 English Level 3: Unit 05-02
 English Level 3: Unit 05-06
 English Level 3: Unit 07-04
 English Level 3: Unit 09-05

GRADE LEVEL EXAMPLE 2.2.1m. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will read a story and represent the sequence of events (through pictures, words, music, or drama).

Grade 6

English Level 1: Unit 06-02
 English Level 1: Unit 06-08
 English Level 2: Unit 10-01
 English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 11-02
 English Level 2: Unit 12-02
 English Level 2: Unit 17-04, 17-05, 17-06



GRADE LEVEL EXAMPLE 2.2.1n. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will locate reference material.

Grade 6

English Level 2: Unit 15-04

English Level 2: Unit 16-04

GRADE LEVEL EXAMPLE 2.2.1o. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications).

Grade 6

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 04-01

English Level 1: Unit 04-07

English Level 1: Unit 05-02

English Level 1: Unit 06-01

English Level 1: Unit 06-02

English Level 1: Unit 08-01

English Level 1: Unit 08-07

English Level 2: Unit 09-02

English Level 2: Unit 14-09

English Level 2: Unit 16-02

English Level 2: Unit 16-03

English Level 2: Unit 16-08

English Level 2: Unit 19-03, 19-04, 19-05

English Level 2: Unit 19-06, 19-07, 19-08

English Level 3: Unit 01-08

English Level 3: Unit 09-07

English Level 3: Unit 10-03

English Level 3: Unit 10-10

English Level 3: Unit 11-01

English Level 3: Unit 11-04

English Level 3: Unit 11-05

English Level 3: Unit 12-02

English Level 3: Unit 12-09

GRADE LEVEL EXAMPLE 2.2.1r. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will use contextual clues.



Grade 6

English Level 1: Unit 04-08

English Level 2: Unit 13-02

English Level 2: Unit 14-10

GRADE LEVEL EXAMPLE 2.3.1a. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will scan several resources to determine the appropriateness to the topic of study.

Grade 6

English Level 2: Unit 15-04

English Level 2: Unit 16-04

GRADE LEVEL EXAMPLE 2.3.1d. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will verbalize relationships between new information and information previously learned in another setting.

Grade 6

English Level 1: Unit 01-09

English Level 1: Unit 02-08

English Level 1: Unit 06-05

English Level 1: Unit 06-09

English Level 1: Unit 06-11

English Level 1: Unit 07-05

English Level 1: Unit 08-07

English Level 2: Unit 09-01

English Level 2: Unit 11-05

English Level 2: Unit 12-06

English Level 2: Unit 12-10

English Level 2: Unit 13-02

English Level 2: Unit 15-05

English Level 2: Unit 15-08

English Level 2: Unit 15-10

English Level 2: Unit 16-05

English Level 2: Unit 16-10

English Level 2: Unit 18-07, 18-08, 18-09

English Level 2: Unit 18-10, 19-01, 19-02

English Level 3: Unit 03-01

English Level 3: Unit 03-03

English Level 3: Unit 03-08

English Level 3: Unit 04-01

English Level 3: Unit 05-04

English Level 3: Unit 05-05



English Level 3: Unit 06-04
English Level 3: Unit 07-07
English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.3.1e. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
Students will use verbal and nonverbal cues to know when to pay attention.

Grade 6

English Level 2: Unit 13-06

GRADE LEVEL EXAMPLE 2.3.1f. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
Students will make pictures to check comprehension of a story or process.

Grade 6

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09



English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06



English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09



English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-05
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-10
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10

GRADE LEVEL EXAMPLE 2.3.1g. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will scan an entry in a book to locate information for an assignment.

Grade 6

English Level 2: Unit 11-08
 English Level 2: Unit 12-04
 English Level 3: Unit 07-05

GRADE LEVEL EXAMPLE 2.3.1h. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will select materials from school resource collections to complete a project.

Grade 6

English Level 2: Unit 15-04
 English Level 2: Unit 16-04

GRADE LEVEL EXAMPLE 2.3.1i. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.



Students will rehearse and visualize information.

Grade 6

English Level 3: Unit 01-04

GRADE LEVEL EXAMPLE 2.3.1j. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will take risks with language.

Grade 6

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-09
English Level 1: Unit 02-01
English Level 1: Unit 02-07
English Level 1: Unit 02-09
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-05
English Level 1: Unit 04-08
English Level 1: Unit 05-03
English Level 1: Unit 05-05
English Level 1: Unit 05-11
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-11
English Level 2: Unit 09-02
English Level 2: Unit 09-04
English Level 2: Unit 09-06
English Level 2: Unit 09-08
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 11-05



English Level 2: Unit 12-01
English Level 2: Unit 12-04
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 15-03
English Level 2: Unit 15-10
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 19-03, 19-04, 19-05
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-09
English Level 3: Unit 02-02
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-06
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09



English Level 3: Unit 07-10
 English Level 3: Unit 08-01
 English Level 3: Unit 08-03
 English Level 3: Unit 08-06
 English Level 3: Unit 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-05
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 10-02
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-03
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.3.1k. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will rephrase, explain, revise, and expand oral or written information to check comprehension.

Grade 6

English Level 3: Unit 01-04

GRADE LEVEL EXAMPLE 2.3.1l. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will seek more knowledgeable others with whom to consult to advance understanding.

Grade 6

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08



English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 3.1.1a. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will advise peers on appropriate language use.

Grade 6

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 03-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 14-04
 English Level 3: Unit 01-09
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 3.1.1b. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will prepare and deliver a short persuasive presentation to different audiences.

Grade 6

English Level 3: Unit 01-05
 English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 3.1.1c. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.



3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will write a dialogue incorporating idioms or slang.

Grade 6

English Level 1: Unit 04-10
 English Level 2: Unit 09-04
 English Level 2: Unit 11-01
 English Level 2: Unit 12-06
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 3: Unit 01-04
 English Level 3: Unit 02-06
 English Level 3: Unit 03-01
 English Level 3: Unit 04-09
 English Level 3: Unit 05-02
 English Level 3: Unit 05-04
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01

GRADE LEVEL EXAMPLE 3.1.1d. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will write business and personal letters.

Grade 6

English Level 3: Unit 03-01
 English Level 3: Unit 04-03

GRADE LEVEL EXAMPLE 3.1.1e. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will create a commercial using an appropriate language style for the product.

Grade 6

English Level 2: Unit 10-08
 English Level 2: Unit 14-08
 English Level 3: Unit 01-02

GRADE LEVEL EXAMPLE 3.1.1f. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will create a cartoon or comic book.

Grade 6

English Level 2: Unit 17-07, 17-08
 English Level 3: Unit 11-01



GRADE LEVEL EXAMPLE 3.1.1g. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.

3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will initiate and carry on appropriate small talk (e.g., while visiting a classmate's home, on a bus, at a party).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04



English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07



English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02



English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-03
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04
English Level 3: Unit 09-05
English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 09-09
English Level 3: Unit 10-01
English Level 3: Unit 10-02
English Level 3: Unit 10-03
English Level 3: Unit 10-04
English Level 3: Unit 10-05



English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.1.1h. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will determine when it is appropriate to tell a joke.

Grade 6

English Level 1: Unit 06-07
 English Level 2: Unit 09-04
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10
 English Level 3: Unit 02-05
 English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 3.1.1j. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will advise peers on appropriate language use.

Grade 6

English Level 1: Unit 01-10

GRADE LEVEL EXAMPLE 3.1.1m. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will role play a telephone conversation with an adult.

Grade 6

English Level 1: Unit 02-06
 English Level 1: Unit 04-04
 English Level 2: Unit 10-10
 English Level 3: Unit 02-02
 English Level 3: Unit 07-04



GRADE LEVEL EXAMPLE 3.1.1n. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will make polite requests.

Grade 6

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 3.1.1o. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05



English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
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English Level 1: Unit 03-09
English Level 1: Unit 03-10
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English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
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English Level 2: Unit 09-05
English Level 2: Unit 09-06



English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
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English Level 2: Unit 11-01
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English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03



English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
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English Level 3: Unit 02-01
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English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07



English Level 3: Unit 07-01
 English Level 3: Unit 07-02
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 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.1.1p. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will write a letter or e-mail message to an adult or a peer using appropriate language forms.

Grade 6

English Level 3: Unit 03-01
 English Level 3: Unit 04-03

GRADE LEVEL EXAMPLE 3.1.1q. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use



the appropriate language variety, register, and genre according to audience, purpose, and setting.

3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience.

Grade 6

English Level 1: Unit 06-07

English Level 2: Unit 09-04

English Level 2: Unit 10-02

English Level 2: Unit 10-10

English Level 3: Unit 02-05

English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 3.1.1r. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.

3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will greet and take leave appropriately in a variety of settings.

Grade 6

English Level 1: Unit 06-07

English Level 2: Unit 09-04

English Level 2: Unit 10-02

English Level 2: Unit 10-10

English Level 3: Unit 02-05

English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 3.2.1a. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will determine the appropriate distance to maintain while standing near someone, depending on the situation.

Grade 6

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1b. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will maintain appropriate level of eye contact with audience while giving an oral presentation.

Grade 6

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1c. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use



nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will demonstrate in a role play two aspects of body language common to one's own culture.

Grade 6

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1d. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will analyze nonverbal behavior.

Grade 6

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1e. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will describe intent by focusing on a person's nonverbal behavior.

Grade 6

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1f. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will add gestures to correspond to a dialogue in a play.

Grade 6

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1g. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will respond appropriately to a teacher's gesture.

Grade 6

English Level 1: Unit 05-10



English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1h. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will obtain a teacher's attention in an appropriate manner.

Grade 6

English Level 1: Unit 05-10
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1i. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will use appropriate volume of voice in different settings such as the library, hall, gymnasium, supermarket, and movie theater.

Grade 6

English Level 2: Unit 09-08
 English Level 2: Unit 11-01

GRADE LEVEL EXAMPLE 3.3.1a. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.
 Students will model behavior and language use of others in different situations and settings.

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06



English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
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English Level 1: Unit 04-03
English Level 1: Unit 04-04
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English Level 2: Unit 09-10
English Level 2: Unit 10-01
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English Level 2: Unit 10-04



English Level 2: Unit 10-05
English Level 2: Unit 10-06
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English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
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English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03



English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
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English Level 3: Unit 07-09
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 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.3.1b. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.

Students will rephrase an utterance when it results in cultural misunderstanding.

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02



English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
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English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02



English Level 2: Unit 09-03
English Level 2: Unit 09-04
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English Level 2: Unit 15-10
English Level 2: Unit 16-01
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English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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English Level 3: Unit 06-04
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 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.3.1d. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.
 Students will observe language use and behaviors of peers in different settings.

Grade 6



English Level 1: Unit 01-10

GRADE LEVEL EXAMPLE 3.3.1e. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.

Students will rehearse different ways of speaking according to the formality of the setting.

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-06
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 06-04
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
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 English Level 1: Unit 07-11
 English Level 1: Unit 08-03
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 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 15-03
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
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 English Level 3: Unit 01-09
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 English Level 3: Unit 04-07



English Level 3: Unit 04-08
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 English Level 3: Unit 09-09
 English Level 3: Unit 10-02
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 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-03
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.3.1f. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.
 Students will test appropriate use of newly acquired gestures and language.

Grade 6

English Level 1: Unit 05-10
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03



Rosetta Stone Version 2 - English Master

English Language Learners

Grade 7

United States Standards - Alabama Standards

GRADE LEVEL EXAMPLE 1.1.1a. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will ask peers for their opinions, preferences, and desires.

Grade 7

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04

English Level 1: Unit 05-05

English Level 1: Unit 05-06

English Level 1: Unit 05-07

English Level 1: Unit 05-08

English Level 1: Unit 05-09

English Level 1: Unit 05-10

English Level 1: Unit 05-11



English Level 1: Unit 06-01
English Level 1: Unit 06-02
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English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
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English Level 2: Unit 12-03



English Level 2: Unit 12-04
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English Level 2: Unit 13-01
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English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
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English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08



English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
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English Level 3: Unit 09-09
English Level 3: Unit 10-01



English Level 3: Unit 10-02
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English Level 3: Unit 10-07
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English Level 3: Unit 10-09
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English Level 3: Unit 11-01
English Level 3: Unit 11-02
English Level 3: Unit 11-03
English Level 3: Unit 11-04
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English Level 3: Unit 12-01
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English Level 3: Unit 12-04
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07
English Level 3: Unit 12-08
English Level 3: Unit 12-09
English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.1.1b. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will correspond with pen pals, English-speaking acquaintances, and friends.

Grade 7

English Level 3: Unit 03-01
English Level 3: Unit 04-03

GRADE LEVEL EXAMPLE 1.1.1c. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will write personal essays.

Grade 7

English Level 2: Unit 10-03
English Level 2: Unit 14-09
English Level 2: Unit 15-07
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 03-02
English Level 3: Unit 03-05
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-09
English Level 3: Unit 05-06



English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 07-05
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-07
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.1.1d. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will make plans for social engagements.

Grade 7

English Level 1: Unit 04-03
 English Level 2: Unit 10-02

GRADE LEVEL EXAMPLE 1.1.1e. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will shop in a supermarket.

Grade 7

English Level 1: Unit 04-03
 English Level 2: Unit 10-02

GRADE LEVEL EXAMPLE 1.1.1f. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will engage listener's attention verbally or nonverbally.

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
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English Level 3: Unit 07-01
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GRADE LEVEL EXAMPLE 1.1.1g. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will volunteer information and respond to questions about self and family.

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06



English Level 1: Unit 01-07
English Level 1: Unit 01-08
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English Level 1: Unit 07-11
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English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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English Level 3: Unit 04-05



English Level 3: Unit 04-06
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English Level 3: Unit 12-06
English Level 3: Unit 12-07



English Level 3: Unit 12-08
English Level 3: Unit 12-09
English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.1.1h. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
Students will elicit information and ask clarification questions.

Grade 7

English Level 1: Unit 01-07
English Level 1: Unit 01-10
English Level 1: Unit 03-05
English Level 1: Unit 03-09
English Level 1: Unit 04-01
English Level 1: Unit 04-08
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 06-01
English Level 1: Unit 06-09
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-06
English Level 1: Unit 07-10
English Level 1: Unit 08-07
English Level 2: Unit 09-02
English Level 2: Unit 09-10
English Level 2: Unit 10-02
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English Level 2: Unit 11-01
English Level 2: Unit 12-01
English Level 2: Unit 12-08
English Level 2: Unit 13-03
English Level 2: Unit 13-08
English Level 3: Unit 01-10
English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.1.1i. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
Students will clarify and restate information as needed.

Grade 7

English Level 1: Unit 08-11
English Level 2: Unit 14-09
English Level 3: Unit 04-09
English Level 3: Unit 07-01
English Level 3: Unit 10-04

GRADE LEVEL EXAMPLE 1.1.1j. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
Students will describe feelings and emotions after watching a movie.

Grade 7

English Level 1: Unit 04-01
English Level 1: Unit 04-06
English Level 1: Unit 06-05



English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
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 English Level 3: Unit 02-05
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 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05

GRADE LEVEL EXAMPLE 1.1.1I. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will give and ask for permission.

Grade 7

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
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 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03



GRADE LEVEL EXAMPLE 1.1.1m. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will offer and respond to greetings, compliments, invitations, introductions, and farewells.

Grade 7

English Level 1: Unit 06-07

English Level 2: Unit 09-04

English Level 2: Unit 10-02

English Level 2: Unit 10-10

English Level 3: Unit 02-05

English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 1.1.1n. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will negotiate solutions to problems, interpersonal misunderstandings, and disputes.

Grade 7

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

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English Level 1: Unit 01-07

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English Level 1: Unit 02-01

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English Level 2: Unit 11-05
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English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08



English Level 2: Unit 19-09, 19-10

English Level 3: Unit 01-01

English Level 3: Unit 01-02

English Level 3: Unit 01-03

English Level 3: Unit 01-04

English Level 3: Unit 01-05

English Level 3: Unit 01-06

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English Level 3: Unit 01-10

English Level 3: Unit 02-01

English Level 3: Unit 02-02

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English Level 3: Unit 02-04

English Level 3: Unit 02-05

English Level 3: Unit 02-06

English Level 3: Unit 03-01

English Level 3: Unit 03-02

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English Level 3: Unit 03-04

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English Level 3: Unit 05-01

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English Level 3: Unit 05-07

English Level 3: Unit 06-01

English Level 3: Unit 06-02

English Level 3: Unit 06-03

English Level 3: Unit 06-04

English Level 3: Unit 06-05

English Level 3: Unit 06-06

English Level 3: Unit 06-07

English Level 3: Unit 07-01

English Level 3: Unit 07-02

English Level 3: Unit 07-03

English Level 3: Unit 07-04

English Level 3: Unit 07-05

English Level 3: Unit 07-06

English Level 3: Unit 07-07

English Level 3: Unit 07-08

English Level 3: Unit 07-09

English Level 3: Unit 07-10

English Level 3: Unit 08-01

English Level 3: Unit 08-02

English Level 3: Unit 08-03

English Level 3: Unit 08-04

English Level 3: Unit 08-05

English Level 3: Unit 08-06

English Level 3: Unit 09-01



English Level 3: Unit 09-02
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 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.1.1o. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will read and write invitations and thank you letters.

Grade 7

English Level 3: Unit 03-01
 English Level 3: Unit 04-03

GRADE LEVEL EXAMPLE 1.1.1p. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will use the telephone.

Grade 7

English Level 1: Unit 02-06
 English Level 1: Unit 04-04
 English Level 2: Unit 10-10
 English Level 3: Unit 02-02
 English Level 3: Unit 07-04

GRADE LEVEL EXAMPLE 1.2.1a. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will recommend a film or videotape to a friend.



Grade 7

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 3: Unit 01-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06

GRADE LEVEL EXAMPLE 1.2.1b. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will write in a diary or personal journal.

Grade 7

English Level 1: Unit 04-04
 English Level 1: Unit 04-10
 English Level 1: Unit 05-03
 English Level 1: Unit 06-06
 English Level 1: Unit 06-10
 English Level 1: Unit 07-06
 English Level 1: Unit 08-03
 English Level 1: Unit 08-07
 English Level 2: Unit 09-07
 English Level 2: Unit 10-03
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 12-01
 English Level 2: Unit 12-02
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 14-01
 English Level 2: Unit 14-03
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-06
 English Level 2: Unit 16-06
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-03
 English Level 3: Unit 03-04
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04

GRADE LEVEL EXAMPLE 1.2.1c. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will describe, read or write about a personal hero.

Grade 7



English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-06
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
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English Level 1: Unit 02-06
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English Level 1: Unit 02-08
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English Level 1: Unit 03-01
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English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-09
English Level 2: Unit 10-01
English Level 2: Unit 10-04
English Level 2: Unit 10-06
English Level 2: Unit 10-08



English Level 2: Unit 11-02
English Level 2: Unit 11-06
English Level 2: Unit 11-09
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-07
English Level 2: Unit 13-02
English Level 2: Unit 13-04
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English Level 2: Unit 13-09
English Level 2: Unit 14-02
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English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
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English Level 3: Unit 01-10
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English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-06



English Level 3: Unit 09-02
 English Level 3: Unit 09-04
 English Level 3: Unit 10-01
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-09
 English Level 3: Unit 11-01
 English Level 3: Unit 12-01
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-07

GRADE LEVEL EXAMPLE 1.2.1d. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will persuade peers to join in a favorite activity, game, or hobby.

Grade 7

English Level 3: Unit 01-05
 English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 1.2.1e. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will discuss issues of personal importance or value.

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
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 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
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 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03



English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
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English Level 2: Unit 10-05



English Level 2: Unit 10-06
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English Level 2: Unit 17-01, 17-02, 17-03



English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.2.1f. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will locate information for leisure activities (in oral or written form).

Grade 7

English Level 3: Unit 12-04

GRADE LEVEL EXAMPLE 1.2.1g. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will write a poem, short story, play, or song.

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08



English Level 1: Unit 02-09
 English Level 1: Unit 03-05
 English Level 1: Unit 03-07
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-04
 English Level 1: Unit 05-08
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-04
 English Level 1: Unit 06-07
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-09
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 English Level 2: Unit 10-07
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 English Level 2: Unit 11-03
 English Level 2: Unit 11-05
 English Level 2: Unit 12-01
 English Level 2: Unit 12-04
 English Level 2: Unit 12-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-07
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-03
 English Level 2: Unit 16-05
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 3: Unit 01-02
 English Level 3: Unit 01-06
 English Level 3: Unit 02-05
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 09-03
 English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 1.2.1h. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.



Students will describe favorite storybook characters.

Grade 7

English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 14-05
 English Level 2: Unit 15-01

GRADE LEVEL EXAMPLE 1.2.1i. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will recommend a game, book, or computer program.

Grade 7

English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 07-04

GRADE LEVEL EXAMPLE 1.2.1j. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.

Grade 7

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 07-04

GRADE LEVEL EXAMPLE 1.2.1k. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will recount events of interest.

Grade 7

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 11-08
 English Level 2: Unit 13-03
 English Level 2: Unit 14-09
 English Level 3: Unit 01-04
 English Level 3: Unit 03-05
 English Level 3: Unit 04-09
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 07-01
 English Level 3: Unit 10-04
 English Level 3: Unit 12-04



GRADE LEVEL EXAMPLE 1.2.1l. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will ask information questions for personal reasons.

Grade 7

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.2.1m. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will make requests for personal reasons.

Grade 7

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01



English Level 2: Unit 12-08
English Level 2: Unit 13-03
English Level 2: Unit 13-08
English Level 3: Unit 01-10
English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.3.1a. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
Students will use a dictionary to validate choice of language.

Grade 7

English Level 1: Unit 02-09
English Level 2: Unit 19-03, 19-04, 19-05

GRADE LEVEL EXAMPLE 1.3.1b. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
Students will ask a classmate whether a particular word or phrase is correct.

Grade 7

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06



English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
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English Level 2: Unit 09-01
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English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03



English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
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English Level 2: Unit 14-01
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English Level 2: Unit 16-01
English Level 2: Unit 16-02
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English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05



English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03
 English Level 3: Unit 03-05

GRADE LEVEL EXAMPLE 1.3.1c. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will use a computer spell checker to verify spelling.

Grade 7

English Level 2: Unit 09-02
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 07-04

GRADE LEVEL EXAMPLE 1.3.1d. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will use written sources to discover or check information.

Grade 7

English Level 2: Unit 15-04
 English Level 2: Unit 16-04

GRADE LEVEL EXAMPLE 1.3.1f. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will test appropriate use of new vocabulary, phrases, and structures.

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02



English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
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English Level 1: Unit 05-07
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English Level 1: Unit 05-11
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English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
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English Level 1: Unit 07-08
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English Level 1: Unit 07-10
English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09



English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
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English Level 2: Unit 12-06
English Level 2: Unit 12-07
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English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
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English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
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English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05



English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.3.1g. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will ask someone the meaning of a word.

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
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 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
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 English Level 1: Unit 03-04
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 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
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 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06



English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
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English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
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English Level 1: Unit 06-11
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English Level 1: Unit 08-01
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English Level 2: Unit 11-03



English Level 2: Unit 11-04
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English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05



English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 02-03
English Level 3: Unit 03-05

GRADE LEVEL EXAMPLE 1.3.1h. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
Students will understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up).

Grade 7

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09



English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
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English Level 1: Unit 08-10
English Level 1: Unit 08-11
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English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01



English Level 2: Unit 12-02
 English Level 2: Unit 12-03
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-10
 English Level 3: Unit 04-02

GRADE LEVEL EXAMPLE 1.3.1i. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.



1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will tell someone in the native language that a direction given in English was not understood.

Grade 7

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
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English Level 1: Unit 06-07
English Level 1: Unit 06-08



English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
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English Level 1: Unit 07-04
English Level 1: Unit 07-05
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English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01



English Level 2: Unit 13-02
 English Level 2: Unit 13-03
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 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-10
 English Level 3: Unit 04-02

GRADE LEVEL EXAMPLE 1.3.1j. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will recite poems or songs aloud.

Grade 7

English Level 1: Unit 01-07
 English Level 1: Unit 02-01



English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-10
English Level 1: Unit 04-02
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 05-06
English Level 1: Unit 05-10
English Level 1: Unit 06-02
English Level 1: Unit 06-05
English Level 1: Unit 07-11
English Level 2: Unit 09-04
English Level 2: Unit 09-06
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-04
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 12-03
English Level 2: Unit 12-06
English Level 2: Unit 13-02
English Level 2: Unit 13-05
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-04
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 15-02
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-05
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 03-04
English Level 3: Unit 04-03
English Level 3: Unit 04-05
English Level 3: Unit 04-08
English Level 3: Unit 04-10
English Level 3: Unit 05-02
English Level 3: Unit 05-07
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-07
English Level 3: Unit 07-10



English Level 3: Unit 08-06
 English Level 3: Unit 09-03
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-09
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02

GRADE LEVEL EXAMPLE 1.3.1k. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will imitate a classmate's response to a teacher's question or directions.

Grade 7

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-06
 English Level 1: Unit 05-10
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 07-11
 English Level 2: Unit 09-04
 English Level 2: Unit 09-06
 English Level 2: Unit 09-10
 English Level 2: Unit 10-01
 English Level 2: Unit 10-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 12-03
 English Level 2: Unit 12-06
 English Level 2: Unit 13-02
 English Level 2: Unit 13-05
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 15-02
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03



English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-09
 English Level 3: Unit 01-10
 English Level 3: Unit 02-01
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 English Level 3: Unit 08-06
 English Level 3: Unit 09-03
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-09
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02

GRADE LEVEL EXAMPLE 1.3.1l. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will associate realia or diagrams with written labels to learn vocabulary or construct meaning.

Grade 7

English Level 2: Unit 11-07
 English Level 2: Unit 12-02
 English Level 2: Unit 15-09
 English Level 3: Unit 01-03
 English Level 3: Unit 02-01

GRADE LEVEL EXAMPLE 1.3.1m. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will practice recently learned language by teaching a peer.

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02



English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
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English Level 1: Unit 07-08



English Level 1: Unit 07-09
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English Level 2: Unit 14-06
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 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 2.1.1c. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will follow directions to form groups.

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08



English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
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English Level 1: Unit 06-06
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English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
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English Level 1: Unit 07-06
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English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
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English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11



English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
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English Level 2: Unit 11-01
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English Level 2: Unit 11-09
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English Level 2: Unit 12-01
English Level 2: Unit 12-02
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English Level 2: Unit 12-10
English Level 2: Unit 13-01
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English Level 2: Unit 14-01
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English Level 2: Unit 14-06
English Level 2: Unit 14-07
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English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06



English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-09
 English Level 3: Unit 01-10
 English Level 3: Unit 03-08
 English Level 3: Unit 04-02
 English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 2.1.1d. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will negotiate cooperative roles and task assignments.

Grade 7

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 03-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 14-04
 English Level 3: Unit 01-09
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 2.1.1e. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will take turns when speaking in a group.



Grade 7

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
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English Level 1: Unit 02-06
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English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
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English Level 1: Unit 05-05
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English Level 1: Unit 05-11
English Level 1: Unit 06-01
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English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02



English Level 1: Unit 07-03
English Level 1: Unit 07-04
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English Level 1: Unit 07-10
English Level 1: Unit 07-11
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English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06



English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
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English Level 2: Unit 15-06
English Level 2: Unit 15-07
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English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
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English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05



English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
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English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
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English Level 3: Unit 05-04
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English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
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English Level 3: Unit 06-06
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English Level 3: Unit 07-01
English Level 3: Unit 07-02
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English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02
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English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
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English Level 3: Unit 10-01
English Level 3: Unit 10-02
English Level 3: Unit 10-03
English Level 3: Unit 10-04
English Level 3: Unit 10-05
English Level 3: Unit 10-06
English Level 3: Unit 10-07
English Level 3: Unit 10-08
English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-01
English Level 3: Unit 11-02
English Level 3: Unit 11-03
English Level 3: Unit 11-04



English Level 3: Unit 11-05
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-04
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07
English Level 3: Unit 12-08
English Level 3: Unit 12-09
English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.1g. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will paraphrase a teacher's directions orally or in writing.

Grade 7

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
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English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
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English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05



English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
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English Level 1: Unit 05-11
English Level 1: Unit 06-01
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English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 11-01
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English Level 2: Unit 11-07



English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 11-10
 English Level 2: Unit 12-01
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 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-10
 English Level 3: Unit 04-02



GRADE LEVEL EXAMPLE 2.1.1h. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will respond to a teacher's general school-related small talk.

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
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 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.1i. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will explain the reason for being absent or late to a teacher.

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
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English Level 2: Unit 10-08
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English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08



English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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English Level 3: Unit 08-01
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 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.1j. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will negotiate verbally to identify roles in preparation for a group/class presentation.

Grade 7

English Level 2: Unit 14-04
 English Level 2: Unit 15-06
 English Level 3: Unit 03-04

GRADE LEVEL EXAMPLE 2.1.1k. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will ask a teacher to restate or simplify directions.

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02



English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
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English Level 2: Unit 14-02
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03
 English Level 3: Unit 04-02

GRADE LEVEL EXAMPLE 2.1.1I. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will join in a group response at the appropriate time.

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
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English Level 1: Unit 02-03
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English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05



English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10



English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01



English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 06-05
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 07-01
 English Level 3: Unit 07-02
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 07-05
 English Level 3: Unit 07-06
 English Level 3: Unit 07-07
 English Level 3: Unit 07-08
 English Level 3: Unit 07-09
 English Level 3: Unit 07-10
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.1n. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use



English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will greet a teacher when entering class.

Grade 7

English Level 1: Unit 06-07

English Level 2: Unit 09-04

English Level 2: Unit 10-02

English Level 2: Unit 10-10

English Level 3: Unit 02-05

English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 2.1.1p. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will share classroom materials and work successfully with a partner.

Grade 7

English Level 1: Unit 01-05

English Level 1: Unit 01-07

English Level 1: Unit 03-03

English Level 1: Unit 04-04

English Level 1: Unit 04-07

English Level 1: Unit 04-09

English Level 1: Unit 06-11

English Level 1: Unit 07-04

English Level 1: Unit 07-06

English Level 1: Unit 07-10

English Level 2: Unit 10-02

English Level 2: Unit 10-03

English Level 2: Unit 10-08

English Level 2: Unit 14-04

English Level 3: Unit 01-09

English Level 3: Unit 03-08

English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 2.1.1q. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will ask for assistance with a task.

Grade 7

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 03-05

English Level 1: Unit 03-09

English Level 1: Unit 04-01

English Level 1: Unit 04-08

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-05

English Level 1: Unit 06-01

English Level 1: Unit 06-09

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-06



English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 2.2.1a. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will take notes as a teacher presents information or during a film in order to summarize key concepts.

Grade 7

English Level 1: Unit 04-04
 English Level 1: Unit 08-11
 English Level 2: Unit 14-09
 English Level 2: Unit 15-08
 English Level 3: Unit 04-09
 English Level 3: Unit 07-01
 English Level 3: Unit 10-04

GRADE LEVEL EXAMPLE 2.2.1b. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will synthesize, analyze, and evaluate information.

Grade 7

English Level 1: Unit 03-09
 English Level 2: Unit 14-09

GRADE LEVEL EXAMPLE 2.2.1c. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will write a summary of a book, article, movie, or lecture.

Grade 7

English Level 1: Unit 08-11
 English Level 2: Unit 14-09
 English Level 3: Unit 04-09
 English Level 3: Unit 07-01



English Level 3: Unit 10-04

GRADE LEVEL EXAMPLE 2.2.1d. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will locate information appropriate to an assignment in text or reference materials.

Grade 7

English Level 3: Unit 01-04

GRADE LEVEL EXAMPLE 2.2.1e. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will research information on academic topics from multiple sources.

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02



English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

GRADE LEVEL EXAMPLE 2.2.1f. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and



justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will take a position and support it orally or in writing.

Grade 7

English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 05-07
 English Level 1: Unit 06-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05

GRADE LEVEL EXAMPLE 2.2.1g. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will construct a chart synthesizing information.

Grade 7

English Level 1: Unit 01-02
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10



English Level 2: Unit 12-10
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-06
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 01-03
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-08
 English Level 3: Unit 05-02
 English Level 3: Unit 05-06
 English Level 3: Unit 07-04
 English Level 3: Unit 09-05

GRADE LEVEL EXAMPLE 2.2.1h. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words).

Grade 7

English Level 2: Unit 11-07
 English Level 2: Unit 12-02

GRADE LEVEL EXAMPLE 2.2.1i. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 01-09
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 04-02
 English Level 1: Unit 04-10
 English Level 1: Unit 05-04



English Level 1: Unit 05-07
 English Level 1: Unit 06-03
 English Level 1: Unit 06-08
 English Level 1: Unit 07-03
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-11
 English Level 2: Unit 09-03
 English Level 2: Unit 09-05
 English Level 2: Unit 09-09
 English Level 2: Unit 10-08
 English Level 2: Unit 12-02
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 14-09
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 04-02
 English Level 3: Unit 06-02
 English Level 3: Unit 07-02
 English Level 3: Unit 08-01
 English Level 3: Unit 08-03

GRADE LEVEL EXAMPLE 2.2.1j. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature).

Grade 7

English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 14-05
 English Level 2: Unit 15-01

GRADE LEVEL EXAMPLE 2.2.1l. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will construct a chart or other graphic showing data.

Grade 7

English Level 1: Unit 01-02



English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 12-10
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-06
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 01-03
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-08
 English Level 3: Unit 05-02
 English Level 3: Unit 05-06
 English Level 3: Unit 07-04
 English Level 3: Unit 09-05

GRADE LEVEL EXAMPLE 2.2.1m. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will read a story and represent the sequence of events (through pictures, words, music, or drama).

Grade 7

English Level 1: Unit 06-02
 English Level 1: Unit 06-08
 English Level 2: Unit 10-01
 English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 11-02
 English Level 2: Unit 12-02
 English Level 2: Unit 17-04, 17-05, 17-06



GRADE LEVEL EXAMPLE 2.2.1n. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
Students will locate reference material.

Grade 7

English Level 2: Unit 15-04

English Level 2: Unit 16-04

GRADE LEVEL EXAMPLE 2.2.1o. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
Students will generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications).

Grade 7

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 04-01

English Level 1: Unit 04-07

English Level 1: Unit 05-02

English Level 1: Unit 06-01

English Level 1: Unit 06-02

English Level 1: Unit 08-01

English Level 1: Unit 08-07

English Level 2: Unit 09-02

English Level 2: Unit 14-09

English Level 2: Unit 16-02

English Level 2: Unit 16-03

English Level 2: Unit 16-08

English Level 2: Unit 19-03, 19-04, 19-05

English Level 2: Unit 19-06, 19-07, 19-08

English Level 3: Unit 01-08

English Level 3: Unit 09-07

English Level 3: Unit 10-03

English Level 3: Unit 10-10

English Level 3: Unit 11-01

English Level 3: Unit 11-04

English Level 3: Unit 11-05

English Level 3: Unit 12-02

English Level 3: Unit 12-09

GRADE LEVEL EXAMPLE 2.2.1r. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
Students will use contextual clues.



Grade 7

English Level 1: Unit 04-08

English Level 2: Unit 13-02

English Level 2: Unit 14-10

GRADE LEVEL EXAMPLE 2.3.1a. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will scan several resources to determine the appropriateness to the topic of study.

Grade 7

English Level 2: Unit 15-04

English Level 2: Unit 16-04

GRADE LEVEL EXAMPLE 2.3.1d. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will verbalize relationships between new information and information previously learned in another setting.

Grade 7

English Level 1: Unit 01-09

English Level 1: Unit 02-08

English Level 1: Unit 06-05

English Level 1: Unit 06-09

English Level 1: Unit 06-11

English Level 1: Unit 07-05

English Level 1: Unit 08-07

English Level 2: Unit 09-01

English Level 2: Unit 11-05

English Level 2: Unit 12-06

English Level 2: Unit 12-10

English Level 2: Unit 13-02

English Level 2: Unit 15-05

English Level 2: Unit 15-08

English Level 2: Unit 15-10

English Level 2: Unit 16-05

English Level 2: Unit 16-10

English Level 2: Unit 18-07, 18-08, 18-09

English Level 2: Unit 18-10, 19-01, 19-02

English Level 3: Unit 03-01

English Level 3: Unit 03-03

English Level 3: Unit 03-08

English Level 3: Unit 04-01

English Level 3: Unit 05-04

English Level 3: Unit 05-05



English Level 3: Unit 06-04
English Level 3: Unit 07-07
English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.3.1e. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will use verbal and nonverbal cues to know when to pay attention.

Grade 7

English Level 2: Unit 13-06

GRADE LEVEL EXAMPLE 2.3.1f. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will make pictures to check comprehension of a story or process.

Grade 7

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09



English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06



English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09



English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-05
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-10
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10

GRADE LEVEL EXAMPLE 2.3.1g. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will scan an entry in a book to locate information for an assignment.

Grade 7

English Level 2: Unit 11-08
 English Level 2: Unit 12-04
 English Level 3: Unit 07-05

GRADE LEVEL EXAMPLE 2.3.1h. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will select materials from school resource collections to complete a project.

Grade 7

English Level 2: Unit 15-04
 English Level 2: Unit 16-04

GRADE LEVEL EXAMPLE 2.3.1i. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.



Students will rehearse and visualize information.

Grade 7

English Level 3: Unit 01-04

GRADE LEVEL EXAMPLE 2.3.1j. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will take risks with language.

Grade 7

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-09

English Level 1: Unit 02-01

English Level 1: Unit 02-07

English Level 1: Unit 02-09

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-05

English Level 1: Unit 04-08

English Level 1: Unit 05-03

English Level 1: Unit 05-05

English Level 1: Unit 05-11

English Level 1: Unit 06-04

English Level 1: Unit 06-05

English Level 1: Unit 06-09

English Level 1: Unit 06-10

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-03

English Level 1: Unit 07-04

English Level 1: Unit 07-05

English Level 1: Unit 07-06

English Level 1: Unit 07-07

English Level 1: Unit 07-09

English Level 1: Unit 07-10

English Level 1: Unit 07-11

English Level 1: Unit 08-03

English Level 1: Unit 08-04

English Level 1: Unit 08-05

English Level 1: Unit 08-07

English Level 1: Unit 08-08

English Level 1: Unit 08-09

English Level 1: Unit 08-11

English Level 2: Unit 09-02

English Level 2: Unit 09-04

English Level 2: Unit 09-06

English Level 2: Unit 09-08

English Level 2: Unit 10-05

English Level 2: Unit 10-06

English Level 2: Unit 11-05



English Level 2: Unit 12-01
English Level 2: Unit 12-04
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 15-03
English Level 2: Unit 15-10
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 19-03, 19-04, 19-05
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-09
English Level 3: Unit 02-02
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-06
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09



English Level 3: Unit 07-10
 English Level 3: Unit 08-01
 English Level 3: Unit 08-03
 English Level 3: Unit 08-06
 English Level 3: Unit 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-05
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 10-02
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-03
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.3.1k. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will rephrase, explain, revise, and expand oral or written information to check comprehension.

Grade 7

English Level 3: Unit 01-04

GRADE LEVEL EXAMPLE 2.3.1l. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will seek more knowledgeable others with whom to consult to advance understanding.

Grade 7

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08



English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 3.1.1a. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will advise peers on appropriate language use.

Grade 7

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 03-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 14-04
 English Level 3: Unit 01-09
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 3.1.1b. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will prepare and deliver a short persuasive presentation to different audiences.

Grade 7

English Level 3: Unit 01-05
 English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 3.1.1c. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.



3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will write a dialogue incorporating idioms or slang.

Grade 7

English Level 1: Unit 04-10
 English Level 2: Unit 09-04
 English Level 2: Unit 11-01
 English Level 2: Unit 12-06
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 3: Unit 01-04
 English Level 3: Unit 02-06
 English Level 3: Unit 03-01
 English Level 3: Unit 04-09
 English Level 3: Unit 05-02
 English Level 3: Unit 05-04
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01

GRADE LEVEL EXAMPLE 3.1.1d. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will write business and personal letters.

Grade 7

English Level 3: Unit 03-01
 English Level 3: Unit 04-03

GRADE LEVEL EXAMPLE 3.1.1e. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will create a commercial using an appropriate language style for the product.

Grade 7

English Level 2: Unit 10-08
 English Level 2: Unit 14-08
 English Level 3: Unit 01-02

GRADE LEVEL EXAMPLE 3.1.1f. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will create a cartoon or comic book.

Grade 7

English Level 2: Unit 17-07, 17-08
 English Level 3: Unit 11-01



GRADE LEVEL EXAMPLE 3.1.1g. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.

3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will initiate and carry on appropriate small talk (e.g., while visiting a classmate's home, on a bus, at a party).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04



English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07



English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
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English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02



English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
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English Level 3: Unit 05-01
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English Level 3: Unit 05-06
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English Level 3: Unit 06-01
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English Level 3: Unit 08-01
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English Level 3: Unit 08-03
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English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04
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English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 09-09
English Level 3: Unit 10-01
English Level 3: Unit 10-02
English Level 3: Unit 10-03
English Level 3: Unit 10-04
English Level 3: Unit 10-05



English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.1.1h. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will determine when it is appropriate to tell a joke.

Grade 7

English Level 1: Unit 06-07
 English Level 2: Unit 09-04
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10
 English Level 3: Unit 02-05
 English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 3.1.1j. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will advise peers on appropriate language use.

Grade 7

English Level 1: Unit 01-10

GRADE LEVEL EXAMPLE 3.1.1m. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will role play a telephone conversation with an adult.

Grade 7

English Level 1: Unit 02-06
 English Level 1: Unit 04-04
 English Level 2: Unit 10-10
 English Level 3: Unit 02-02
 English Level 3: Unit 07-04



GRADE LEVEL EXAMPLE 3.1.1n. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will make polite requests.

Grade 7

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 3.1.1o. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05



English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
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English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06



English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
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English Level 2: Unit 10-03
English Level 2: Unit 10-04
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English Level 2: Unit 10-07
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English Level 2: Unit 11-01
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English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
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English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
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English Level 2: Unit 14-08
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English Level 2: Unit 15-02
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English Level 2: Unit 15-07
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English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03



English Level 2: Unit 16-04
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English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
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English Level 3: Unit 06-07



English Level 3: Unit 07-01
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 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.1.1p. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will write a letter or e-mail message to an adult or a peer using appropriate language forms.

Grade 7

English Level 3: Unit 03-01
 English Level 3: Unit 04-03

GRADE LEVEL EXAMPLE 3.1.1q. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use



the appropriate language variety, register, and genre according to audience, purpose, and setting.

3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience.

Grade 7

English Level 1: Unit 06-07

English Level 2: Unit 09-04

English Level 2: Unit 10-02

English Level 2: Unit 10-10

English Level 3: Unit 02-05

English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 3.1.1r. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.

3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will greet and take leave appropriately in a variety of settings.

Grade 7

English Level 1: Unit 06-07

English Level 2: Unit 09-04

English Level 2: Unit 10-02

English Level 2: Unit 10-10

English Level 3: Unit 02-05

English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 3.2.1a. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will determine the appropriate distance to maintain while standing near someone, depending on the situation.

Grade 7

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1b. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will maintain appropriate level of eye contact with audience while giving an oral presentation.

Grade 7

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1c. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use



nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will demonstrate in a role play two aspects of body language common to one's own culture.

Grade 7

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1d. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will analyze nonverbal behavior.

Grade 7

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1e. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will describe intent by focusing on a person's nonverbal behavior.

Grade 7

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1f. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will add gestures to correspond to a dialogue in a play.

Grade 7

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1g. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will respond appropriately to a teacher's gesture.

Grade 7

English Level 1: Unit 05-10



English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1h. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will obtain a teacher's attention in an appropriate manner.

Grade 7

English Level 1: Unit 05-10
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1i. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will use appropriate volume of voice in different settings such as the library, hall, gymnasium, supermarket, and movie theater.

Grade 7

English Level 2: Unit 09-08
 English Level 2: Unit 11-01

GRADE LEVEL EXAMPLE 3.3.1a. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.
 Students will model behavior and language use of others in different situations and settings.

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06



English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-08
English Level 1: Unit 04-10
English Level 1: Unit 05-02
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English Level 1: Unit 05-11
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English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
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English Level 2: Unit 10-03
English Level 2: Unit 10-04



English Level 2: Unit 10-05
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English Level 2: Unit 10-10
English Level 2: Unit 11-01
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English Level 2: Unit 12-01
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English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03



English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
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English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
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English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08



English Level 3: Unit 07-09
 English Level 3: Unit 07-10
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
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 English Level 3: Unit 09-04
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 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
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 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
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 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.3.1b. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.

Students will rephrase an utterance when it results in cultural misunderstanding.

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02



English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
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English Level 1: Unit 04-08
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
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English Level 1: Unit 06-07
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English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
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English Level 1: Unit 08-09
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English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02



English Level 2: Unit 09-03
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English Level 2: Unit 15-09



English Level 2: Unit 15-10
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 English Level 2: Unit 17-01, 17-02, 17-03
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 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
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 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.3.1d. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.
 Students will observe language use and behaviors of peers in different settings.

Grade 7



English Level 1: Unit 01-10

GRADE LEVEL EXAMPLE 3.3.1e. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.
 Students will rehearse different ways of speaking according to the formality of the setting.

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-06
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 06-04
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-09
 English Level 1: Unit 07-11
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-07
 English Level 1: Unit 08-11
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 15-03
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
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 English Level 3: Unit 04-07



English Level 3: Unit 04-08
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 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-03
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.3.1f. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.
 Students will test appropriate use of newly acquired gestures and language.

Grade 7

English Level 1: Unit 05-10
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03



Rosetta Stone Version 2 - English Master

English Language Learners

Grade 8

United States Standards - Alabama Standards

GRADE LEVEL EXAMPLE 1.1.1a. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will ask peers for their opinions, preferences, and desires.

Grade 8

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04

English Level 1: Unit 05-05

English Level 1: Unit 05-06

English Level 1: Unit 05-07

English Level 1: Unit 05-08

English Level 1: Unit 05-09

English Level 1: Unit 05-10

English Level 1: Unit 05-11



English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
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English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03



English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
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English Level 2: Unit 13-06
English Level 2: Unit 13-07
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English Level 2: Unit 14-01
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English Level 2: Unit 16-01
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English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08



English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
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English Level 3: Unit 03-08
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English Level 3: Unit 09-04
English Level 3: Unit 09-05
English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 09-09
English Level 3: Unit 10-01



English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
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 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.1.1b. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will correspond with pen pals, English-speaking acquaintances, and friends.

Grade 8

English Level 3: Unit 03-01
 English Level 3: Unit 04-03

GRADE LEVEL EXAMPLE 1.1.1c. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will write personal essays.

Grade 8

English Level 2: Unit 10-03
 English Level 2: Unit 14-09
 English Level 2: Unit 15-07
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 03-02
 English Level 3: Unit 03-05
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-05
 English Level 3: Unit 04-06
 English Level 3: Unit 04-09
 English Level 3: Unit 05-06



English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 07-05
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-07
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.1.1d. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will make plans for social engagements.

Grade 8

English Level 1: Unit 04-03
 English Level 2: Unit 10-02

GRADE LEVEL EXAMPLE 1.1.1e. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will shop in a supermarket.

Grade 8

English Level 1: Unit 04-03
 English Level 2: Unit 10-02

GRADE LEVEL EXAMPLE 1.1.1f. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will engage listener's attention verbally or nonverbally.

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05



English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
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English Level 1: Unit 04-01
English Level 1: Unit 04-02
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English Level 1: Unit 05-11
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English Level 2: Unit 09-08
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English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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English Level 3: Unit 06-07



English Level 3: Unit 07-01
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 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 09-01
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 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.1.1g. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will volunteer information and respond to questions about self and family.

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06



English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
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English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
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English Level 1: Unit 03-07
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English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
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English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
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English Level 1: Unit 07-07
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English Level 1: Unit 07-09
English Level 1: Unit 07-10



English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
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English Level 1: Unit 08-11
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English Level 2: Unit 14-05
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English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
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English Level 3: Unit 03-07
English Level 3: Unit 03-08
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English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05



English Level 3: Unit 04-06
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English Level 3: Unit 11-01
English Level 3: Unit 11-02
English Level 3: Unit 11-03
English Level 3: Unit 11-04
English Level 3: Unit 11-05
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-04
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07



English Level 3: Unit 12-08
English Level 3: Unit 12-09
English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.1.1h. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
Students will elicit information and ask clarification questions.

Grade 8

English Level 1: Unit 01-07
English Level 1: Unit 01-10
English Level 1: Unit 03-05
English Level 1: Unit 03-09
English Level 1: Unit 04-01
English Level 1: Unit 04-08
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 06-01
English Level 1: Unit 06-09
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-06
English Level 1: Unit 07-10
English Level 1: Unit 08-07
English Level 2: Unit 09-02
English Level 2: Unit 09-10
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 11-01
English Level 2: Unit 12-01
English Level 2: Unit 12-08
English Level 2: Unit 13-03
English Level 2: Unit 13-08
English Level 3: Unit 01-10
English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.1.1i. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
Students will clarify and restate information as needed.

Grade 8

English Level 1: Unit 08-11
English Level 2: Unit 14-09
English Level 3: Unit 04-09
English Level 3: Unit 07-01
English Level 3: Unit 10-04

GRADE LEVEL EXAMPLE 1.1.1j. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
Students will describe feelings and emotions after watching a movie.

Grade 8

English Level 1: Unit 04-01
English Level 1: Unit 04-06
English Level 1: Unit 06-05



English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05

GRADE LEVEL EXAMPLE 1.1.1I. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will give and ask for permission.

Grade 8

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03



GRADE LEVEL EXAMPLE 1.1.1m. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will offer and respond to greetings, compliments, invitations, introductions, and farewells.

Grade 8

English Level 1: Unit 06-07

English Level 2: Unit 09-04

English Level 2: Unit 10-02

English Level 2: Unit 10-10

English Level 3: Unit 02-05

English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 1.1.1n. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will negotiate solutions to problems, interpersonal misunderstandings, and disputes.

Grade 8

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

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English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02



English Level 1: Unit 05-03
English Level 1: Unit 05-04
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English Level 1: Unit 08-11
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English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
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English Level 2: Unit 11-03
English Level 2: Unit 11-04



English Level 2: Unit 11-05
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English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
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English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08



English Level 2: Unit 19-09, 19-10

English Level 3: Unit 01-01

English Level 3: Unit 01-02

English Level 3: Unit 01-03

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English Level 3: Unit 09-01



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 English Level 3: Unit 12-06
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 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.1.1o. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will read and write invitations and thank you letters.

Grade 8

English Level 3: Unit 03-01
 English Level 3: Unit 04-03

GRADE LEVEL EXAMPLE 1.1.1p. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will use the telephone.

Grade 8

English Level 1: Unit 02-06
 English Level 1: Unit 04-04
 English Level 2: Unit 10-10
 English Level 3: Unit 02-02
 English Level 3: Unit 07-04

GRADE LEVEL EXAMPLE 1.2.1a. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will recommend a film or videotape to a friend.



Grade 8

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 3: Unit 01-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06

GRADE LEVEL EXAMPLE 1.2.1b. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will write in a diary or personal journal.

Grade 8

English Level 1: Unit 04-04
 English Level 1: Unit 04-10
 English Level 1: Unit 05-03
 English Level 1: Unit 06-06
 English Level 1: Unit 06-10
 English Level 1: Unit 07-06
 English Level 1: Unit 08-03
 English Level 1: Unit 08-07
 English Level 2: Unit 09-07
 English Level 2: Unit 10-03
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 12-01
 English Level 2: Unit 12-02
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 14-01
 English Level 2: Unit 14-03
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-06
 English Level 2: Unit 16-06
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-03
 English Level 3: Unit 03-04
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04

GRADE LEVEL EXAMPLE 1.2.1c. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will describe, read or write about a personal hero.

Grade 8



English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-06
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-02
English Level 1: Unit 04-04
English Level 1: Unit 04-07
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-11
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-09
English Level 2: Unit 10-01
English Level 2: Unit 10-04
English Level 2: Unit 10-06
English Level 2: Unit 10-08



English Level 2: Unit 11-02
English Level 2: Unit 11-06
English Level 2: Unit 11-09
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-07
English Level 2: Unit 13-02
English Level 2: Unit 13-04
English Level 2: Unit 13-07
English Level 2: Unit 13-09
English Level 2: Unit 14-02
English Level 2: Unit 14-09
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 03-03
English Level 3: Unit 03-06
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-05
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-06



English Level 3: Unit 09-02
 English Level 3: Unit 09-04
 English Level 3: Unit 10-01
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-09
 English Level 3: Unit 11-01
 English Level 3: Unit 12-01
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-07

GRADE LEVEL EXAMPLE 1.2.1d. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will persuade peers to join in a favorite activity, game, or hobby.

Grade 8

English Level 3: Unit 01-05
 English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 1.2.1e. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will discuss issues of personal importance or value.

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03



English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05



English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03



English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08



English Level 3: Unit 07-09
 English Level 3: Unit 07-10
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.2.1f. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will locate information for leisure activities (in oral or written form).

Grade 8

English Level 3: Unit 12-04

GRADE LEVEL EXAMPLE 1.2.1g. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will write a poem, short story, play, or song.

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08



English Level 1: Unit 02-09
 English Level 1: Unit 03-05
 English Level 1: Unit 03-07
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-04
 English Level 1: Unit 05-08
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-04
 English Level 1: Unit 06-07
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-09
 English Level 2: Unit 10-01
 English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-05
 English Level 2: Unit 12-01
 English Level 2: Unit 12-04
 English Level 2: Unit 12-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-07
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-03
 English Level 2: Unit 16-05
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 3: Unit 01-02
 English Level 3: Unit 01-06
 English Level 3: Unit 02-05
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 09-03
 English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 1.2.1h. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.



Students will describe favorite storybook characters.

Grade 8

English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 14-05
 English Level 2: Unit 15-01

GRADE LEVEL EXAMPLE 1.2.1i. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will recommend a game, book, or computer program.

Grade 8

English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 07-04

GRADE LEVEL EXAMPLE 1.2.1j. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.

Grade 8

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 07-04

GRADE LEVEL EXAMPLE 1.2.1k. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will recount events of interest.

Grade 8

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 11-08
 English Level 2: Unit 13-03
 English Level 2: Unit 14-09
 English Level 3: Unit 01-04
 English Level 3: Unit 03-05
 English Level 3: Unit 04-09
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 07-01
 English Level 3: Unit 10-04
 English Level 3: Unit 12-04



GRADE LEVEL EXAMPLE 1.2.1l. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
Students will ask information questions for personal reasons.

Grade 8

English Level 1: Unit 01-07
English Level 1: Unit 01-10
English Level 1: Unit 03-05
English Level 1: Unit 03-09
English Level 1: Unit 04-01
English Level 1: Unit 04-08
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 06-01
English Level 1: Unit 06-09
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-06
English Level 1: Unit 07-10
English Level 1: Unit 08-07
English Level 2: Unit 09-02
English Level 2: Unit 09-10
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 11-01
English Level 2: Unit 12-01
English Level 2: Unit 12-08
English Level 2: Unit 13-03
English Level 2: Unit 13-08
English Level 3: Unit 01-10
English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.2.1m. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
Students will make requests for personal reasons.

Grade 8

English Level 1: Unit 01-07
English Level 1: Unit 01-10
English Level 1: Unit 03-05
English Level 1: Unit 03-09
English Level 1: Unit 04-01
English Level 1: Unit 04-08
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 06-01
English Level 1: Unit 06-09
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-06
English Level 1: Unit 07-10
English Level 1: Unit 08-07
English Level 2: Unit 09-02
English Level 2: Unit 09-10
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 11-01
English Level 2: Unit 12-01



English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.3.1a. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will use a dictionary to validate choice of language.

Grade 8

English Level 1: Unit 02-09
 English Level 2: Unit 19-03, 19-04, 19-05

GRADE LEVEL EXAMPLE 1.3.1b. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will ask a classmate whether a particular word or phrase is correct.

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
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 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
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 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06



English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
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English Level 2: Unit 11-01
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English Level 2: Unit 11-03



English Level 2: Unit 11-04
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English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05



English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03
 English Level 3: Unit 03-05

GRADE LEVEL EXAMPLE 1.3.1c. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will use a computer spell checker to verify spelling.

Grade 8

English Level 2: Unit 09-02
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 07-04

GRADE LEVEL EXAMPLE 1.3.1d. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will use written sources to discover or check information.

Grade 8

English Level 2: Unit 15-04
 English Level 2: Unit 16-04

GRADE LEVEL EXAMPLE 1.3.1f. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will test appropriate use of new vocabulary, phrases, and structures.

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
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 English Level 1: Unit 01-10
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 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02



English Level 1: Unit 03-03
English Level 1: Unit 03-04
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English Level 2: Unit 09-09



English Level 2: Unit 09-10
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English Level 2: Unit 16-01
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English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05



English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.3.1g. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will ask someone the meaning of a word.

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
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 English Level 1: Unit 04-06



English Level 1: Unit 04-07
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English Level 2: Unit 17-01, 17-02, 17-03
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English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05



English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 02-03
English Level 3: Unit 03-05

GRADE LEVEL EXAMPLE 1.3.1h. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
Students will understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up).

Grade 8

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-10
 English Level 3: Unit 04-02

GRADE LEVEL EXAMPLE 1.3.1i. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.



1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will tell someone in the native language that a direction given in English was not understood.

Grade 8

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
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English Level 1: Unit 03-06
English Level 1: Unit 03-07
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English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
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English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08



English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
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English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
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English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 09-07
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English Level 2: Unit 10-09
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English Level 2: Unit 11-01
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English Level 2: Unit 11-07
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English Level 2: Unit 11-09
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English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01



English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 13-07
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 English Level 2: Unit 13-09
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 English Level 2: Unit 14-01
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 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-10
 English Level 3: Unit 04-02

GRADE LEVEL EXAMPLE 1.3.1j. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will recite poems or songs aloud.

Grade 8

English Level 1: Unit 01-07
 English Level 1: Unit 02-01



English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-06
 English Level 1: Unit 05-10
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 07-11
 English Level 2: Unit 09-04
 English Level 2: Unit 09-06
 English Level 2: Unit 09-10
 English Level 2: Unit 10-01
 English Level 2: Unit 10-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 12-03
 English Level 2: Unit 12-06
 English Level 2: Unit 13-02
 English Level 2: Unit 13-05
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
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 English Level 2: Unit 14-04
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 15-02
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-09
 English Level 3: Unit 01-10
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 03-04
 English Level 3: Unit 04-03
 English Level 3: Unit 04-05
 English Level 3: Unit 04-08
 English Level 3: Unit 04-10
 English Level 3: Unit 05-02
 English Level 3: Unit 05-07
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 07-07
 English Level 3: Unit 07-10



English Level 3: Unit 08-06
English Level 3: Unit 09-03
English Level 3: Unit 10-03
English Level 3: Unit 10-04
English Level 3: Unit 10-05
English Level 3: Unit 10-09
English Level 3: Unit 11-01
English Level 3: Unit 11-02
English Level 3: Unit 11-04
English Level 3: Unit 11-05
English Level 3: Unit 12-02

GRADE LEVEL EXAMPLE 1.3.1k. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
Students will imitate a classmate's response to a teacher's question or directions.

Grade 8

English Level 1: Unit 01-07
English Level 1: Unit 02-01
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-10
English Level 1: Unit 04-02
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 05-06
English Level 1: Unit 05-10
English Level 1: Unit 06-02
English Level 1: Unit 06-05
English Level 1: Unit 07-11
English Level 2: Unit 09-04
English Level 2: Unit 09-06
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-04
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 12-03
English Level 2: Unit 12-06
English Level 2: Unit 13-02
English Level 2: Unit 13-05
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-04
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 15-02
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-05
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 17-01, 17-02, 17-03



English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-09
 English Level 3: Unit 01-10
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-04
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 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 07-07
 English Level 3: Unit 07-10
 English Level 3: Unit 08-06
 English Level 3: Unit 09-03
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-09
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02

GRADE LEVEL EXAMPLE 1.3.1l. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will associate realia or diagrams with written labels to learn vocabulary or construct meaning.

Grade 8

English Level 2: Unit 11-07
 English Level 2: Unit 12-02
 English Level 2: Unit 15-09
 English Level 3: Unit 01-03
 English Level 3: Unit 02-01

GRADE LEVEL EXAMPLE 1.3.1m. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
 Students will practice recently learned language by teaching a peer.

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02



English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
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English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
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English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
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English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
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English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
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English Level 1: Unit 07-05
English Level 1: Unit 07-07
English Level 1: Unit 07-08



English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-01
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English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 2: Unit 09-01
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English Level 2: Unit 11-01
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English Level 2: Unit 13-10
English Level 2: Unit 14-01
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English Level 2: Unit 14-05



English Level 2: Unit 14-06
 English Level 2: Unit 14-07
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 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
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 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 2.1.1c. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will follow directions to form groups.

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08



English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
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English Level 1: Unit 08-11



English Level 2: Unit 09-01
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 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-09
 English Level 3: Unit 01-10
 English Level 3: Unit 03-08
 English Level 3: Unit 04-02
 English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 2.1.1d. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will negotiate cooperative roles and task assignments.

Grade 8

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 03-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 14-04
 English Level 3: Unit 01-09
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 2.1.1e. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will take turns when speaking in a group.



Grade 8

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
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English Level 1: Unit 03-01
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English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
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English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02



English Level 1: Unit 07-03
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English Level 2: Unit 13-07
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English Level 2: Unit 14-01
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English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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English Level 3: Unit 03-05



English Level 3: Unit 03-06
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English Level 3: Unit 10-08
English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-01
English Level 3: Unit 11-02
English Level 3: Unit 11-03
English Level 3: Unit 11-04



English Level 3: Unit 11-05
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-04
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07
English Level 3: Unit 12-08
English Level 3: Unit 12-09
English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.1g. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will paraphrase a teacher's directions orally or in writing.

Grade 8

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
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English Level 1: Unit 08-11
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English Level 2: Unit 11-08
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English Level 2: Unit 16-01
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English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-10
English Level 3: Unit 04-02



GRADE LEVEL EXAMPLE 2.1.1h. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will respond to a teacher's general school-related small talk.

Grade 8

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
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English Level 2: Unit 18-01, 18-02, 18-03
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English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
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English Level 3: Unit 09-06
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English Level 3: Unit 09-08
English Level 3: Unit 09-09
English Level 3: Unit 10-01
English Level 3: Unit 10-02
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English Level 3: Unit 10-05



English Level 3: Unit 10-06
 English Level 3: Unit 10-07
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 English Level 3: Unit 11-01
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 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
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 English Level 3: Unit 12-04
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 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.1.i. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will explain the reason for being absent or late to a teacher.

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
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English Level 1: Unit 04-06
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English Level 1: Unit 05-01
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English Level 2: Unit 10-08
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English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08



English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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English Level 3: Unit 08-01
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 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.1j. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will negotiate verbally to identify roles in preparation for a group/class presentation.

Grade 8

English Level 2: Unit 14-04
 English Level 2: Unit 15-06
 English Level 3: Unit 03-04

GRADE LEVEL EXAMPLE 2.1.1k. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will ask a teacher to restate or simplify directions.

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02



English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
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English Level 1: Unit 07-07



English Level 1: Unit 07-08
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English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01



English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
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 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03
 English Level 3: Unit 04-02

GRADE LEVEL EXAMPLE 2.1.1I. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will join in a group response at the appropriate time.

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
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 English Level 1: Unit 02-01
 English Level 1: Unit 02-02



English Level 1: Unit 02-03
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English Level 2: Unit 15-01
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English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
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English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.1n. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use



English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will greet a teacher when entering class.

Grade 8

English Level 1: Unit 06-07

English Level 2: Unit 09-04

English Level 2: Unit 10-02

English Level 2: Unit 10-10

English Level 3: Unit 02-05

English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 2.1.1p. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will share classroom materials and work successfully with a partner.

Grade 8

English Level 1: Unit 01-05

English Level 1: Unit 01-07

English Level 1: Unit 03-03

English Level 1: Unit 04-04

English Level 1: Unit 04-07

English Level 1: Unit 04-09

English Level 1: Unit 06-11

English Level 1: Unit 07-04

English Level 1: Unit 07-06

English Level 1: Unit 07-10

English Level 2: Unit 10-02

English Level 2: Unit 10-03

English Level 2: Unit 10-08

English Level 2: Unit 14-04

English Level 3: Unit 01-09

English Level 3: Unit 03-08

English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 2.1.1q. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will ask for assistance with a task.

Grade 8

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 03-05

English Level 1: Unit 03-09

English Level 1: Unit 04-01

English Level 1: Unit 04-08

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-05

English Level 1: Unit 06-01

English Level 1: Unit 06-09

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-06



English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 2.2.1a. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will take notes as a teacher presents information or during a film in order to summarize key concepts.

Grade 8

English Level 1: Unit 04-04
 English Level 1: Unit 08-11
 English Level 2: Unit 14-09
 English Level 2: Unit 15-08
 English Level 3: Unit 04-09
 English Level 3: Unit 07-01
 English Level 3: Unit 10-04

GRADE LEVEL EXAMPLE 2.2.1b. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will synthesize, analyze, and evaluate information.

Grade 8

English Level 1: Unit 03-09
 English Level 2: Unit 14-09

GRADE LEVEL EXAMPLE 2.2.1c. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will write a summary of a book, article, movie, or lecture.

Grade 8

English Level 1: Unit 08-11
 English Level 2: Unit 14-09
 English Level 3: Unit 04-09
 English Level 3: Unit 07-01



English Level 3: Unit 10-04

GRADE LEVEL EXAMPLE 2.2.1d. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will locate information appropriate to an assignment in text or reference materials.

Grade 8

English Level 3: Unit 01-04

GRADE LEVEL EXAMPLE 2.2.1e. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will research information on academic topics from multiple sources.

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02



English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

GRADE LEVEL EXAMPLE 2.2.1f. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and



justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will take a position and support it orally or in writing.

Grade 8

English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 05-07
 English Level 1: Unit 06-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05

GRADE LEVEL EXAMPLE 2.2.1g. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will construct a chart synthesizing information.

Grade 8

English Level 1: Unit 01-02
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10



English Level 2: Unit 12-10
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-06
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 01-03
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-08
 English Level 3: Unit 05-02
 English Level 3: Unit 05-06
 English Level 3: Unit 07-04
 English Level 3: Unit 09-05

GRADE LEVEL EXAMPLE 2.2.1h. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words).

Grade 8

English Level 2: Unit 11-07
 English Level 2: Unit 12-02

GRADE LEVEL EXAMPLE 2.2.1i. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 01-09
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 04-02
 English Level 1: Unit 04-10
 English Level 1: Unit 05-04



English Level 1: Unit 05-07
 English Level 1: Unit 06-03
 English Level 1: Unit 06-08
 English Level 1: Unit 07-03
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-11
 English Level 2: Unit 09-03
 English Level 2: Unit 09-05
 English Level 2: Unit 09-09
 English Level 2: Unit 10-08
 English Level 2: Unit 12-02
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 14-09
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 04-02
 English Level 3: Unit 06-02
 English Level 3: Unit 07-02
 English Level 3: Unit 08-01
 English Level 3: Unit 08-03

GRADE LEVEL EXAMPLE 2.2.1j. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature).

Grade 8

English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 14-05
 English Level 2: Unit 15-01

GRADE LEVEL EXAMPLE 2.2.1l. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will construct a chart or other graphic showing data.

Grade 8

English Level 1: Unit 01-02



English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 12-10
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-06
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 01-03
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-08
 English Level 3: Unit 05-02
 English Level 3: Unit 05-06
 English Level 3: Unit 07-04
 English Level 3: Unit 09-05

GRADE LEVEL EXAMPLE 2.2.1m. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will read a story and represent the sequence of events (through pictures, words, music, or drama).

Grade 8

English Level 1: Unit 06-02
 English Level 1: Unit 06-08
 English Level 2: Unit 10-01
 English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 11-02
 English Level 2: Unit 12-02
 English Level 2: Unit 17-04, 17-05, 17-06



GRADE LEVEL EXAMPLE 2.2.1n. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will locate reference material.

Grade 8

English Level 2: Unit 15-04

English Level 2: Unit 16-04

GRADE LEVEL EXAMPLE 2.2.1o. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications).

Grade 8

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 04-01

English Level 1: Unit 04-07

English Level 1: Unit 05-02

English Level 1: Unit 06-01

English Level 1: Unit 06-02

English Level 1: Unit 08-01

English Level 1: Unit 08-07

English Level 2: Unit 09-02

English Level 2: Unit 14-09

English Level 2: Unit 16-02

English Level 2: Unit 16-03

English Level 2: Unit 16-08

English Level 2: Unit 19-03, 19-04, 19-05

English Level 2: Unit 19-06, 19-07, 19-08

English Level 3: Unit 01-08

English Level 3: Unit 09-07

English Level 3: Unit 10-03

English Level 3: Unit 10-10

English Level 3: Unit 11-01

English Level 3: Unit 11-04

English Level 3: Unit 11-05

English Level 3: Unit 12-02

English Level 3: Unit 12-09

GRADE LEVEL EXAMPLE 2.2.1r. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will use contextual clues.



Grade 8

English Level 1: Unit 04-08

English Level 2: Unit 13-02

English Level 2: Unit 14-10

GRADE LEVEL EXAMPLE 2.3.1a. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will scan several resources to determine the appropriateness to the topic of study.

Grade 8

English Level 2: Unit 15-04

English Level 2: Unit 16-04

GRADE LEVEL EXAMPLE 2.3.1d. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will verbalize relationships between new information and information previously learned in another setting.

Grade 8

English Level 1: Unit 01-09

English Level 1: Unit 02-08

English Level 1: Unit 06-05

English Level 1: Unit 06-09

English Level 1: Unit 06-11

English Level 1: Unit 07-05

English Level 1: Unit 08-07

English Level 2: Unit 09-01

English Level 2: Unit 11-05

English Level 2: Unit 12-06

English Level 2: Unit 12-10

English Level 2: Unit 13-02

English Level 2: Unit 15-05

English Level 2: Unit 15-08

English Level 2: Unit 15-10

English Level 2: Unit 16-05

English Level 2: Unit 16-10

English Level 2: Unit 18-07, 18-08, 18-09

English Level 2: Unit 18-10, 19-01, 19-02

English Level 3: Unit 03-01

English Level 3: Unit 03-03

English Level 3: Unit 03-08

English Level 3: Unit 04-01

English Level 3: Unit 05-04

English Level 3: Unit 05-05



English Level 3: Unit 06-04
English Level 3: Unit 07-07
English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.3.1e. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will use verbal and nonverbal cues to know when to pay attention.

Grade 8

English Level 2: Unit 13-06

GRADE LEVEL EXAMPLE 2.3.1f. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will make pictures to check comprehension of a story or process.

Grade 8

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09



English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06



English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09



English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-05
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-10
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10

GRADE LEVEL EXAMPLE 2.3.1g. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will scan an entry in a book to locate information for an assignment.

Grade 8

English Level 2: Unit 11-08
 English Level 2: Unit 12-04
 English Level 3: Unit 07-05

GRADE LEVEL EXAMPLE 2.3.1h. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will select materials from school resource collections to complete a project.

Grade 8

English Level 2: Unit 15-04
 English Level 2: Unit 16-04

GRADE LEVEL EXAMPLE 2.3.1i. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.



Students will rehearse and visualize information.

Grade 8

English Level 3: Unit 01-04

GRADE LEVEL EXAMPLE 2.3.1j. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will take risks with language.

Grade 8

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-09
English Level 1: Unit 02-01
English Level 1: Unit 02-07
English Level 1: Unit 02-09
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-05
English Level 1: Unit 04-08
English Level 1: Unit 05-03
English Level 1: Unit 05-05
English Level 1: Unit 05-11
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-11
English Level 2: Unit 09-02
English Level 2: Unit 09-04
English Level 2: Unit 09-06
English Level 2: Unit 09-08
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 11-05



English Level 2: Unit 12-01
English Level 2: Unit 12-04
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 15-03
English Level 2: Unit 15-10
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 19-03, 19-04, 19-05
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-09
English Level 3: Unit 02-02
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-06
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09



English Level 3: Unit 07-10
 English Level 3: Unit 08-01
 English Level 3: Unit 08-03
 English Level 3: Unit 08-06
 English Level 3: Unit 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-05
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 10-02
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-03
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.3.1k. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will rephrase, explain, revise, and expand oral or written information to check comprehension.

Grade 8

English Level 3: Unit 01-04

GRADE LEVEL EXAMPLE 2.3.1l. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will seek more knowledgeable others with whom to consult to advance understanding.

Grade 8

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08



English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 3.1.1a. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will advise peers on appropriate language use.

Grade 8

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 03-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 14-04
 English Level 3: Unit 01-09
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 3.1.1b. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will prepare and deliver a short persuasive presentation to different audiences.

Grade 8

English Level 3: Unit 01-05
 English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 3.1.1c. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.



3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will write a dialogue incorporating idioms or slang.

Grade 8

English Level 1: Unit 04-10
 English Level 2: Unit 09-04
 English Level 2: Unit 11-01
 English Level 2: Unit 12-06
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 3: Unit 01-04
 English Level 3: Unit 02-06
 English Level 3: Unit 03-01
 English Level 3: Unit 04-09
 English Level 3: Unit 05-02
 English Level 3: Unit 05-04
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01

GRADE LEVEL EXAMPLE 3.1.1d. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will write business and personal letters.

Grade 8

English Level 3: Unit 03-01
 English Level 3: Unit 04-03

GRADE LEVEL EXAMPLE 3.1.1e. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will create a commercial using an appropriate language style for the product.

Grade 8

English Level 2: Unit 10-08
 English Level 2: Unit 14-08
 English Level 3: Unit 01-02

GRADE LEVEL EXAMPLE 3.1.1f. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will create a cartoon or comic book.

Grade 8

English Level 2: Unit 17-07, 17-08
 English Level 3: Unit 11-01



GRADE LEVEL EXAMPLE 3.1.1g. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.

3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will initiate and carry on appropriate small talk (e.g., while visiting a classmate's home, on a bus, at a party).

Grade 8

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
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English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04



English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
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English Level 1: Unit 07-11
English Level 1: Unit 08-01
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English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
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English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
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English Level 2: Unit 10-10
English Level 2: Unit 11-01
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English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07



English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
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English Level 2: Unit 13-09
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English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
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English Level 2: Unit 15-06
English Level 2: Unit 15-07
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English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02



English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
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English Level 3: Unit 09-08
English Level 3: Unit 09-09
English Level 3: Unit 10-01
English Level 3: Unit 10-02
English Level 3: Unit 10-03
English Level 3: Unit 10-04
English Level 3: Unit 10-05



English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.1.1h. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will determine when it is appropriate to tell a joke.

Grade 8

English Level 1: Unit 06-07
 English Level 2: Unit 09-04
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10
 English Level 3: Unit 02-05
 English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 3.1.1j. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will advise peers on appropriate language use.

Grade 8

English Level 1: Unit 01-10

GRADE LEVEL EXAMPLE 3.1.1m. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will role play a telephone conversation with an adult.

Grade 8

English Level 1: Unit 02-06
 English Level 1: Unit 04-04
 English Level 2: Unit 10-10
 English Level 3: Unit 02-02
 English Level 3: Unit 07-04



GRADE LEVEL EXAMPLE 3.1.1n. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will make polite requests.

Grade 8

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 3.1.1o. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05



English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
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English Level 1: Unit 07-06
English Level 1: Unit 07-07
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English Level 1: Unit 07-10
English Level 1: Unit 07-11
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English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06



English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
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English Level 2: Unit 11-09
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English Level 2: Unit 12-01
English Level 2: Unit 12-02
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English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
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English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03



English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
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English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
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English Level 3: Unit 05-02
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English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07



English Level 3: Unit 07-01
 English Level 3: Unit 07-02
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
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 English Level 3: Unit 07-06
 English Level 3: Unit 07-07
 English Level 3: Unit 07-08
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 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.1.1p. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will write a letter or e-mail message to an adult or a peer using appropriate language forms.

Grade 8

English Level 3: Unit 03-01
 English Level 3: Unit 04-03

GRADE LEVEL EXAMPLE 3.1.1q. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use



the appropriate language variety, register, and genre according to audience, purpose, and setting.

3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience.

Grade 8

English Level 1: Unit 06-07

English Level 2: Unit 09-04

English Level 2: Unit 10-02

English Level 2: Unit 10-10

English Level 3: Unit 02-05

English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 3.1.1r. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.

3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will greet and take leave appropriately in a variety of settings.

Grade 8

English Level 1: Unit 06-07

English Level 2: Unit 09-04

English Level 2: Unit 10-02

English Level 2: Unit 10-10

English Level 3: Unit 02-05

English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 3.2.1a. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will determine the appropriate distance to maintain while standing near someone, depending on the situation.

Grade 8

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1b. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will maintain appropriate level of eye contact with audience while giving an oral presentation.

Grade 8

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1c. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use



nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will demonstrate in a role play two aspects of body language common to one's own culture.

Grade 8

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1d. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will analyze nonverbal behavior.

Grade 8

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1e. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will describe intent by focusing on a person's nonverbal behavior.

Grade 8

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1f. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will add gestures to correspond to a dialogue in a play.

Grade 8

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1g. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will respond appropriately to a teacher's gesture.

Grade 8

English Level 1: Unit 05-10



English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1h. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will obtain a teacher's attention in an appropriate manner.

Grade 8

English Level 1: Unit 05-10
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1i. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will use appropriate volume of voice in different settings such as the library, hall, gymnasium, supermarket, and movie theater.

Grade 8

English Level 2: Unit 09-08
 English Level 2: Unit 11-01

GRADE LEVEL EXAMPLE 3.3.1a. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.
 Students will model behavior and language use of others in different situations and settings.

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06



English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-08
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
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English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
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English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04



English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
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English Level 2: Unit 11-06
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English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
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English Level 2: Unit 14-01
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English Level 2: Unit 16-01
English Level 2: Unit 16-02
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English Level 2: Unit 16-04
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English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03



English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
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English Level 3: Unit 02-01
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English Level 3: Unit 02-06
English Level 3: Unit 03-01
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English Level 3: Unit 06-07
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English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08



English Level 3: Unit 07-09
 English Level 3: Unit 07-10
 English Level 3: Unit 08-01
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 English Level 3: Unit 08-04
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 English Level 3: Unit 08-06
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 English Level 3: Unit 10-01
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 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
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 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.3.1b. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.

Students will rephrase an utterance when it results in cultural misunderstanding.

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02



English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-08
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-06
English Level 1: Unit 05-07
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English Level 1: Unit 05-11
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English Level 1: Unit 06-11
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English Level 1: Unit 07-11
English Level 1: Unit 08-01
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English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02



English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
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English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
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English Level 2: Unit 12-07
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English Level 2: Unit 12-09
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English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
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English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09



English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
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English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
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English Level 3: Unit 04-01
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English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03



English Level 3: Unit 06-04
 English Level 3: Unit 06-05
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 07-01
 English Level 3: Unit 07-02
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 English Level 3: Unit 07-04
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 English Level 3: Unit 07-07
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 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
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 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.3.1d. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.
 Students will observe language use and behaviors of peers in different settings.

Grade 8



English Level 1: Unit 01-10

GRADE LEVEL EXAMPLE 3.3.1e. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.

Students will rehearse different ways of speaking according to the formality of the setting.

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-06
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 06-04
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-09
 English Level 1: Unit 07-11
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-07
 English Level 1: Unit 08-11
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 15-03
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-09
 English Level 3: Unit 02-06
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-03
 English Level 3: Unit 03-04
 English Level 3: Unit 03-06
 English Level 3: Unit 04-01
 English Level 3: Unit 04-02
 English Level 3: Unit 04-03
 English Level 3: Unit 04-05
 English Level 3: Unit 04-06
 English Level 3: Unit 04-07



English Level 3: Unit 04-08
 English Level 3: Unit 04-09
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 06-04
 English Level 3: Unit 06-05
 English Level 3: Unit 06-06
 English Level 3: Unit 07-01
 English Level 3: Unit 07-02
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 English Level 3: Unit 10-07
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-03
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.3.1f. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.
 Students will test appropriate use of newly acquired gestures and language.

Grade 8

English Level 1: Unit 05-10
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03



Rosetta Stone Version 2 - English Master

English Language Learners

Grade 9

United States Standards - Alabama Standards

GRADE LEVEL EXAMPLE 1.1.1a. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will obtain, complete, and process application forms, such as driver's license, social security, college entrance.

Grade 9

English Level 1: Unit 03-08

English Level 1: Unit 05-01

English Level 1: Unit 06-11

English Level 2: Unit 19-03, 19-04, 19-05

English Level 3: Unit 10-01

English Level 3: Unit 10-02

English Level 3: Unit 10-03

English Level 3: Unit 10-04

English Level 3: Unit 10-05

English Level 3: Unit 10-06

English Level 3: Unit 10-07

English Level 3: Unit 10-08

English Level 3: Unit 10-09

English Level 3: Unit 11-03

English Level 3: Unit 11-04

English Level 3: Unit 11-05

English Level 3: Unit 12-01

English Level 3: Unit 12-02

English Level 3: Unit 12-03

GRADE LEVEL EXAMPLE 1.1.1b. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will express feelings through drama, poetry, or song.

Grade 9

English Level 1: Unit 01-07

English Level 1: Unit 02-01

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-10

English Level 1: Unit 04-02

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 05-06

English Level 1: Unit 05-10

English Level 1: Unit 06-02

English Level 1: Unit 06-05

English Level 1: Unit 07-04

English Level 1: Unit 07-11

English Level 2: Unit 09-04

English Level 2: Unit 09-06

English Level 2: Unit 09-10

English Level 2: Unit 10-01

English Level 2: Unit 10-02

English Level 2: Unit 10-04

English Level 2: Unit 10-06



English Level 2: Unit 10-07
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 12-03
 English Level 2: Unit 12-06
 English Level 2: Unit 13-02
 English Level 2: Unit 13-05
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 15-02
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-09
 English Level 3: Unit 01-10
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 03-04
 English Level 3: Unit 04-03
 English Level 3: Unit 04-05
 English Level 3: Unit 04-08
 English Level 3: Unit 04-10
 English Level 3: Unit 05-02
 English Level 3: Unit 05-07
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 07-07
 English Level 3: Unit 07-10
 English Level 3: Unit 08-06
 English Level 3: Unit 09-03
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-09
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02

GRADE LEVEL EXAMPLE 1.1.1c. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will make an appointment.



Grade 9

English Level 1: Unit 04-05

English Level 1: Unit 06-11

English Level 2: Unit 09-07

English Level 2: Unit 09-08

English Level 2: Unit 10-05

GRADE LEVEL EXAMPLE 1.1.1d. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will defend and argue a position.

Grade 9

English Level 2: Unit 14-04

English Level 3: Unit 01-05

English Level 3: Unit 10-02

GRADE LEVEL EXAMPLE 1.1.1e. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will use prepared notes in an interview or meeting.

Grade 9

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07



English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09



English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03



English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
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English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
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English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02



English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.1.1f. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will ask peers for their opinions, preferences, and desires.

Grade 9

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10



English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.1.1g. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will correspond with pen pals, English-speaking acquaintances, friends.

Grade 9

English Level 3: Unit 03-01
 English Level 3: Unit 04-03

GRADE LEVEL EXAMPLE 1.1.1h. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will write personal essays.

Grade 9

English Level 1: Unit 05-07
 English Level 2: Unit 10-03
 English Level 2: Unit 14-09
 English Level 2: Unit 15-07
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 03-02
 English Level 3: Unit 03-05
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-05
 English Level 3: Unit 04-06
 English Level 3: Unit 04-09
 English Level 3: Unit 05-06
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 07-05
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-07
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.1.1i. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.



1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will make plans for social engagements.

Grade 9

English Level 1: Unit 04-03

English Level 2: Unit 10-02

GRADE LEVEL EXAMPLE 1.1.1j. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will shop in a supermarket.

Grade 9

English Level 1: Unit 04-05

English Level 1: Unit 06-11

English Level 2: Unit 09-07

English Level 2: Unit 09-08

English Level 2: Unit 10-05

GRADE LEVEL EXAMPLE 1.1.1k. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will engage listener's attention verbally or nonverbally.

Grade 9

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 13-06

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 1.1.1l. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will volunteer information and respond to questions about self and family.

Grade 9

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 03-09

English Level 1: Unit 04-01

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-04

English Level 1: Unit 06-01

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-05

English Level 2: Unit 09-02

English Level 2: Unit 09-05

English Level 2: Unit 09-10

English Level 2: Unit 10-02

English Level 2: Unit 11-01

English Level 2: Unit 11-08

English Level 2: Unit 12-08

English Level 2: Unit 14-01



English Level 2: Unit 15-07
English Level 2: Unit 15-10
English Level 3: Unit 04-06

GRADE LEVEL EXAMPLE 1.1.1m. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will elicit information and ask clarification questions.

Grade 9

English Level 1: Unit 01-07
English Level 1: Unit 01-10
English Level 1: Unit 03-05
English Level 1: Unit 03-09
English Level 1: Unit 04-01
English Level 1: Unit 04-08
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 06-01
English Level 1: Unit 06-09
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-06
English Level 1: Unit 07-10
English Level 1: Unit 08-07
English Level 2: Unit 09-02
English Level 2: Unit 09-10
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 11-01
English Level 2: Unit 12-01
English Level 2: Unit 12-08
English Level 2: Unit 13-03
English Level 2: Unit 13-08
English Level 3: Unit 01-10
English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.1.1n. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will clarify and restate information as needed.

Grade 9

English Level 1: Unit 08-11
English Level 2: Unit 14-09
English Level 3: Unit 04-09
English Level 3: Unit 07-01
English Level 3: Unit 10-04

GRADE LEVEL EXAMPLE 1.1.1o. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will describe feelings and emotions after watching a movie.

Grade 9

English Level 1: Unit 04-01
English Level 1: Unit 04-06
English Level 1: Unit 06-05



English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05

GRADE LEVEL EXAMPLE 1.1.1q. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will give and ask for permission.

Grade 9

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-05
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 11-08
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03



English Level 2: Unit 13-08
 English Level 2: Unit 14-01
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03
 English Level 3: Unit 04-06

GRADE LEVEL EXAMPLE 1.1.1r. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will offer and respond to greetings, compliments, invitations, introductions, and farewells.

Grade 9

English Level 1: Unit 06-07
 English Level 2: Unit 09-04
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10
 English Level 3: Unit 02-05
 English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 1.1.1s. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will negotiate solutions to problems, interpersonal misunderstandings, and disputes.

Grade 9

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
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English Level 1: Unit 04-05
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English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06



English Level 2: Unit 17-07, 17-08
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English Level 2: Unit 18-10, 19-01, 19-02
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English Level 3: Unit 07-10
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GRADE LEVEL EXAMPLE 1.1.1t. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will read and write invitations and thank you letters.

Grade 9

English Level 3: Unit 03-01
 English Level 3: Unit 04-03

GRADE LEVEL EXAMPLE 1.1.1u. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will use the telephone.

Grade 9

English Level 1: Unit 02-06
 English Level 1: Unit 04-04
 English Level 2: Unit 10-10
 English Level 3: Unit 02-02



English Level 3: Unit 07-04

GRADE LEVEL EXAMPLE 1.2.1a. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.

Students will discuss preferences for types of music, book genres, and computer programs.

Grade 9

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
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English Level 1: Unit 06-06
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English Level 2: Unit 12-09
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English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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English Level 3: Unit 02-04
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English Level 3: Unit 10-06



English Level 3: Unit 10-07
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 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.2.1b. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will recommend a film or videotape to a friend.

Grade 9

English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
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 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
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 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05

GRADE LEVEL EXAMPLE 1.2.1c. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will write in a diary or personal journal.

Grade 9

English Level 1: Unit 04-04
 English Level 1: Unit 04-10
 English Level 1: Unit 05-03



English Level 1: Unit 06-06
 English Level 1: Unit 06-10
 English Level 1: Unit 07-06
 English Level 1: Unit 08-03
 English Level 1: Unit 08-07
 English Level 2: Unit 09-07
 English Level 2: Unit 10-03
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 12-01
 English Level 2: Unit 12-02
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 14-01
 English Level 2: Unit 14-03
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-06
 English Level 2: Unit 16-06
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-03
 English Level 3: Unit 03-04
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04

GRADE LEVEL EXAMPLE 1.2.1e. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will persuade peers to join in a favorite activity, game, or hobby.

Grade 9

English Level 3: Unit 01-05
 English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 1.2.1f. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will discuss issues of personal importance or value.

Grade 9

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
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English Level 1: Unit 02-01
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English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08



English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09



English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
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English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
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English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02
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English Level 3: Unit 08-06
English Level 3: Unit 09-01
English Level 3: Unit 09-02
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English Level 3: Unit 09-09
English Level 3: Unit 10-01
English Level 3: Unit 10-02
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English Level 3: Unit 10-04
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English Level 3: Unit 10-06
English Level 3: Unit 10-07
English Level 3: Unit 10-08
English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-01
English Level 3: Unit 11-02
English Level 3: Unit 11-03
English Level 3: Unit 11-04
English Level 3: Unit 11-05
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-04
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07
English Level 3: Unit 12-08
English Level 3: Unit 12-09
English Level 3: Unit 12-10



GRADE LEVEL EXAMPLE 1.2.1g. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
Students will locate information for leisure activities (in oral or written form).

Grade 9

English Level 3: Unit 12-04

GRADE LEVEL EXAMPLE 1.2.1h. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
Students will write a poem, short story, play, or song.

Grade 9

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-06
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 03-05
English Level 1: Unit 03-07
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 05-04
English Level 1: Unit 05-08
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-04
English Level 1: Unit 06-07
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 2: Unit 09-02
English Level 2: Unit 09-09
English Level 2: Unit 10-01
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-07
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-05
English Level 2: Unit 12-01
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-08
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-09
English Level 2: Unit 15-10



English Level 2: Unit 16-01
 English Level 2: Unit 16-03
 English Level 2: Unit 16-05
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 3: Unit 01-02
 English Level 3: Unit 01-06
 English Level 3: Unit 02-05
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 09-03
 English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 1.2.1i. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will describe favorite storybook characters.

Grade 9

English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 14-05
 English Level 2: Unit 15-01

GRADE LEVEL EXAMPLE 1.2.1j. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will recommend a game, book, or computer program.

Grade 9

English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 07-04

GRADE LEVEL EXAMPLE 1.2.1k. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.

Grade 9

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05



English Level 3: Unit 02-06
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 07-04
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05

GRADE LEVEL EXAMPLE 1.2.1l. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will recount events of interest.

Grade 9

English Level 1: Unit 08-11
 English Level 2: Unit 11-08
 English Level 2: Unit 14-09
 English Level 3: Unit 03-05
 English Level 3: Unit 04-09
 English Level 3: Unit 06-03
 English Level 3: Unit 07-01
 English Level 3: Unit 10-04
 English Level 3: Unit 12-04

GRADE LEVEL EXAMPLE 1.2.1m. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will ask information questions for personal reasons.

Grade 9

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10



English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.2.1n. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will make requests for personal reasons.

Grade 9

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.2.1p. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will talk about a favorite food or celebration.

Grade 9

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03



English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
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English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
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English Level 1: Unit 06-11
English Level 1: Unit 07-01
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English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06



English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
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English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
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English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01



English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
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English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02



English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
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 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 07-01
 English Level 3: Unit 07-02
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 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
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 English Level 3: Unit 08-06
 English Level 3: Unit 09-01
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 English Level 3: Unit 10-02
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 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.3.1a. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.



1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will make notes in preparation for a meeting or interview.

Grade 9

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 05-02
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 08-01
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 14-09
 English Level 2: Unit 15-08
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-08
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-08
 English Level 3: Unit 09-07
 English Level 3: Unit 10-03
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02
 English Level 3: Unit 12-09

GRADE LEVEL EXAMPLE 1.3.1b. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will plan and rehearse an anticipated conversation.

Grade 9

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09



English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
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English Level 1: Unit 08-11
English Level 2: Unit 09-01



English Level 2: Unit 09-02
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English Level 2: Unit 15-08
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English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
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English Level 3: Unit 06-02
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 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.3.1c. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will use a dictionary to validate choice of language.



Grade 9

English Level 1: Unit 02-09

English Level 2: Unit 19-03, 19-04, 19-05

- GRADE LEVEL EXAMPLE 1.3.1d. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
- Students will ask a classmate whether a particular word or phrase is correct.

Grade 9

English Level 1: Unit 03-08

English Level 1: Unit 07-01

English Level 2: Unit 14-10

English Level 2: Unit 19-06, 19-07, 19-08

English Level 3: Unit 03-05

- GRADE LEVEL EXAMPLE 1.3.1e. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
- Students will use a computer spell checker to verify spelling.

Grade 9

English Level 1: Unit 02-09

English Level 2: Unit 19-03, 19-04, 19-05

English Level 2: Unit 19-09, 19-10

English Level 3: Unit 07-04

- GRADE LEVEL EXAMPLE 1.3.1f. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
- Students will use written sources to discover or check information.

Grade 9

English Level 2: Unit 15-04

English Level 2: Unit 16-04

- GRADE LEVEL EXAMPLE 1.3.1g. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
- Students will keep individual notes for language learning.

Grade 9

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05



English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
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English Level 1: Unit 07-10
English Level 1: Unit 08-01



English Level 1: Unit 08-03
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English Level 2: Unit 14-04
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English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08



English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
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 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.3.1h. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
 Students will test appropriate use of new vocabulary, phrases, and structures.

Grade 9

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
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 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09



English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
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English Level 2: Unit 09-01
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English Level 2: Unit 09-06



English Level 2: Unit 09-07
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English Level 2: Unit 16-01
English Level 2: Unit 16-02



English Level 2: Unit 16-03
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.3.1i. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
 Students will ask someone the meaning of a word.

Grade 9

English Level 1: Unit 03-08
 English Level 1: Unit 07-01
 English Level 2: Unit 14-10
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 03-05

GRADE LEVEL EXAMPLE 1.3.1j. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
 Students will understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up).

Grade 9

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
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 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
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 English Level 1: Unit 02-07



English Level 1: Unit 02-08
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English Level 1: Unit 03-10
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English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
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English Level 1: Unit 08-10



English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 15-01
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English Level 2: Unit 15-05



English Level 2: Unit 15-06
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 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-10
 English Level 3: Unit 04-02

GRADE LEVEL EXAMPLE 1.3.1I. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
 Students will recite poems or songs aloud or to oneself.

Grade 9

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-06
 English Level 1: Unit 05-10
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 07-11
 English Level 2: Unit 09-04
 English Level 2: Unit 09-06
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 English Level 2: Unit 10-01
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 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 12-03



English Level 2: Unit 12-06
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 English Level 2: Unit 16-01
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 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-03
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 English Level 3: Unit 10-05
 English Level 3: Unit 10-09
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02

GRADE LEVEL EXAMPLE 1.3.1m. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will imitate a classmate's response to a teacher's question or directions.

Grade 9

English Level 1: Unit 08-11



English Level 2: Unit 14-09
English Level 3: Unit 04-09
English Level 3: Unit 07-01
English Level 3: Unit 10-04

GRADE LEVEL EXAMPLE 1.3.1n. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
Students will associate realia or diagrams with written labels to learn vocabulary or construct meaning.

Grade 9

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
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English Level 1: Unit 05-11
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English Level 1: Unit 06-02



English Level 1: Unit 06-03
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English Level 2: Unit 12-07



English Level 2: Unit 12-08
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 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-05
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-10
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10

GRADE LEVEL EXAMPLE 1.3.10. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from



others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will practice recently learned language by teaching a peer.

Grade 9

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
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English Level 1: Unit 06-10



English Level 1: Unit 06-11
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03
 English Level 3: Unit 03-04

GRADE LEVEL EXAMPLE 2.1.1a. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will interpret a teacher's indirect command to behave appropriately.

Grade 9

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08



English Level 1: Unit 01-09
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English Level 2: Unit 14-07



English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-10
 English Level 3: Unit 04-02

GRADE LEVEL EXAMPLE 2.1.1b. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will ask a teacher or peer to confirm one's understanding of directions to complete an assignment.

Grade 9

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 02-09
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02



English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 2: Unit 15-09
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 2.1.1c. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will justify changes in assignments or the need for an extension.

Grade 9

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 2.1.1e. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will use polite forms to negotiate and reach consensus.

Grade 9

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07



English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
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English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
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English Level 1: Unit 06-11
English Level 1: Unit 07-01
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English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11



English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05



English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
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English Level 2: Unit 15-06
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English Level 2: Unit 16-01
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English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
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English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06



English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
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English Level 3: Unit 10-07
English Level 3: Unit 10-08
English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-01
English Level 3: Unit 11-02
English Level 3: Unit 11-03
English Level 3: Unit 11-04
English Level 3: Unit 11-05
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-04
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07
English Level 3: Unit 12-08



English Level 3: Unit 12-09
English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.1f. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
Students will follow directions to form groups.

Grade 9

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
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English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03



English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
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English Level 2: Unit 10-01
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English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
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English Level 2: Unit 11-06
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English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06



English Level 2: Unit 12-07
 English Level 2: Unit 12-08
 English Level 2: Unit 12-09
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
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 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
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 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
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 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-09
 English Level 3: Unit 01-10
 English Level 3: Unit 03-08
 English Level 3: Unit 04-02
 English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 2.1.1g. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and



assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will negotiate cooperative roles and task assignments.

Grade 9

English Level 1: Unit 01-05
English Level 1: Unit 01-07
English Level 1: Unit 03-03
English Level 1: Unit 04-04
English Level 1: Unit 04-07
English Level 1: Unit 04-09
English Level 1: Unit 06-11
English Level 1: Unit 07-04
English Level 1: Unit 07-06
English Level 1: Unit 07-10
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-08
English Level 2: Unit 14-04
English Level 2: Unit 15-06
English Level 3: Unit 01-09
English Level 3: Unit 03-04
English Level 3: Unit 03-08
English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 2.1.1h. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will take turns when speaking in a group.

Grade 9

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
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English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01



English Level 1: Unit 04-02
English Level 1: Unit 04-03
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English Level 2: Unit 10-04
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English Level 2: Unit 13-10
English Level 2: Unit 14-01
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English Level 2: Unit 14-04
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English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
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 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
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 English Level 2: Unit 18-10, 19-01, 19-02
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English Level 3: Unit 07-07
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 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.1.i. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will modify a statement made by a peer.

Grade 9

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01



English Level 1: Unit 02-02
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English Level 3: Unit 12-09
English Level 3: Unit 12-10



GRADE LEVEL EXAMPLE 2.1.1j. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will paraphrase a teacher's directions orally or in writing.

Grade 9

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
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 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-10
 English Level 3: Unit 04-02
 English Level 3: Unit 04-09
 English Level 3: Unit 07-01
 English Level 3: Unit 10-04

GRADE LEVEL EXAMPLE 2.1.1k. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

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Students will respond to a teacher's general school-related small talk.



Grade 9

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
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English Level 2: Unit 16-08
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English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
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English Level 3: Unit 03-07
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English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-01
English Level 3: Unit 11-02
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English Level 3: Unit 11-04
English Level 3: Unit 11-05



English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
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 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.11. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will explain the reason for being absent or late to a teacher.

Grade 9

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
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 English Level 1: Unit 05-01
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 English Level 1: Unit 05-05



English Level 1: Unit 05-06
English Level 1: Unit 05-07
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English Level 1: Unit 05-11
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English Level 2: Unit 11-08
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English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02



English Level 3: Unit 01-03
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English Level 3: Unit 09-03
English Level 3: Unit 09-04



English Level 3: Unit 09-05
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 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
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 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.1m. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will negotiate verbally to identify role in preparation for a group/class presentation.

Grade 9

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 03-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 14-04
 English Level 3: Unit 01-09
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 2.1.1n. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will ask a teacher to restate or simplify directions.



Grade 9

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
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English Level 2: Unit 13-08
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 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03
 English Level 3: Unit 04-02

GRADE LEVEL EXAMPLE 2.1.1o. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will join in a group response at the appropriate time.

Grade 9

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08



English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
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English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07



English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-03
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04
English Level 3: Unit 09-05
English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 09-09
English Level 3: Unit 10-01
English Level 3: Unit 10-02
English Level 3: Unit 10-03
English Level 3: Unit 10-04
English Level 3: Unit 10-05
English Level 3: Unit 10-06
English Level 3: Unit 10-07
English Level 3: Unit 10-08
English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-01
English Level 3: Unit 11-02
English Level 3: Unit 11-03
English Level 3: Unit 11-04
English Level 3: Unit 11-05
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-04
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07
English Level 3: Unit 12-08
English Level 3: Unit 12-09



English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.1q. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will greet a teacher when entering class.

Grade 9

English Level 1: Unit 06-07

English Level 2: Unit 09-04

English Level 2: Unit 10-02

English Level 2: Unit 10-10

English Level 3: Unit 02-05

English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 2.1.1s. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will share classroom materials and work successfully with a partner.

Grade 9

English Level 1: Unit 01-05

English Level 1: Unit 01-07

English Level 1: Unit 03-03

English Level 1: Unit 04-04

English Level 1: Unit 04-07

English Level 1: Unit 04-09

English Level 1: Unit 06-11

English Level 1: Unit 07-04

English Level 1: Unit 07-06

English Level 1: Unit 07-10

English Level 2: Unit 10-02

English Level 2: Unit 10-03

English Level 2: Unit 10-08

English Level 2: Unit 14-04

English Level 3: Unit 01-09

English Level 3: Unit 03-08

English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 2.1.1t. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will ask for assistance with a task.

Grade 9

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 03-05

English Level 1: Unit 03-09

English Level 1: Unit 04-01

English Level 1: Unit 04-08

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-05

English Level 1: Unit 06-01

English Level 1: Unit 06-09



English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 2.2.1a. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will compare and classify information using technical vocabulary.

Grade 9

English Level 1: Unit 01-04
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-04
 English Level 1: Unit 02-09
 English Level 1: Unit 03-03
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 03-10
 English Level 1: Unit 04-03
 English Level 1: Unit 04-05
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-04
 English Level 1: Unit 06-11
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-07
 English Level 1: Unit 08-01
 English Level 1: Unit 08-05
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-09
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-08
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10



English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-07
English Level 2: Unit 12-03
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-10
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-02
English Level 2: Unit 15-04
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-04
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-05
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07



English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-01
 English Level 3: Unit 07-02
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 07-05
 English Level 3: Unit 07-06
 English Level 3: Unit 07-07
 English Level 3: Unit 07-08
 English Level 3: Unit 07-09
 English Level 3: Unit 07-10
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09

GRADE LEVEL EXAMPLE 2.2.1b. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will prepare for and participate in a debate.

Grade 9

English Level 2: Unit 14-04
 English Level 3: Unit 01-05
 English Level 3: Unit 10-02



GRADE LEVEL EXAMPLE 2.2.1c. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will take notes as a teacher presents information or during a film in order to summarize key concepts.

Grade 9

English Level 1: Unit 04-01
 English Level 1: Unit 04-04
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 2: Unit 15-08
 English Level 3: Unit 01-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06

GRADE LEVEL EXAMPLE 2.2.1d. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will synthesize, analyze, and evaluate information.

Grade 9

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 04-08
 English Level 1: Unit 06-05
 English Level 1: Unit 06-11
 English Level 1: Unit 08-10
 English Level 2: Unit 10-04
 English Level 2: Unit 13-03
 English Level 3: Unit 01-04
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06

GRADE LEVEL EXAMPLE 2.2.1e. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will write a summary of a book, article, movie, or lecture.

Grade 9

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 08-10



English Level 2: Unit 13-03
 English Level 3: Unit 01-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 12-04

GRADE LEVEL EXAMPLE 2.2.1f. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will locate information appropriate to an assignment in text or reference materials.

Grade 9

English Level 2: Unit 09-02
 English Level 2: Unit 15-04
 English Level 2: Unit 16-04
 English Level 3: Unit 01-06
 English Level 3: Unit 03-06
 English Level 3: Unit 03-07
 English Level 3: Unit 03-08
 English Level 3: Unit 05-03
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 06-05
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.2.1g. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will research information on academic topics from multiple sources.

Grade 9

English Level 1: Unit 01-01
 English Level 1: Unit 01-03



English Level 1: Unit 01-06
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-08
English Level 1: Unit 04-03
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 05-06
English Level 1: Unit 05-08
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-02
English Level 1: Unit 08-04
English Level 1: Unit 08-06
English Level 1: Unit 08-09
English Level 1: Unit 08-11
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-07
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-10
English Level 2: Unit 12-08
English Level 2: Unit 12-10
English Level 2: Unit 14-04
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 15-02
English Level 2: Unit 15-04
English Level 2: Unit 15-10
English Level 2: Unit 16-04
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 3: Unit 01-02
English Level 3: Unit 01-04
English Level 3: Unit 01-07
English Level 3: Unit 01-08



English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

GRADE LEVEL EXAMPLE 2.2.1h. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will take a position and support it orally or in writing.

Grade 9

English Level 1: Unit 05-07
 English Level 2: Unit 14-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 3: Unit 01-05
 English Level 3: Unit 10-02

GRADE LEVEL EXAMPLE 2.2.1i. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will construct a chart synthesizing information.

Grade 9

English Level 1: Unit 01-02
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01



English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 12-10
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-06
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 01-03
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-08
 English Level 3: Unit 05-02
 English Level 3: Unit 05-06
 English Level 3: Unit 07-04
 English Level 3: Unit 09-05

GRADE LEVEL EXAMPLE 2.2.1j. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words).

Grade 9

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09



English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05



English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02



English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-05
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-10
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10

GRADE LEVEL EXAMPLE 2.2.1k. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics).

Grade 9

English Level 1: Unit 01-02
 English Level 1: Unit 01-04
 English Level 1: Unit 01-06
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-03
 English Level 1: Unit 04-05
 English Level 1: Unit 04-07



English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-04
English Level 1: Unit 05-06
English Level 1: Unit 05-09
English Level 1: Unit 06-07
English Level 1: Unit 07-07
English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-06
English Level 1: Unit 08-08
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-02
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 10-01
English Level 2: Unit 10-04
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 11-03
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 12-01
English Level 2: Unit 12-03
English Level 2: Unit 12-10
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-05
English Level 2: Unit 13-09
English Level 2: Unit 14-04
English Level 2: Unit 14-07
English Level 2: Unit 15-02
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-04
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-09
English Level 3: Unit 02-02
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-02



English Level 3: Unit 03-03
 English Level 3: Unit 03-07
 English Level 3: Unit 04-01
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-06
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-04
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-01
 English Level 3: Unit 07-02
 English Level 3: Unit 07-03
 English Level 3: Unit 07-06
 English Level 3: Unit 07-07
 English Level 3: Unit 07-08
 English Level 3: Unit 07-09
 English Level 3: Unit 07-10
 English Level 3: Unit 08-02
 English Level 3: Unit 08-06
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 10-08
 English Level 3: Unit 12-06

GRADE LEVEL EXAMPLE 2.2.11. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature).

Grade 9

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-09
 English Level 1: Unit 04-02
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06



English Level 1: Unit 05-07
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-10
 English Level 1: Unit 07-01
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-08
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-03
 English Level 2: Unit 09-05
 English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 11-02
 English Level 2: Unit 11-04
 English Level 2: Unit 11-09
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 13-09
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-08
 English Level 2: Unit 15-01
 English Level 2: Unit 15-03
 English Level 2: Unit 16-01
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 01-05
 English Level 3: Unit 01-10
 English Level 3: Unit 02-05
 English Level 3: Unit 03-05
 English Level 3: Unit 04-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-02
 English Level 3: Unit 07-06
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05

GRADE LEVEL EXAMPLE 2.2.1n. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating



knowledge through application in a variety of contexts.

Students will construct a chart or other graphic showing data.

Grade 9

English Level 1: Unit 01-02
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 12-10
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-06
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 01-03
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-08
 English Level 3: Unit 05-02
 English Level 3: Unit 05-06
 English Level 3: Unit 07-04
 English Level 3: Unit 09-05

GRADE LEVEL EXAMPLE 2.2.10. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will read a story and represent the sequence of events (through pictures, words, music, or drama).

Grade 9

English Level 1: Unit 06-02
 English Level 1: Unit 06-08
 English Level 2: Unit 10-01



English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 11-02
 English Level 2: Unit 12-02
 English Level 2: Unit 17-04, 17-05, 17-06

GRADE LEVEL EXAMPLE 2.2.1p. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will locate reference material.

Grade 9

English Level 2: Unit 15-04
 English Level 2: Unit 16-04

GRADE LEVEL EXAMPLE 2.2.1q. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications).

Grade 9

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-07
 English Level 1: Unit 05-02
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 08-01
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 14-09
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-08
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-08
 English Level 3: Unit 09-07
 English Level 3: Unit 10-03
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02
 English Level 3: Unit 12-09

GRADE LEVEL EXAMPLE 2.2.1t. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and



inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will use contextual clues.

Grade 9

English Level 1: Unit 04-08

English Level 2: Unit 13-02

English Level 2: Unit 14-10

GRADE LEVEL EXAMPLE 2.3.1a. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will preview assigned textbook chapters and generate questions to explore the topics to be presented.

Grade 9

English Level 2: Unit 11-08

English Level 2: Unit 12-04

English Level 3: Unit 07-05

GRADE LEVEL EXAMPLE 2.3.1c. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will practice an oral report with a peer prior to presenting it in class.

Grade 9

English Level 3: Unit 01-04

GRADE LEVEL EXAMPLE 2.3.1e. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will brainstorm ideas with native language peers prior to writing a composition on a given topic.

Grade 9

English Level 1: Unit 01-07

English Level 1: Unit 04-10

English Level 2: Unit 17-07, 17-08



English Level 3: Unit 02-03
English Level 3: Unit 02-04

GRADE LEVEL EXAMPLE 2.3.1f. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
Students will scan several resources to determine the appropriateness to the topic of study.

Grade 9

English Level 2: Unit 15-04
English Level 2: Unit 16-04

GRADE LEVEL EXAMPLE 2.3.1g. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
Students will skim chapter headings, and bold print to determine the key points of a text.

Grade 9

English Level 2: Unit 11-08
English Level 2: Unit 12-04
English Level 3: Unit 07-05

GRADE LEVEL EXAMPLE 2.3.1i. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
Students will verbalize relationships between new information and information previously learned in another setting.

Grade 9

English Level 1: Unit 04-08
English Level 1: Unit 06-11
English Level 1: Unit 08-11
English Level 2: Unit 10-04

GRADE LEVEL EXAMPLE 2.3.1j. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming,



scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will use verbal and nonverbal cues to know when to pay attention.

Grade 9

English Level 2: Unit 13-06

GRADE LEVEL EXAMPLE 2.3.1k. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will make pictures to check comprehension of a story or process.

Grade 9

English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 2.3.1l. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will scan an entry in a book to locate information for an assignment.

Grade 9

English Level 2: Unit 11-08

English Level 2: Unit 12-04

English Level 3: Unit 07-05

GRADE LEVEL EXAMPLE 2.3.1m. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will select materials from school resource collections to complete a project.

Grade 9



English Level 1: Unit 01-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 06-04
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-04
 English Level 1: Unit 08-09
 English Level 2: Unit 10-03
 English Level 2: Unit 12-10
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 3: Unit 01-07
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 06-04
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-06
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-09

GRADE LEVEL EXAMPLE 2.3.1n. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will rehearse and visualize information.

Grade 9

English Level 3: Unit 01-04

GRADE LEVEL EXAMPLE 2.3.1o. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will take risks with language.



Grade 9

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03



English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09



English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-04
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-03
English Level 3: Unit 05-05
English Level 3: Unit 06-01
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-06
English Level 3: Unit 07-07



English Level 3: Unit 08-01
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-09
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09

GRADE LEVEL EXAMPLE 2.3.1p. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will rephrase, explain, revise, and expand oral or written information to check comprehension.

Grade 9

English Level 3: Unit 01-04

GRADE LEVEL EXAMPLE 3.1.1a. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.

3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will recognize and apply the style of speech used in a job interview, a debate, or a formal meeting.

Grade 9

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02



English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-07
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-06
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English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
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English Level 1: Unit 06-11
English Level 1: Unit 07-01
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English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
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English Level 1: Unit 08-06
English Level 1: Unit 08-07
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English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
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English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
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English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10



English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
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English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09



English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
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English Level 3: Unit 04-07
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English Level 3: Unit 05-01
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English Level 3: Unit 05-04
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English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
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English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-03
English Level 3: Unit 08-04



English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
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 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.1.1b. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will select topics appropriate to discuss in a job interview.

Grade 9

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-08
 English Level 1: Unit 04-01
 English Level 1: Unit 04-07
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 14-09
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-08
 English Level 2: Unit 19-03, 19-04, 19-05



English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-08
 English Level 3: Unit 09-07
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-09

GRADE LEVEL EXAMPLE 3.1.1e. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will use the appropriate register for business and friendly transactions.

Grade 9

English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 05-01
 English Level 1: Unit 06-11
 English Level 2: Unit 10-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03

GRADE LEVEL EXAMPLE 3.1.1f. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will prepare and deliver a short persuasive presentation to different audiences.

Grade 9

English Level 3: Unit 01-05



English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 3.1.1g. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
Students will write a dialogue incorporating idioms or slang.

Grade 9

English Level 1: Unit 04-10
English Level 2: Unit 09-04
English Level 2: Unit 11-01
English Level 2: Unit 12-06
English Level 2: Unit 17-04, 17-05, 17-06
English Level 3: Unit 01-04
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 04-09
English Level 3: Unit 05-02
English Level 3: Unit 05-04
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 11-01

GRADE LEVEL EXAMPLE 3.1.1h. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
Students will write business and personal letters.

Grade 9

English Level 3: Unit 03-01
English Level 3: Unit 04-03

GRADE LEVEL EXAMPLE 3.1.1i. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
Students will create a commercial using an appropriate language style for the product.

Grade 9

English Level 3: Unit 01-05
English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 3.1.1j. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
Students will create a cartoon or comic book.



Grade 9

English Level 2: Unit 17-07, 17-08

English Level 3: Unit 11-01

GRADE LEVEL EXAMPLE 3.1.1k. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will initiate and carry on appropriate small talk (e.g., while visiting a classmate's home, on a bus, at a party).

Grade 9

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04

English Level 1: Unit 05-05

English Level 1: Unit 05-06

English Level 1: Unit 05-07

English Level 1: Unit 05-08

English Level 1: Unit 05-09

English Level 1: Unit 05-10



English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02



English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07



English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
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English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-03
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04
English Level 3: Unit 09-05
English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 09-09



English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.1.1n. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will advise peers on appropriate language use.

Grade 9

English Level 1: Unit 01-01
 English Level 1: Unit 01-06
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 06-04
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-09
 English Level 1: Unit 07-11
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-07
 English Level 1: Unit 08-11
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 15-03
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08



English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 18-01, 18-02, 18-03
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-09
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-06
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
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English Level 3: Unit 05-01
English Level 3: Unit 05-02
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English Level 3: Unit 08-03
English Level 3: Unit 08-06
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English Level 3: Unit 09-08
English Level 3: Unit 09-09
English Level 3: Unit 10-02
English Level 3: Unit 10-05
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English Level 3: Unit 10-07
English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-03
English Level 3: Unit 11-04
English Level 3: Unit 11-05
English Level 3: Unit 12-01
English Level 3: Unit 12-03
English Level 3: Unit 12-05



English Level 3: Unit 12-06
English Level 3: Unit 12-09
English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.1.1p. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
Students will interact with an adult in a formal and informal setting.

Grade 9

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
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English Level 1: Unit 03-01
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English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11



English Level 1: Unit 06-01
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English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
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English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
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English Level 2: Unit 12-03



English Level 2: Unit 12-04
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English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
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English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
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English Level 2: Unit 14-06
English Level 2: Unit 14-07
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English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
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English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08



English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
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English Level 3: Unit 09-04
English Level 3: Unit 09-05
English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 09-09
English Level 3: Unit 10-01



English Level 3: Unit 10-02
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 English Level 3: Unit 10-04
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 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.1.1q. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will role play a telephone conversation with an adult.

Grade 9

English Level 1: Unit 02-06
 English Level 1: Unit 04-04
 English Level 2: Unit 10-10
 English Level 3: Unit 02-02
 English Level 3: Unit 07-04

GRADE LEVEL EXAMPLE 3.1.1r. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will make polite requests.

Grade 9

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06



English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 3.1.1s. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports).

Grade 9

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10



English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02



English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
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English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02



English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
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English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-03
English Level 3: Unit 08-04
English Level 3: Unit 08-05



English Level 3: Unit 08-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
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 English Level 3: Unit 09-05
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 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
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 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
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 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.1.1t. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will write a letter or e-mail message to an adult or a peer using appropriate language forms.

Grade 9

English Level 3: Unit 03-01
 English Level 3: Unit 04-03

GRADE LEVEL EXAMPLE 3.1.1u. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience.

Grade 9

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05



English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
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English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
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English Level 1: Unit 05-11
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English Level 1: Unit 07-01
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English Level 1: Unit 07-03
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English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09



English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
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English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
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English Level 2: Unit 11-01
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English Level 2: Unit 12-01
English Level 2: Unit 12-02
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English Level 2: Unit 13-01
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English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03



English Level 2: Unit 14-04
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 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
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 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
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 English Level 2: Unit 15-04
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 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 01-10
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-03
 English Level 3: Unit 03-04
 English Level 3: Unit 03-05
 English Level 3: Unit 03-06
 English Level 3: Unit 03-07
 English Level 3: Unit 03-08
 English Level 3: Unit 04-01
 English Level 3: Unit 04-02
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04



English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
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English Level 3: Unit 07-01
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English Level 3: Unit 08-01
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English Level 3: Unit 09-07
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English Level 3: Unit 09-09
English Level 3: Unit 10-01
English Level 3: Unit 10-02
English Level 3: Unit 10-03
English Level 3: Unit 10-04
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English Level 3: Unit 10-06
English Level 3: Unit 10-07
English Level 3: Unit 10-08
English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-01
English Level 3: Unit 11-02
English Level 3: Unit 11-03
English Level 3: Unit 11-04
English Level 3: Unit 11-05
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-04
English Level 3: Unit 12-05
English Level 3: Unit 12-06



English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.1.1v. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will greet and take leave appropriately in a variety of settings.

Grade 9

English Level 1: Unit 06-07
 English Level 2: Unit 09-04
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10
 English Level 3: Unit 02-05
 English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 3.2.1a. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will compare body language norms among various cultures represented in the classroom or community.

Grade 9

English Level 1: Unit 05-10
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1b. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will compare gestures and body language acceptable in formal and informal settings.

Grade 9

English Level 1: Unit 05-10
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1c. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will identify nonverbal cues that cause misunderstanding.

Grade 9

English Level 1: Unit 05-10
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03



GRADE LEVEL EXAMPLE 3.2.1e. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will determine the appropriate distance to maintain while standing near someone, depending on the situation.

Grade 9

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 13-06

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1f. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will maintain appropriate level of eye contact with audience while giving an oral presentation.

Grade 9

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1g. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will demonstrate in a role play two aspects of body language common to one's own culture.

Grade 9

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1h. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will analyze nonverbal behavior.

Grade 9

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1i. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.



Students will describe intent by focusing on a person's nonverbal behavior.

Grade 9

English Level 1: Unit 05-10
English Level 2: Unit 10-07
English Level 2: Unit 11-01
English Level 2: Unit 11-04
English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1j. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
Students will add gestures to correspond to a dialogue in a play.

Grade 9

English Level 1: Unit 05-10
English Level 2: Unit 10-07
English Level 2: Unit 11-01
English Level 2: Unit 11-04
English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1k. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
Students will respond appropriately to a teacher's gesture.

Grade 9

English Level 1: Unit 05-10
English Level 2: Unit 10-07
English Level 2: Unit 11-01
English Level 2: Unit 11-04
English Level 2: Unit 13-06
English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1l. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
Students will obtain a teacher's attention in an appropriate manner.

Grade 9

English Level 2: Unit 13-06

GRADE LEVEL EXAMPLE 3.2.1m. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
Students will use appropriate volume of voice in different settings such as the library, hall, gymnasium, supermarket, and movie theater.

Grade 9

English Level 2: Unit 09-08
English Level 2: Unit 11-01

GRADE LEVEL EXAMPLE 3.3.1a. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate



language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.

Students will evaluate different types of communication for effectiveness in making one's point.

Grade 9

English Level 1: Unit 01-10

English Level 1: Unit 03-09

English Level 2: Unit 14-09

GRADE LEVEL EXAMPLE 3.3.1c. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.

Students will model behavior and language use of others in different situations and settings.

Grade 9

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04

English Level 1: Unit 05-05



English Level 1: Unit 05-06
English Level 1: Unit 05-07
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English Level 2: Unit 11-01
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English Level 2: Unit 11-07



English Level 2: Unit 11-08
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 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02



English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
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English Level 3: Unit 01-10
English Level 3: Unit 02-01
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English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04



English Level 3: Unit 09-05
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 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.3.1e. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.
 Students will evaluate behaviors in different situations.

Grade 9

English Level 2: Unit 13-06

GRADE LEVEL EXAMPLE 3.3.1f. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.
 Students will observe language use and behaviors of peers in different settings.

Grade 9

English Level 2: Unit 13-06

GRADE LEVEL EXAMPLE 3.3.1g. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.
 Students will rehearse different ways of speaking according to the formality of the setting.

Grade 9



English Level 2: Unit 13-06

GRADE LEVEL EXAMPLE 3.3.1h. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.

Students will test appropriate use of newly acquired gestures and language.

Grade 9

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

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Rosetta Stone Version 2 - English Master

English Language Learners

Grade 10

United States Standards - Alabama Standards

GRADE LEVEL EXAMPLE 1.1.1a. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will obtain, complete, and process application forms, such as driver's license, social security, college entrance.

Grade 10

English Level 1: Unit 03-08

English Level 1: Unit 05-01

English Level 1: Unit 06-11

English Level 2: Unit 19-03, 19-04, 19-05

English Level 3: Unit 10-01

English Level 3: Unit 10-02

English Level 3: Unit 10-03

English Level 3: Unit 10-04

English Level 3: Unit 10-05

English Level 3: Unit 10-06

English Level 3: Unit 10-07

English Level 3: Unit 10-08

English Level 3: Unit 10-09

English Level 3: Unit 11-03

English Level 3: Unit 11-04

English Level 3: Unit 11-05

English Level 3: Unit 12-01

English Level 3: Unit 12-02

English Level 3: Unit 12-03

GRADE LEVEL EXAMPLE 1.1.1b. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will express feelings through drama, poetry, or song.

Grade 10

English Level 1: Unit 01-07

English Level 1: Unit 02-01

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-10

English Level 1: Unit 04-02

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 05-06

English Level 1: Unit 05-10

English Level 1: Unit 06-02

English Level 1: Unit 06-05

English Level 1: Unit 07-04

English Level 1: Unit 07-11

English Level 2: Unit 09-04

English Level 2: Unit 09-06

English Level 2: Unit 09-10

English Level 2: Unit 10-01

English Level 2: Unit 10-02

English Level 2: Unit 10-04

English Level 2: Unit 10-06



English Level 2: Unit 10-07
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 12-03
 English Level 2: Unit 12-06
 English Level 2: Unit 13-02
 English Level 2: Unit 13-05
 English Level 2: Unit 13-08
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 English Level 2: Unit 13-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 15-02
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-03
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 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-09
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02

GRADE LEVEL EXAMPLE 1.1.1c. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will make an appointment.



Grade 10

English Level 1: Unit 04-05

English Level 1: Unit 06-11

English Level 2: Unit 09-07

English Level 2: Unit 09-08

English Level 2: Unit 10-05

GRADE LEVEL EXAMPLE 1.1.1d. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will defend and argue a position.

Grade 10

English Level 2: Unit 14-04

English Level 3: Unit 01-05

English Level 3: Unit 10-02

GRADE LEVEL EXAMPLE 1.1.1e. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will use prepared notes in an interview or meeting.

Grade 10

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

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English Level 1: Unit 04-06

English Level 1: Unit 04-07



English Level 1: Unit 04-08
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English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
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English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
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English Level 2: Unit 14-07
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English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
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English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03



English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
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English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02



English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
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 English Level 3: Unit 10-04
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 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.1.1f. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will ask peers for their opinions, preferences, and desires.

Grade 10

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10



English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.1.1g. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will correspond with pen pals, English-speaking acquaintances, friends.

Grade 10

English Level 3: Unit 03-01
 English Level 3: Unit 04-03

GRADE LEVEL EXAMPLE 1.1.1h. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will write personal essays.

Grade 10

English Level 1: Unit 05-07
 English Level 2: Unit 10-03
 English Level 2: Unit 14-09
 English Level 2: Unit 15-07
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 03-02
 English Level 3: Unit 03-05
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-05
 English Level 3: Unit 04-06
 English Level 3: Unit 04-09
 English Level 3: Unit 05-06
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 07-05
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-07
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.1.1i. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.



1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will make plans for social engagements.

Grade 10

English Level 1: Unit 04-03

English Level 2: Unit 10-02

GRADE LEVEL EXAMPLE 1.1.1j. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will shop in a supermarket.

Grade 10

English Level 1: Unit 04-05

English Level 1: Unit 06-11

English Level 2: Unit 09-07

English Level 2: Unit 09-08

English Level 2: Unit 10-05

GRADE LEVEL EXAMPLE 1.1.1k. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will engage listener's attention verbally or nonverbally.

Grade 10

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 13-06

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 1.1.1l. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will volunteer information and respond to questions about self and family.

Grade 10

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 03-09

English Level 1: Unit 04-01

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-04

English Level 1: Unit 06-01

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-05

English Level 2: Unit 09-02

English Level 2: Unit 09-05

English Level 2: Unit 09-10

English Level 2: Unit 10-02

English Level 2: Unit 11-01

English Level 2: Unit 11-08

English Level 2: Unit 12-08

English Level 2: Unit 14-01



English Level 2: Unit 15-07
English Level 2: Unit 15-10
English Level 3: Unit 04-06

GRADE LEVEL EXAMPLE 1.1.1m. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will elicit information and ask clarification questions.

Grade 10

English Level 1: Unit 01-07
English Level 1: Unit 01-10
English Level 1: Unit 03-05
English Level 1: Unit 03-09
English Level 1: Unit 04-01
English Level 1: Unit 04-08
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 06-01
English Level 1: Unit 06-09
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-06
English Level 1: Unit 07-10
English Level 1: Unit 08-07
English Level 2: Unit 09-02
English Level 2: Unit 09-10
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 11-01
English Level 2: Unit 12-01
English Level 2: Unit 12-08
English Level 2: Unit 13-03
English Level 2: Unit 13-08
English Level 3: Unit 01-10
English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.1.1n. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will clarify and restate information as needed.

Grade 10

English Level 1: Unit 08-11
English Level 2: Unit 14-09
English Level 3: Unit 04-09
English Level 3: Unit 07-01
English Level 3: Unit 10-04

GRADE LEVEL EXAMPLE 1.1.1o. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will describe feelings and emotions after watching a movie.

Grade 10

English Level 1: Unit 04-01
English Level 1: Unit 04-06
English Level 1: Unit 06-05



English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05

GRADE LEVEL EXAMPLE 1.1.1q. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will give and ask for permission.

Grade 10

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-05
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 11-08
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03



English Level 2: Unit 13-08
 English Level 2: Unit 14-01
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03
 English Level 3: Unit 04-06

GRADE LEVEL EXAMPLE 1.1.1r. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will offer and respond to greetings, compliments, invitations, introductions, and farewells.

Grade 10

English Level 1: Unit 06-07
 English Level 2: Unit 09-04
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10
 English Level 3: Unit 02-05
 English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 1.1.1s. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will negotiate solutions to problems, interpersonal misunderstandings, and disputes.

Grade 10

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04



English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
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English Level 1: Unit 05-11
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English Level 1: Unit 06-11
English Level 1: Unit 07-01
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English Level 1: Unit 07-06
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English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
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English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06



English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
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English Level 2: Unit 14-01
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English Level 2: Unit 14-10
English Level 2: Unit 15-01
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English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06



English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
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English Level 3: Unit 07-08
English Level 3: Unit 07-09



English Level 3: Unit 07-10
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 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.1.1t. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will read and write invitations and thank you letters.

Grade 10

English Level 3: Unit 03-01
 English Level 3: Unit 04-03

GRADE LEVEL EXAMPLE 1.1.1u. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will use the telephone.

Grade 10

English Level 1: Unit 02-06
 English Level 1: Unit 04-04
 English Level 2: Unit 10-10
 English Level 3: Unit 02-02



English Level 3: Unit 07-04

GRADE LEVEL EXAMPLE 1.2.1a. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.

Students will discuss preferences for types of music, book genres, and computer programs.

Grade 10

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
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English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
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English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
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English Level 1: Unit 04-10
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English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05



English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
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English Level 2: Unit 12-03
English Level 2: Unit 12-04
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English Level 2: Unit 12-07
English Level 2: Unit 12-08



English Level 2: Unit 12-09
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
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 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
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 English Level 3: Unit 01-10
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03



English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
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English Level 3: Unit 03-05
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English Level 3: Unit 09-09
English Level 3: Unit 10-01
English Level 3: Unit 10-02
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English Level 3: Unit 10-04
English Level 3: Unit 10-05
English Level 3: Unit 10-06



English Level 3: Unit 10-07
English Level 3: Unit 10-08
English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-01
English Level 3: Unit 11-02
English Level 3: Unit 11-03
English Level 3: Unit 11-04
English Level 3: Unit 11-05
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-04
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07
English Level 3: Unit 12-08
English Level 3: Unit 12-09
English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.2.1b. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.

Students will recommend a film or videotape to a friend.

Grade 10

English Level 1: Unit 06-08
English Level 1: Unit 08-10
English Level 3: Unit 01-04
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-03
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 11-01
English Level 3: Unit 11-02
English Level 3: Unit 11-03
English Level 3: Unit 11-04
English Level 3: Unit 11-05

GRADE LEVEL EXAMPLE 1.2.1c. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.

Students will write in a diary or personal journal.

Grade 10

English Level 1: Unit 04-04
English Level 1: Unit 04-10
English Level 1: Unit 05-03



English Level 1: Unit 06-06
 English Level 1: Unit 06-10
 English Level 1: Unit 07-06
 English Level 1: Unit 08-03
 English Level 1: Unit 08-07
 English Level 2: Unit 09-07
 English Level 2: Unit 10-03
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 12-01
 English Level 2: Unit 12-02
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 14-01
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 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-06
 English Level 2: Unit 16-06
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-03
 English Level 3: Unit 03-04
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04

GRADE LEVEL EXAMPLE 1.2.1e. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will persuade peers to join in a favorite activity, game, or hobby.

Grade 10

English Level 3: Unit 01-05
 English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 1.2.1f. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will discuss issues of personal importance or value.

Grade 10

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10



English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
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English Level 1: Unit 08-02
English Level 1: Unit 08-03



English Level 1: Unit 08-04
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English Level 2: Unit 14-09
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English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
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English Level 3: Unit 04-10
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English Level 3: Unit 11-01
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English Level 3: Unit 11-04
English Level 3: Unit 11-05
English Level 3: Unit 12-01
English Level 3: Unit 12-02
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English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07
English Level 3: Unit 12-08
English Level 3: Unit 12-09
English Level 3: Unit 12-10



GRADE LEVEL EXAMPLE 1.2.1g. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
Students will locate information for leisure activities (in oral or written form).

Grade 10

English Level 3: Unit 12-04

GRADE LEVEL EXAMPLE 1.2.1h. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
Students will write a poem, short story, play, or song.

Grade 10

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-06
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 03-05
English Level 1: Unit 03-07
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 05-04
English Level 1: Unit 05-08
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-04
English Level 1: Unit 06-07
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 2: Unit 09-02
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English Level 2: Unit 10-01
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English Level 2: Unit 10-07
English Level 2: Unit 11-02
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English Level 2: Unit 11-05
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English Level 2: Unit 14-01
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English Level 2: Unit 14-05
English Level 2: Unit 14-08
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-09
English Level 2: Unit 15-10



English Level 2: Unit 16-01
 English Level 2: Unit 16-03
 English Level 2: Unit 16-05
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 3: Unit 01-02
 English Level 3: Unit 01-06
 English Level 3: Unit 02-05
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 09-03
 English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 1.2.1i. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will describe favorite storybook characters.

Grade 10

English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 14-05
 English Level 2: Unit 15-01

GRADE LEVEL EXAMPLE 1.2.1j. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will recommend a game, book, or computer program.

Grade 10

English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 07-04

GRADE LEVEL EXAMPLE 1.2.1k. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.

Grade 10

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05



English Level 3: Unit 02-06
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 07-04
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05

GRADE LEVEL EXAMPLE 1.2.1l. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will recount events of interest.

Grade 10

English Level 1: Unit 08-11
 English Level 2: Unit 11-08
 English Level 2: Unit 14-09
 English Level 3: Unit 03-05
 English Level 3: Unit 04-09
 English Level 3: Unit 06-03
 English Level 3: Unit 07-01
 English Level 3: Unit 10-04
 English Level 3: Unit 12-04

GRADE LEVEL EXAMPLE 1.2.1m. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will ask information questions for personal reasons.

Grade 10

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10



English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.2.1n. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will make requests for personal reasons.

Grade 10

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.2.1p. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will talk about a favorite food or celebration.

Grade 10

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03



English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
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English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
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English Level 1: Unit 06-07
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English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06



English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
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English Level 2: Unit 14-01
English Level 2: Unit 14-02
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English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01



English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
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English Level 2: Unit 16-01
English Level 2: Unit 16-02
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English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
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English Level 3: Unit 03-01
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English Level 3: Unit 05-01
English Level 3: Unit 05-02



English Level 3: Unit 05-03
 English Level 3: Unit 05-04
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 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
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 English Level 3: Unit 08-01
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 English Level 3: Unit 09-02
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 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.3.1a. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.



1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will make notes in preparation for a meeting or interview.

Grade 10

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 05-02
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 08-01
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 14-09
 English Level 2: Unit 15-08
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-08
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-08
 English Level 3: Unit 09-07
 English Level 3: Unit 10-03
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02
 English Level 3: Unit 12-09

GRADE LEVEL EXAMPLE 1.3.1b. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will plan and rehearse an anticipated conversation.

Grade 10

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09



English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
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English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
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English Level 1: Unit 06-03
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English Level 1: Unit 06-06
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English Level 1: Unit 06-11
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English Level 1: Unit 07-11
English Level 1: Unit 08-01
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English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01



English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
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English Level 2: Unit 12-01
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English Level 2: Unit 13-01
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English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07



English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
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English Level 3: Unit 02-01
English Level 3: Unit 02-02
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English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01



English Level 3: Unit 06-02
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 English Level 3: Unit 11-01
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 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.3.1c. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will use a dictionary to validate choice of language.



Grade 10

English Level 1: Unit 02-09

English Level 2: Unit 19-03, 19-04, 19-05

- GRADE LEVEL EXAMPLE 1.3.1d. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
- Students will ask a classmate whether a particular word or phrase is correct.

Grade 10

English Level 1: Unit 03-08

English Level 1: Unit 07-01

English Level 2: Unit 14-10

English Level 2: Unit 19-06, 19-07, 19-08

English Level 3: Unit 03-05

- GRADE LEVEL EXAMPLE 1.3.1e. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
- Students will use a computer spell checker to verify spelling.

Grade 10

English Level 1: Unit 02-09

English Level 2: Unit 19-03, 19-04, 19-05

English Level 2: Unit 19-09, 19-10

English Level 3: Unit 07-04

- GRADE LEVEL EXAMPLE 1.3.1f. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
- Students will use written sources to discover or check information.

Grade 10

English Level 2: Unit 15-04

English Level 2: Unit 16-04

- GRADE LEVEL EXAMPLE 1.3.1g. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
- Students will keep individual notes for language learning.

Grade 10

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05



English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
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English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
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English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-01



English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 2: Unit 09-01
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English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
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English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
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English Level 2: Unit 12-01
English Level 2: Unit 12-02
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English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08



English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
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 English Level 2: Unit 15-04
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 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
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 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
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 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.3.1h. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
 Students will test appropriate use of new vocabulary, phrases, and structures.

Grade 10

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09



English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
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English Level 1: Unit 08-10
English Level 2: Unit 09-01
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English Level 2: Unit 09-06



English Level 2: Unit 09-07
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English Level 2: Unit 10-01
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English Level 2: Unit 15-01
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English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02



English Level 2: Unit 16-03
 English Level 2: Unit 16-04
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 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.3.1i. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
 Students will ask someone the meaning of a word.

Grade 10

English Level 1: Unit 03-08
 English Level 1: Unit 07-01
 English Level 2: Unit 14-10
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 03-05

GRADE LEVEL EXAMPLE 1.3.1j. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
 Students will understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up).

Grade 10

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-07



English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
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English Level 1: Unit 05-08
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English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
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English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10



English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
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English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
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English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
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English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
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English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
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English Level 2: Unit 13-04
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English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05



English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-10
 English Level 3: Unit 04-02

GRADE LEVEL EXAMPLE 1.3.1I. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
 Students will recite poems or songs aloud or to oneself.

Grade 10

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-06
 English Level 1: Unit 05-10
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 07-11
 English Level 2: Unit 09-04
 English Level 2: Unit 09-06
 English Level 2: Unit 09-10
 English Level 2: Unit 10-01
 English Level 2: Unit 10-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 12-03



English Level 2: Unit 12-06
 English Level 2: Unit 13-02
 English Level 2: Unit 13-05
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 15-02
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-09
 English Level 3: Unit 01-10
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-04
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 English Level 3: Unit 03-04
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 English Level 3: Unit 07-10
 English Level 3: Unit 08-06
 English Level 3: Unit 09-03
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-09
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02

GRADE LEVEL EXAMPLE 1.3.1m. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will imitate a classmate's response to a teacher's question or directions.

Grade 10

English Level 1: Unit 08-11



English Level 2: Unit 14-09
English Level 3: Unit 04-09
English Level 3: Unit 07-01
English Level 3: Unit 10-04

GRADE LEVEL EXAMPLE 1.3.1n. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
Students will associate realia or diagrams with written labels to learn vocabulary or construct meaning.

Grade 10

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
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English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02



English Level 1: Unit 06-03
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English Level 2: Unit 12-07



English Level 2: Unit 12-08
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 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
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 English Level 3: Unit 04-04
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 English Level 3: Unit 10-01
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 English Level 3: Unit 10-04
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 English Level 3: Unit 10-06
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10

GRADE LEVEL EXAMPLE 1.3.1o. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from



others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will practice recently learned language by teaching a peer.

Grade 10

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
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English Level 1: Unit 06-11
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 English Level 2: Unit 17-04, 17-05, 17-06
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 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03
 English Level 3: Unit 03-04

GRADE LEVEL EXAMPLE 2.1.1a. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will interpret a teacher's indirect command to behave appropriately.

Grade 10

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08



English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
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English Level 1: Unit 08-02



English Level 1: Unit 08-03
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English Level 2: Unit 14-01
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English Level 2: Unit 14-07



English Level 2: Unit 14-08
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 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-10
 English Level 3: Unit 04-02

GRADE LEVEL EXAMPLE 2.1.1b. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will ask a teacher or peer to confirm one's understanding of directions to complete an assignment.

Grade 10

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 02-09
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02



English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 2: Unit 15-09
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 2.1.1c. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will justify changes in assignments or the need for an extension.

Grade 10

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 2.1.1e. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will use polite forms to negotiate and reach consensus.

Grade 10

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07



English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
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English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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English Level 3: Unit 12-01
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English Level 3: Unit 12-07
English Level 3: Unit 12-08



English Level 3: Unit 12-09
English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.1f. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
Students will follow directions to form groups.

Grade 10

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
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 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-09
 English Level 3: Unit 01-10
 English Level 3: Unit 03-08
 English Level 3: Unit 04-02
 English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 2.1.1g. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and



assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will negotiate cooperative roles and task assignments.

Grade 10

English Level 1: Unit 01-05
English Level 1: Unit 01-07
English Level 1: Unit 03-03
English Level 1: Unit 04-04
English Level 1: Unit 04-07
English Level 1: Unit 04-09
English Level 1: Unit 06-11
English Level 1: Unit 07-04
English Level 1: Unit 07-06
English Level 1: Unit 07-10
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-08
English Level 2: Unit 14-04
English Level 2: Unit 15-06
English Level 3: Unit 01-09
English Level 3: Unit 03-04
English Level 3: Unit 03-08
English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 2.1.1h. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will take turns when speaking in a group.

Grade 10

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
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English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01



English Level 1: Unit 04-02
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English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
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English Level 2: Unit 18-01, 18-02, 18-03
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English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
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 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.1.i. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will modify a statement made by a peer.

Grade 10

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
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English Level 1: Unit 02-02
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English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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English Level 3: Unit 05-01
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English Level 3: Unit 12-10



GRADE LEVEL EXAMPLE 2.1.1j. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will paraphrase a teacher's directions orally or in writing.

Grade 10

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
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 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-10
 English Level 3: Unit 04-02
 English Level 3: Unit 04-09
 English Level 3: Unit 07-01
 English Level 3: Unit 10-04

GRADE LEVEL EXAMPLE 2.1.1k. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will respond to a teacher's general school-related small talk.



Grade 10

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
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English Level 2: Unit 17-09, 17-10
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English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
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English Level 3: Unit 01-01
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English Level 3: Unit 11-01
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English Level 3: Unit 12-01
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 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.11. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will explain the reason for being absent or late to a teacher.

Grade 10

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
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English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02



English Level 3: Unit 01-03
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English Level 3: Unit 09-05
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 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.1m. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will negotiate verbally to identify role in preparation for a group/class presentation.

Grade 10

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 03-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 14-04
 English Level 3: Unit 01-09
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 2.1.1n. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will ask a teacher to restate or simplify directions.



Grade 10

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-07
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English Level 1: Unit 06-11
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English Level 1: Unit 07-04
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English Level 2: Unit 13-01
English Level 2: Unit 13-02
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English Level 2: Unit 13-06
English Level 2: Unit 13-07



English Level 2: Unit 13-08
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 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
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 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03
 English Level 3: Unit 04-02

GRADE LEVEL EXAMPLE 2.1.1o. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will join in a group response at the appropriate time.

Grade 10

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08



English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
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English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01



English Level 1: Unit 08-02
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English Level 2: Unit 14-07
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English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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English Level 3: Unit 04-08
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English Level 3: Unit 11-01
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English Level 3: Unit 11-03
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English Level 3: Unit 11-05
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-04
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07
English Level 3: Unit 12-08
English Level 3: Unit 12-09



English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.1q. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will greet a teacher when entering class.

Grade 10

English Level 1: Unit 06-07

English Level 2: Unit 09-04

English Level 2: Unit 10-02

English Level 2: Unit 10-10

English Level 3: Unit 02-05

English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 2.1.1s. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will share classroom materials and work successfully with a partner.

Grade 10

English Level 1: Unit 01-05

English Level 1: Unit 01-07

English Level 1: Unit 03-03

English Level 1: Unit 04-04

English Level 1: Unit 04-07

English Level 1: Unit 04-09

English Level 1: Unit 06-11

English Level 1: Unit 07-04

English Level 1: Unit 07-06

English Level 1: Unit 07-10

English Level 2: Unit 10-02

English Level 2: Unit 10-03

English Level 2: Unit 10-08

English Level 2: Unit 14-04

English Level 3: Unit 01-09

English Level 3: Unit 03-08

English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 2.1.1t. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will ask for assistance with a task.

Grade 10

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 03-05

English Level 1: Unit 03-09

English Level 1: Unit 04-01

English Level 1: Unit 04-08

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-05

English Level 1: Unit 06-01

English Level 1: Unit 06-09



English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 2.2.1a. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will compare and classify information using technical vocabulary.

Grade 10

English Level 1: Unit 01-04
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-04
 English Level 1: Unit 02-09
 English Level 1: Unit 03-03
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
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 English Level 1: Unit 07-07
 English Level 1: Unit 08-01
 English Level 1: Unit 08-05
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-09
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-08
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10



English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-07
 English Level 2: Unit 12-03
 English Level 2: Unit 12-07
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-03
 English Level 3: Unit 03-05
 English Level 3: Unit 04-01
 English Level 3: Unit 04-02
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-05
 English Level 3: Unit 04-06
 English Level 3: Unit 04-07
 English Level 3: Unit 04-08
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07



English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-01
 English Level 3: Unit 07-02
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 07-05
 English Level 3: Unit 07-06
 English Level 3: Unit 07-07
 English Level 3: Unit 07-08
 English Level 3: Unit 07-09
 English Level 3: Unit 07-10
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
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 English Level 3: Unit 10-07
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 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09

GRADE LEVEL EXAMPLE 2.2.1b. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will prepare for and participate in a debate.

Grade 10

English Level 2: Unit 14-04
 English Level 3: Unit 01-05
 English Level 3: Unit 10-02



GRADE LEVEL EXAMPLE 2.2.1c. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will take notes as a teacher presents information or during a film in order to summarize key concepts.

Grade 10

English Level 1: Unit 04-01
 English Level 1: Unit 04-04
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 2: Unit 15-08
 English Level 3: Unit 01-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06

GRADE LEVEL EXAMPLE 2.2.1d. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will synthesize, analyze, and evaluate information.

Grade 10

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 04-08
 English Level 1: Unit 06-05
 English Level 1: Unit 06-11
 English Level 1: Unit 08-10
 English Level 2: Unit 10-04
 English Level 2: Unit 13-03
 English Level 3: Unit 01-04
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06

GRADE LEVEL EXAMPLE 2.2.1e. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will write a summary of a book, article, movie, or lecture.

Grade 10

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 08-10



English Level 2: Unit 13-03
 English Level 3: Unit 01-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 12-04

GRADE LEVEL EXAMPLE 2.2.1f. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will locate information appropriate to an assignment in text or reference materials.

Grade 10

English Level 2: Unit 09-02
 English Level 2: Unit 15-04
 English Level 2: Unit 16-04
 English Level 3: Unit 01-06
 English Level 3: Unit 03-06
 English Level 3: Unit 03-07
 English Level 3: Unit 03-08
 English Level 3: Unit 05-03
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 06-05
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.2.1g. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will research information on academic topics from multiple sources.

Grade 10

English Level 1: Unit 01-01
 English Level 1: Unit 01-03



English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08



English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

GRADE LEVEL EXAMPLE 2.2.1h. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will take a position and support it orally or in writing.

Grade 10

English Level 1: Unit 05-07
 English Level 2: Unit 14-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 3: Unit 01-05
 English Level 3: Unit 10-02

GRADE LEVEL EXAMPLE 2.2.1i. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will construct a chart synthesizing information.

Grade 10

English Level 1: Unit 01-02
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01



English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 12-10
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-06
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 01-03
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-08
 English Level 3: Unit 05-02
 English Level 3: Unit 05-06
 English Level 3: Unit 07-04
 English Level 3: Unit 09-05

GRADE LEVEL EXAMPLE 2.2.1j. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words).

Grade 10

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09



English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05



English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02



English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-05
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-10
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10

GRADE LEVEL EXAMPLE 2.2.1k. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics).

Grade 10

English Level 1: Unit 01-02
 English Level 1: Unit 01-04
 English Level 1: Unit 01-06
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-03
 English Level 1: Unit 04-05
 English Level 1: Unit 04-07



English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-04
English Level 1: Unit 05-06
English Level 1: Unit 05-09
English Level 1: Unit 06-07
English Level 1: Unit 07-07
English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-06
English Level 1: Unit 08-08
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-02
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 10-01
English Level 2: Unit 10-04
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 11-03
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 12-01
English Level 2: Unit 12-03
English Level 2: Unit 12-10
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-05
English Level 2: Unit 13-09
English Level 2: Unit 14-04
English Level 2: Unit 14-07
English Level 2: Unit 15-02
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-04
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-09
English Level 3: Unit 02-02
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-02



English Level 3: Unit 03-03
 English Level 3: Unit 03-07
 English Level 3: Unit 04-01
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-06
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-04
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-01
 English Level 3: Unit 07-02
 English Level 3: Unit 07-03
 English Level 3: Unit 07-06
 English Level 3: Unit 07-07
 English Level 3: Unit 07-08
 English Level 3: Unit 07-09
 English Level 3: Unit 07-10
 English Level 3: Unit 08-02
 English Level 3: Unit 08-06
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 10-08
 English Level 3: Unit 12-06

GRADE LEVEL EXAMPLE 2.2.11. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature).

Grade 10

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-09
 English Level 1: Unit 04-02
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06



English Level 1: Unit 05-07
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-10
 English Level 1: Unit 07-01
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-08
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-03
 English Level 2: Unit 09-05
 English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 11-02
 English Level 2: Unit 11-04
 English Level 2: Unit 11-09
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 13-09
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-08
 English Level 2: Unit 15-01
 English Level 2: Unit 15-03
 English Level 2: Unit 16-01
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 01-05
 English Level 3: Unit 01-10
 English Level 3: Unit 02-05
 English Level 3: Unit 03-05
 English Level 3: Unit 04-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-02
 English Level 3: Unit 07-06
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05

GRADE LEVEL EXAMPLE 2.2.1n. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating



knowledge through application in a variety of contexts.

Students will construct a chart or other graphic showing data.

Grade 10

English Level 1: Unit 01-02
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 12-10
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-06
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 01-03
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-08
 English Level 3: Unit 05-02
 English Level 3: Unit 05-06
 English Level 3: Unit 07-04
 English Level 3: Unit 09-05

GRADE LEVEL EXAMPLE 2.2.10. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will read a story and represent the sequence of events (through pictures, words, music, or drama).

Grade 10

English Level 1: Unit 06-02
 English Level 1: Unit 06-08
 English Level 2: Unit 10-01



English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 11-02
 English Level 2: Unit 12-02
 English Level 2: Unit 17-04, 17-05, 17-06

GRADE LEVEL EXAMPLE 2.2.1p. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will locate reference material.

Grade 10

English Level 2: Unit 15-04
 English Level 2: Unit 16-04

GRADE LEVEL EXAMPLE 2.2.1q. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications).

Grade 10

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-07
 English Level 1: Unit 05-02
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 08-01
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 14-09
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-08
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-08
 English Level 3: Unit 09-07
 English Level 3: Unit 10-03
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02
 English Level 3: Unit 12-09

GRADE LEVEL EXAMPLE 2.2.1t. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and



inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will use contextual clues.

Grade 10

English Level 1: Unit 04-08

English Level 2: Unit 13-02

English Level 2: Unit 14-10

GRADE LEVEL EXAMPLE 2.3.1a. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will preview assigned textbook chapters and generate questions to explore the topics to be presented.

Grade 10

English Level 2: Unit 11-08

English Level 2: Unit 12-04

English Level 3: Unit 07-05

GRADE LEVEL EXAMPLE 2.3.1c. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will practice an oral report with a peer prior to presenting it in class.

Grade 10

English Level 3: Unit 01-04

GRADE LEVEL EXAMPLE 2.3.1e. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will brainstorm ideas with native language peers prior to writing a composition on a given topic.

Grade 10

English Level 1: Unit 01-07

English Level 1: Unit 04-10

English Level 2: Unit 17-07, 17-08



English Level 3: Unit 02-03
English Level 3: Unit 02-04

GRADE LEVEL EXAMPLE 2.3.1f. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
Students will scan several resources to determine the appropriateness to the topic of study.

Grade 10

English Level 2: Unit 15-04
English Level 2: Unit 16-04

GRADE LEVEL EXAMPLE 2.3.1g. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
Students will skim chapter headings, and bold print to determine the key points of a text.

Grade 10

English Level 2: Unit 11-08
English Level 2: Unit 12-04
English Level 3: Unit 07-05

GRADE LEVEL EXAMPLE 2.3.1i. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
Students will verbalize relationships between new information and information previously learned in another setting.

Grade 10

English Level 1: Unit 04-08
English Level 1: Unit 06-11
English Level 1: Unit 08-11
English Level 2: Unit 10-04

GRADE LEVEL EXAMPLE 2.3.1j. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming,



scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will use verbal and nonverbal cues to know when to pay attention.

Grade 10

English Level 2: Unit 13-06

GRADE LEVEL EXAMPLE 2.3.1k. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will make pictures to check comprehension of a story or process.

Grade 10

English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 2.3.1l. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will scan an entry in a book to locate information for an assignment.

Grade 10

English Level 2: Unit 11-08

English Level 2: Unit 12-04

English Level 3: Unit 07-05

GRADE LEVEL EXAMPLE 2.3.1m. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will select materials from school resource collections to complete a project.

Grade 10



English Level 1: Unit 01-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 06-04
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-04
 English Level 1: Unit 08-09
 English Level 2: Unit 10-03
 English Level 2: Unit 12-10
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 3: Unit 01-07
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 06-04
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-06
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-09

GRADE LEVEL EXAMPLE 2.3.1n. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will rehearse and visualize information.

Grade 10

English Level 3: Unit 01-04

GRADE LEVEL EXAMPLE 2.3.1o. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will take risks with language.



Grade 10

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
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English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03



English Level 1: Unit 07-04
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English Level 1: Unit 07-06
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English Level 1: Unit 07-08
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English Level 1: Unit 07-10
English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
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English Level 2: Unit 13-09



English Level 2: Unit 13-10
English Level 2: Unit 14-01
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English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 02-02
English Level 3: Unit 02-03
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English Level 3: Unit 03-01
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English Level 3: Unit 04-01
English Level 3: Unit 04-02
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English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-03
English Level 3: Unit 05-05
English Level 3: Unit 06-01
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-06
English Level 3: Unit 07-07



English Level 3: Unit 08-01
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-09
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09

GRADE LEVEL EXAMPLE 2.3.1p. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will rephrase, explain, revise, and expand oral or written information to check comprehension.

Grade 10

English Level 3: Unit 01-04

GRADE LEVEL EXAMPLE 3.1.1a. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.

3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will recognize and apply the style of speech used in a job interview, a debate, or a formal meeting.

Grade 10

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 03-01
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 English Level 1: Unit 03-07
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 English Level 1: Unit 04-01
 English Level 1: Unit 04-02



English Level 1: Unit 04-03
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English Level 1: Unit 04-07
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English Level 2: Unit 10-10



English Level 2: Unit 11-01
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English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09



English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
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English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-03
English Level 3: Unit 08-04



English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 09-01
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 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
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 English Level 3: Unit 10-07
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 English Level 3: Unit 10-09
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 English Level 3: Unit 11-01
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 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.1.1b. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will select topics appropriate to discuss in a job interview.

Grade 10

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-08
 English Level 1: Unit 04-01
 English Level 1: Unit 04-07
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 14-09
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-08
 English Level 2: Unit 19-03, 19-04, 19-05



English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-08
 English Level 3: Unit 09-07
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-09

GRADE LEVEL EXAMPLE 3.1.1e. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will use the appropriate register for business and friendly transactions.

Grade 10

English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 05-01
 English Level 1: Unit 06-11
 English Level 2: Unit 10-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03

GRADE LEVEL EXAMPLE 3.1.1f. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will prepare and deliver a short persuasive presentation to different audiences.

Grade 10

English Level 3: Unit 01-05



English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 3.1.1g. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
Students will write a dialogue incorporating idioms or slang.

Grade 10

English Level 1: Unit 04-10
English Level 2: Unit 09-04
English Level 2: Unit 11-01
English Level 2: Unit 12-06
English Level 2: Unit 17-04, 17-05, 17-06
English Level 3: Unit 01-04
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 04-09
English Level 3: Unit 05-02
English Level 3: Unit 05-04
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 11-01

GRADE LEVEL EXAMPLE 3.1.1h. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
Students will write business and personal letters.

Grade 10

English Level 3: Unit 03-01
English Level 3: Unit 04-03

GRADE LEVEL EXAMPLE 3.1.1i. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
Students will create a commercial using an appropriate language style for the product.

Grade 10

English Level 3: Unit 01-05
English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 3.1.1j. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
Students will create a cartoon or comic book.



Grade 10

English Level 2: Unit 17-07, 17-08

English Level 3: Unit 11-01

GRADE LEVEL EXAMPLE 3.1.1k. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will initiate and carry on appropriate small talk (e.g., while visiting a classmate's home, on a bus, at a party).

Grade 10

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

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English Level 1: Unit 05-06

English Level 1: Unit 05-07

English Level 1: Unit 05-08

English Level 1: Unit 05-09

English Level 1: Unit 05-10



English Level 1: Unit 05-11
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English Level 2: Unit 16-01
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English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07



English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
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English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
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English Level 3: Unit 04-06
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English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
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English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-03
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04
English Level 3: Unit 09-05
English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 09-09



English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.1.1n. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will advise peers on appropriate language use.

Grade 10

English Level 1: Unit 01-01
 English Level 1: Unit 01-06
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 06-04
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-09
 English Level 1: Unit 07-11
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-07
 English Level 1: Unit 08-11
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 15-03
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08



English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 18-01, 18-02, 18-03
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-09
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-06
English Level 3: Unit 04-01
English Level 3: Unit 04-02
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English Level 3: Unit 09-09
English Level 3: Unit 10-02
English Level 3: Unit 10-05
English Level 3: Unit 10-06
English Level 3: Unit 10-07
English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-03
English Level 3: Unit 11-04
English Level 3: Unit 11-05
English Level 3: Unit 12-01
English Level 3: Unit 12-03
English Level 3: Unit 12-05



English Level 3: Unit 12-06
English Level 3: Unit 12-09
English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.1.1p. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
Students will interact with an adult in a formal and informal setting.

Grade 10

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
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English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11



English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
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English Level 2: Unit 09-05
English Level 2: Unit 09-06
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English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
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English Level 2: Unit 10-06
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English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03



English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08



English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
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English Level 3: Unit 05-07
English Level 3: Unit 06-01
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English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-03
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04
English Level 3: Unit 09-05
English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 09-09
English Level 3: Unit 10-01



English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.1.1q. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will role play a telephone conversation with an adult.

Grade 10

English Level 1: Unit 02-06
 English Level 1: Unit 04-04
 English Level 2: Unit 10-10
 English Level 3: Unit 02-02
 English Level 3: Unit 07-04

GRADE LEVEL EXAMPLE 3.1.1r. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will make polite requests.

Grade 10

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06



English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 3.1.1s. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports).

Grade 10

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10



English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
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English Level 1: Unit 07-11
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English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 10-01
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English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02



English Level 2: Unit 11-03
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English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
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English Level 2: Unit 15-01
English Level 2: Unit 15-02
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English Level 2: Unit 15-06
English Level 2: Unit 15-07
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English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
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English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02



English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
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English Level 3: Unit 08-05



English Level 3: Unit 08-06
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 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.1.1t. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will write a letter or e-mail message to an adult or a peer using appropriate language forms.

Grade 10

English Level 3: Unit 03-01
 English Level 3: Unit 04-03

GRADE LEVEL EXAMPLE 3.1.1u. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience.

Grade 10

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05



English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
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English Level 1: Unit 07-09



English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
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English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03



English Level 2: Unit 14-04
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
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 English Level 3: Unit 04-04



English Level 3: Unit 04-05
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English Level 3: Unit 05-01
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English Level 3: Unit 11-01
English Level 3: Unit 11-02
English Level 3: Unit 11-03
English Level 3: Unit 11-04
English Level 3: Unit 11-05
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-04
English Level 3: Unit 12-05
English Level 3: Unit 12-06



English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.1.1v. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will greet and take leave appropriately in a variety of settings.

Grade 10

English Level 1: Unit 06-07
 English Level 2: Unit 09-04
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10
 English Level 3: Unit 02-05
 English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 3.2.1a. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will compare body language norms among various cultures represented in the classroom or community.

Grade 10

English Level 1: Unit 05-10
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1b. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will compare gestures and body language acceptable in formal and informal settings.

Grade 10

English Level 1: Unit 05-10
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1c. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will identify nonverbal cues that cause misunderstanding.

Grade 10

English Level 1: Unit 05-10
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03



GRADE LEVEL EXAMPLE 3.2.1e. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will determine the appropriate distance to maintain while standing near someone, depending on the situation.

Grade 10

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 13-06

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1f. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will maintain appropriate level of eye contact with audience while giving an oral presentation.

Grade 10

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1g. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will demonstrate in a role play two aspects of body language common to one's own culture.

Grade 10

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1h. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will analyze nonverbal behavior.

Grade 10

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1i. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.



Students will describe intent by focusing on a person's nonverbal behavior.

Grade 10

English Level 1: Unit 05-10
English Level 2: Unit 10-07
English Level 2: Unit 11-01
English Level 2: Unit 11-04
English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1j. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
Students will add gestures to correspond to a dialogue in a play.

Grade 10

English Level 1: Unit 05-10
English Level 2: Unit 10-07
English Level 2: Unit 11-01
English Level 2: Unit 11-04
English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1k. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
Students will respond appropriately to a teacher's gesture.

Grade 10

English Level 1: Unit 05-10
English Level 2: Unit 10-07
English Level 2: Unit 11-01
English Level 2: Unit 11-04
English Level 2: Unit 13-06
English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1l. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
Students will obtain a teacher's attention in an appropriate manner.

Grade 10

English Level 2: Unit 13-06

GRADE LEVEL EXAMPLE 3.2.1m. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
Students will use appropriate volume of voice in different settings such as the library, hall, gymnasium, supermarket, and movie theater.

Grade 10

English Level 2: Unit 09-08
English Level 2: Unit 11-01

GRADE LEVEL EXAMPLE 3.3.1a. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate



language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.

Students will evaluate different types of communication for effectiveness in making one's point.

Grade 10

English Level 1: Unit 01-10

English Level 1: Unit 03-09

English Level 2: Unit 14-09

GRADE LEVEL EXAMPLE 3.3.1c. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.
Students will model behavior and language use of others in different situations and settings.

Grade 10

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

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English Level 1: Unit 05-06
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English Level 2: Unit 12-08
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English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
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English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02



English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
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English Level 3: Unit 09-04



English Level 3: Unit 09-05
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 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.3.1e. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.
 Students will evaluate behaviors in different situations.

Grade 10

English Level 2: Unit 13-06

GRADE LEVEL EXAMPLE 3.3.1f. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.
 Students will observe language use and behaviors of peers in different settings.

Grade 10

English Level 2: Unit 13-06

GRADE LEVEL EXAMPLE 3.3.1g. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.
 Students will rehearse different ways of speaking according to the formality of the setting.

Grade 10



English Level 2: Unit 13-06

GRADE LEVEL EXAMPLE 3.3.1h. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.

Students will test appropriate use of newly acquired gestures and language.

Grade 10

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

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Rosetta Stone Version 2 - English Master

English Language Learners

Grade 11

United States Standards - Alabama Standards

GRADE LEVEL EXAMPLE 1.1.1a. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will obtain, complete, and process application forms, such as driver's license, social security, college entrance.

Grade 11

English Level 1: Unit 03-08

English Level 1: Unit 05-01

English Level 1: Unit 06-11

English Level 2: Unit 19-03, 19-04, 19-05

English Level 3: Unit 10-01

English Level 3: Unit 10-02

English Level 3: Unit 10-03

English Level 3: Unit 10-04

English Level 3: Unit 10-05

English Level 3: Unit 10-06

English Level 3: Unit 10-07

English Level 3: Unit 10-08

English Level 3: Unit 10-09

English Level 3: Unit 11-03

English Level 3: Unit 11-04

English Level 3: Unit 11-05

English Level 3: Unit 12-01

English Level 3: Unit 12-02

English Level 3: Unit 12-03

GRADE LEVEL EXAMPLE 1.1.1b. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will express feelings through drama, poetry, or song.

Grade 11

English Level 1: Unit 01-07

English Level 1: Unit 02-01

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-10

English Level 1: Unit 04-02

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 05-06

English Level 1: Unit 05-10

English Level 1: Unit 06-02

English Level 1: Unit 06-05

English Level 1: Unit 07-04

English Level 1: Unit 07-11

English Level 2: Unit 09-04

English Level 2: Unit 09-06

English Level 2: Unit 09-10

English Level 2: Unit 10-01

English Level 2: Unit 10-02

English Level 2: Unit 10-04

English Level 2: Unit 10-06



English Level 2: Unit 10-07
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
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 English Level 2: Unit 12-03
 English Level 2: Unit 12-06
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 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
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 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-03
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 English Level 3: Unit 10-05
 English Level 3: Unit 10-09
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02

GRADE LEVEL EXAMPLE 1.1.1c. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will make an appointment.



Grade 11

English Level 1: Unit 04-05

English Level 1: Unit 06-11

English Level 2: Unit 09-07

English Level 2: Unit 09-08

English Level 2: Unit 10-05

GRADE LEVEL EXAMPLE 1.1.1d. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will defend and argue a position.

Grade 11

English Level 2: Unit 14-04

English Level 3: Unit 01-05

English Level 3: Unit 10-02

GRADE LEVEL EXAMPLE 1.1.1e. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will use prepared notes in an interview or meeting.

Grade 11

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07



English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
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English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 10-08
English Level 2: Unit 10-09



English Level 2: Unit 10-10
English Level 2: Unit 11-01
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English Level 2: Unit 16-01
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English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03



English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.1.1f. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will ask peers for their opinions, preferences, and desires.

Grade 11

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10



English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.1.1g. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will correspond with pen pals, English-speaking acquaintances, friends.

Grade 11

English Level 3: Unit 03-01
 English Level 3: Unit 04-03

GRADE LEVEL EXAMPLE 1.1.1h. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will write personal essays.

Grade 11

English Level 1: Unit 05-07
 English Level 2: Unit 10-03
 English Level 2: Unit 14-09
 English Level 2: Unit 15-07
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
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 English Level 3: Unit 07-05
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-07
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.1.1i. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.



1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will make plans for social engagements.

Grade 11

English Level 1: Unit 04-03

English Level 2: Unit 10-02

GRADE LEVEL EXAMPLE 1.1.1j. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will shop in a supermarket.

Grade 11

English Level 1: Unit 04-05

English Level 1: Unit 06-11

English Level 2: Unit 09-07

English Level 2: Unit 09-08

English Level 2: Unit 10-05

GRADE LEVEL EXAMPLE 1.1.1k. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will engage listener's attention verbally or nonverbally.

Grade 11

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 13-06

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 1.1.1l. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will volunteer information and respond to questions about self and family.

Grade 11

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 03-09

English Level 1: Unit 04-01

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-04

English Level 1: Unit 06-01

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-05

English Level 2: Unit 09-02

English Level 2: Unit 09-05

English Level 2: Unit 09-10

English Level 2: Unit 10-02

English Level 2: Unit 11-01

English Level 2: Unit 11-08

English Level 2: Unit 12-08

English Level 2: Unit 14-01



English Level 2: Unit 15-07
English Level 2: Unit 15-10
English Level 3: Unit 04-06

GRADE LEVEL EXAMPLE 1.1.1m. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will elicit information and ask clarification questions.

Grade 11

English Level 1: Unit 01-07
English Level 1: Unit 01-10
English Level 1: Unit 03-05
English Level 1: Unit 03-09
English Level 1: Unit 04-01
English Level 1: Unit 04-08
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 06-01
English Level 1: Unit 06-09
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-06
English Level 1: Unit 07-10
English Level 1: Unit 08-07
English Level 2: Unit 09-02
English Level 2: Unit 09-10
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 11-01
English Level 2: Unit 12-01
English Level 2: Unit 12-08
English Level 2: Unit 13-03
English Level 2: Unit 13-08
English Level 3: Unit 01-10
English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.1.1n. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will clarify and restate information as needed.

Grade 11

English Level 1: Unit 08-11
English Level 2: Unit 14-09
English Level 3: Unit 04-09
English Level 3: Unit 07-01
English Level 3: Unit 10-04

GRADE LEVEL EXAMPLE 1.1.1o. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will describe feelings and emotions after watching a movie.

Grade 11

English Level 1: Unit 04-01
English Level 1: Unit 04-06
English Level 1: Unit 06-05



English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
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 English Level 3: Unit 05-01
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 English Level 3: Unit 08-01
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 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05

GRADE LEVEL EXAMPLE 1.1.1q. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will give and ask for permission.

Grade 11

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-05
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 11-08
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03



English Level 2: Unit 13-08
 English Level 2: Unit 14-01
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03
 English Level 3: Unit 04-06

GRADE LEVEL EXAMPLE 1.1.1r. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will offer and respond to greetings, compliments, invitations, introductions, and farewells.

Grade 11

English Level 1: Unit 06-07
 English Level 2: Unit 09-04
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10
 English Level 3: Unit 02-05
 English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 1.1.1s. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will negotiate solutions to problems, interpersonal misunderstandings, and disputes.

Grade 11

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
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 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
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 English Level 1: Unit 04-03
 English Level 1: Unit 04-04



English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
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English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
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English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06



English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
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English Level 2: Unit 11-03
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English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06



English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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English Level 3: Unit 07-10
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 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.1.1t. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will read and write invitations and thank you letters.

Grade 11

English Level 3: Unit 03-01
 English Level 3: Unit 04-03

GRADE LEVEL EXAMPLE 1.1.1u. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will use the telephone.

Grade 11

English Level 1: Unit 02-06
 English Level 1: Unit 04-04
 English Level 2: Unit 10-10
 English Level 3: Unit 02-02



English Level 3: Unit 07-04

GRADE LEVEL EXAMPLE 1.2.1a. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.

Students will discuss preferences for types of music, book genres, and computer programs.

Grade 11

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
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English Level 1: Unit 06-06
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English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.2.1b. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will recommend a film or videotape to a friend.

Grade 11

English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05

GRADE LEVEL EXAMPLE 1.2.1c. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will write in a diary or personal journal.

Grade 11

English Level 1: Unit 04-04
 English Level 1: Unit 04-10
 English Level 1: Unit 05-03



English Level 1: Unit 06-06
 English Level 1: Unit 06-10
 English Level 1: Unit 07-06
 English Level 1: Unit 08-03
 English Level 1: Unit 08-07
 English Level 2: Unit 09-07
 English Level 2: Unit 10-03
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 12-01
 English Level 2: Unit 12-02
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 14-01
 English Level 2: Unit 14-03
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-06
 English Level 2: Unit 16-06
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-03
 English Level 3: Unit 03-04
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04

GRADE LEVEL EXAMPLE 1.2.1e. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will persuade peers to join in a favorite activity, game, or hobby.

Grade 11

English Level 3: Unit 01-05
 English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 1.2.1f. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will discuss issues of personal importance or value.

Grade 11

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10



English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03



English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
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English Level 2: Unit 10-09
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English Level 2: Unit 11-01
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English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
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English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08



English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
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English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09



English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02
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English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04
English Level 3: Unit 09-05
English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 09-09
English Level 3: Unit 10-01
English Level 3: Unit 10-02
English Level 3: Unit 10-03
English Level 3: Unit 10-04
English Level 3: Unit 10-05
English Level 3: Unit 10-06
English Level 3: Unit 10-07
English Level 3: Unit 10-08
English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-01
English Level 3: Unit 11-02
English Level 3: Unit 11-03
English Level 3: Unit 11-04
English Level 3: Unit 11-05
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-04
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07
English Level 3: Unit 12-08
English Level 3: Unit 12-09
English Level 3: Unit 12-10



GRADE LEVEL EXAMPLE 1.2.1g. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
Students will locate information for leisure activities (in oral or written form).

Grade 11

English Level 3: Unit 12-04

GRADE LEVEL EXAMPLE 1.2.1h. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
Students will write a poem, short story, play, or song.

Grade 11

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-06
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 03-05
English Level 1: Unit 03-07
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 05-04
English Level 1: Unit 05-08
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-04
English Level 1: Unit 06-07
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 2: Unit 09-02
English Level 2: Unit 09-09
English Level 2: Unit 10-01
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-07
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-05
English Level 2: Unit 12-01
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-08
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-09
English Level 2: Unit 15-10



English Level 2: Unit 16-01
 English Level 2: Unit 16-03
 English Level 2: Unit 16-05
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 3: Unit 01-02
 English Level 3: Unit 01-06
 English Level 3: Unit 02-05
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 09-03
 English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 1.2.1i. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will describe favorite storybook characters.

Grade 11

English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 14-05
 English Level 2: Unit 15-01

GRADE LEVEL EXAMPLE 1.2.1j. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will recommend a game, book, or computer program.

Grade 11

English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 07-04

GRADE LEVEL EXAMPLE 1.2.1k. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.

Grade 11

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05



English Level 3: Unit 02-06
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 07-04
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05

GRADE LEVEL EXAMPLE 1.2.1l. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will recount events of interest.

Grade 11

English Level 1: Unit 08-11
 English Level 2: Unit 11-08
 English Level 2: Unit 14-09
 English Level 3: Unit 03-05
 English Level 3: Unit 04-09
 English Level 3: Unit 06-03
 English Level 3: Unit 07-01
 English Level 3: Unit 10-04
 English Level 3: Unit 12-04

GRADE LEVEL EXAMPLE 1.2.1m. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will ask information questions for personal reasons.

Grade 11

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10



English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.2.1n. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will make requests for personal reasons.

Grade 11

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.2.1p. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will talk about a favorite food or celebration.

Grade 11

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03



English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
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English Level 1: Unit 05-11
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English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
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English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06



English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
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English Level 2: Unit 11-01
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English Level 2: Unit 11-08
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English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
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English Level 2: Unit 12-09
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English Level 2: Unit 13-01
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English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
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English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01



English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
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English Level 2: Unit 15-09
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English Level 2: Unit 16-01
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English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
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English Level 3: Unit 02-01
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English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02



English Level 3: Unit 05-03
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English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07
English Level 3: Unit 12-08
English Level 3: Unit 12-09
English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.3.1a. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.



1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will make notes in preparation for a meeting or interview.

Grade 11

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 05-02
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 08-01
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 14-09
 English Level 2: Unit 15-08
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-08
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-08
 English Level 3: Unit 09-07
 English Level 3: Unit 10-03
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02
 English Level 3: Unit 12-09

GRADE LEVEL EXAMPLE 1.3.1b. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will plan and rehearse an anticipated conversation.

Grade 11

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09



English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
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English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
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English Level 1: Unit 03-10
English Level 1: Unit 04-01
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English Level 1: Unit 06-11
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English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
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English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01



English Level 2: Unit 09-02
English Level 2: Unit 09-03
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English Level 2: Unit 15-01
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English Level 2: Unit 15-06
English Level 2: Unit 15-07



English Level 2: Unit 15-08
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English Level 2: Unit 16-01
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English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
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English Level 3: Unit 06-01



English Level 3: Unit 06-02
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 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.3.1c. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
 Students will use a dictionary to validate choice of language.



Grade 11

English Level 1: Unit 02-09

English Level 2: Unit 19-03, 19-04, 19-05

- GRADE LEVEL EXAMPLE 1.3.1d. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
- Students will ask a classmate whether a particular word or phrase is correct.

Grade 11

English Level 1: Unit 03-08

English Level 1: Unit 07-01

English Level 2: Unit 14-10

English Level 2: Unit 19-06, 19-07, 19-08

English Level 3: Unit 03-05

- GRADE LEVEL EXAMPLE 1.3.1e. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
- Students will use a computer spell checker to verify spelling.

Grade 11

English Level 1: Unit 02-09

English Level 2: Unit 19-03, 19-04, 19-05

English Level 2: Unit 19-09, 19-10

English Level 3: Unit 07-04

- GRADE LEVEL EXAMPLE 1.3.1f. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
- Students will use written sources to discover or check information.

Grade 11

English Level 2: Unit 15-04

English Level 2: Unit 16-04

- GRADE LEVEL EXAMPLE 1.3.1g. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
- Students will keep individual notes for language learning.

Grade 11

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05



English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
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English Level 1: Unit 02-03
English Level 1: Unit 02-04
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English Level 1: Unit 07-10
English Level 1: Unit 08-01



English Level 1: Unit 08-03
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English Level 2: Unit 14-08



English Level 2: Unit 14-09
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 English Level 2: Unit 15-01
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.3.1h. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
 Students will test appropriate use of new vocabulary, phrases, and structures.

Grade 11

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
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 English Level 1: Unit 02-08
 English Level 1: Unit 02-09



English Level 1: Unit 02-10
English Level 1: Unit 03-01
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English Level 2: Unit 09-01
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English Level 2: Unit 09-06



English Level 2: Unit 09-07
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English Level 2: Unit 16-01
English Level 2: Unit 16-02



English Level 2: Unit 16-03
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 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.3.1i. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
 Students will ask someone the meaning of a word.

Grade 11

English Level 1: Unit 03-08
 English Level 1: Unit 07-01
 English Level 2: Unit 14-10
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 03-05

GRADE LEVEL EXAMPLE 1.3.1j. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
 Students will understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up).

Grade 11

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-07



English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
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English Level 1: Unit 08-09
English Level 1: Unit 08-10



English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
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English Level 2: Unit 15-04
English Level 2: Unit 15-05



English Level 2: Unit 15-06
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 English Level 2: Unit 16-01
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 English Level 2: Unit 16-07
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 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-10
 English Level 3: Unit 04-02

GRADE LEVEL EXAMPLE 1.3.1I. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
 Students will recite poems or songs aloud or to oneself.

Grade 11

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-06
 English Level 1: Unit 05-10
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 07-11
 English Level 2: Unit 09-04
 English Level 2: Unit 09-06
 English Level 2: Unit 09-10
 English Level 2: Unit 10-01
 English Level 2: Unit 10-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 12-03



English Level 2: Unit 12-06
 English Level 2: Unit 13-02
 English Level 2: Unit 13-05
 English Level 2: Unit 13-08
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 English Level 2: Unit 13-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 15-02
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-09
 English Level 3: Unit 01-10
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-04
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 English Level 3: Unit 03-04
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 English Level 3: Unit 08-06
 English Level 3: Unit 09-03
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-09
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02

GRADE LEVEL EXAMPLE 1.3.1m. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will imitate a classmate's response to a teacher's question or directions.

Grade 11

English Level 1: Unit 08-11



English Level 2: Unit 14-09
English Level 3: Unit 04-09
English Level 3: Unit 07-01
English Level 3: Unit 10-04

GRADE LEVEL EXAMPLE 1.3.1n. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
Students will associate realia or diagrams with written labels to learn vocabulary or construct meaning.

Grade 11

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
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English Level 1: Unit 05-11
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English Level 1: Unit 06-02



English Level 1: Unit 06-03
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English Level 2: Unit 12-08
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 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 3: Unit 01-01
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 English Level 3: Unit 01-03
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 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-10
 English Level 3: Unit 10-01
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 English Level 3: Unit 10-06
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10

GRADE LEVEL EXAMPLE 1.3.1o. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from



others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will practice recently learned language by teaching a peer.

Grade 11

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
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English Level 1: Unit 06-11
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English Level 2: Unit 12-01
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English Level 2: Unit 13-01
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English Level 2: Unit 13-07



English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
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 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03
 English Level 3: Unit 03-04

GRADE LEVEL EXAMPLE 2.1.1a. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will interpret a teacher's indirect command to behave appropriately.

Grade 11

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08



English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
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English Level 1: Unit 03-01
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English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02



English Level 1: Unit 08-03
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English Level 2: Unit 14-08
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-10
 English Level 3: Unit 04-02

GRADE LEVEL EXAMPLE 2.1.1b. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will ask a teacher or peer to confirm one's understanding of directions to complete an assignment.

Grade 11

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 02-09
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02



English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 2: Unit 15-09
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 2.1.1c. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will justify changes in assignments or the need for an extension.

Grade 11

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 2.1.1e. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will use polite forms to negotiate and reach consensus.

Grade 11

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07



English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
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English Level 1: Unit 03-01
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English Level 1: Unit 04-01
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English Level 1: Unit 07-07
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English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11



English Level 1: Unit 08-01
English Level 1: Unit 08-02
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English Level 2: Unit 14-06
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English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
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English Level 3: Unit 02-01
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English Level 3: Unit 04-06



English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
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English Level 3: Unit 05-01
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English Level 3: Unit 11-01
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English Level 3: Unit 12-07
English Level 3: Unit 12-08



English Level 3: Unit 12-09
English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.1f. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
Students will follow directions to form groups.

Grade 11

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
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English Level 1: Unit 02-01
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English Level 2: Unit 12-07
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 English Level 2: Unit 13-04
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 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
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 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
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 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-09
 English Level 3: Unit 01-10
 English Level 3: Unit 03-08
 English Level 3: Unit 04-02
 English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 2.1.1g. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and



assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will negotiate cooperative roles and task assignments.

Grade 11

English Level 1: Unit 01-05
English Level 1: Unit 01-07
English Level 1: Unit 03-03
English Level 1: Unit 04-04
English Level 1: Unit 04-07
English Level 1: Unit 04-09
English Level 1: Unit 06-11
English Level 1: Unit 07-04
English Level 1: Unit 07-06
English Level 1: Unit 07-10
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-08
English Level 2: Unit 14-04
English Level 2: Unit 15-06
English Level 3: Unit 01-09
English Level 3: Unit 03-04
English Level 3: Unit 03-08
English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 2.1.1h. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will take turns when speaking in a group.

Grade 11

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
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English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01



English Level 1: Unit 04-02
English Level 1: Unit 04-03
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English Level 2: Unit 16-09



English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
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English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
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 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.1.i. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will modify a statement made by a peer.

Grade 11

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01



English Level 1: Unit 02-02
English Level 1: Unit 02-03
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English Level 1: Unit 08-05
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English Level 1: Unit 08-11
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English Level 2: Unit 14-09



English Level 2: Unit 14-10
English Level 2: Unit 15-01
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English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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English Level 3: Unit 02-01
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English Level 3: Unit 05-01
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GRADE LEVEL EXAMPLE 2.1.1j. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will paraphrase a teacher's directions orally or in writing.

Grade 11

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
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 English Level 1: Unit 01-07
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English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10



English Level 2: Unit 13-01
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
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 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
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 English Level 2: Unit 15-01
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 English Level 2: Unit 16-01
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 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-10
 English Level 3: Unit 04-02
 English Level 3: Unit 04-09
 English Level 3: Unit 07-01
 English Level 3: Unit 10-04

GRADE LEVEL EXAMPLE 2.1.1k. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will respond to a teacher's general school-related small talk.



Grade 11

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
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English Level 1: Unit 06-11
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English Level 1: Unit 07-04
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English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
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English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-01
English Level 3: Unit 11-02
English Level 3: Unit 11-03
English Level 3: Unit 11-04
English Level 3: Unit 11-05



English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.11. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will explain the reason for being absent or late to a teacher.

Grade 11

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
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 English Level 1: Unit 03-04
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 English Level 1: Unit 03-07
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 English Level 1: Unit 04-01
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 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05



English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
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English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 09-03
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English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07



English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
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English Level 2: Unit 13-01
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English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02



English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
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English Level 3: Unit 02-01
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English Level 3: Unit 08-06
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English Level 3: Unit 09-02
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English Level 3: Unit 09-04



English Level 3: Unit 09-05
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 English Level 3: Unit 09-07
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 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
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 English Level 3: Unit 11-01
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 English Level 3: Unit 12-01
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 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.1m. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will negotiate verbally to identify role in preparation for a group/class presentation.

Grade 11

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 03-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 14-04
 English Level 3: Unit 01-09
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 2.1.1n. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will ask a teacher to restate or simplify directions.



Grade 11

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
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English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07



English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03
 English Level 3: Unit 04-02

GRADE LEVEL EXAMPLE 2.1.1o. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will join in a group response at the appropriate time.

Grade 11

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08



English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
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English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
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English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01



English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 11-01
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English Level 2: Unit 14-01
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English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06



English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
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English Level 2: Unit 15-03
English Level 2: Unit 15-04
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English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
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English Level 3: Unit 01-09
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English Level 3: Unit 02-01
English Level 3: Unit 02-02
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English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07



English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
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English Level 3: Unit 10-02
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English Level 3: Unit 10-08
English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-01
English Level 3: Unit 11-02
English Level 3: Unit 11-03
English Level 3: Unit 11-04
English Level 3: Unit 11-05
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-04
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07
English Level 3: Unit 12-08
English Level 3: Unit 12-09



English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.1q. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will greet a teacher when entering class.

Grade 11

English Level 1: Unit 06-07

English Level 2: Unit 09-04

English Level 2: Unit 10-02

English Level 2: Unit 10-10

English Level 3: Unit 02-05

English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 2.1.1s. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will share classroom materials and work successfully with a partner.

Grade 11

English Level 1: Unit 01-05

English Level 1: Unit 01-07

English Level 1: Unit 03-03

English Level 1: Unit 04-04

English Level 1: Unit 04-07

English Level 1: Unit 04-09

English Level 1: Unit 06-11

English Level 1: Unit 07-04

English Level 1: Unit 07-06

English Level 1: Unit 07-10

English Level 2: Unit 10-02

English Level 2: Unit 10-03

English Level 2: Unit 10-08

English Level 2: Unit 14-04

English Level 3: Unit 01-09

English Level 3: Unit 03-08

English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 2.1.1t. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will ask for assistance with a task.

Grade 11

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 03-05

English Level 1: Unit 03-09

English Level 1: Unit 04-01

English Level 1: Unit 04-08

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-05

English Level 1: Unit 06-01

English Level 1: Unit 06-09



English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 2.2.1a. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will compare and classify information using technical vocabulary.

Grade 11

English Level 1: Unit 01-04
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-04
 English Level 1: Unit 02-09
 English Level 1: Unit 03-03
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 03-10
 English Level 1: Unit 04-03
 English Level 1: Unit 04-05
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-04
 English Level 1: Unit 06-11
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-07
 English Level 1: Unit 08-01
 English Level 1: Unit 08-05
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-09
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-08
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10



English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-07
English Level 2: Unit 12-03
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-10
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-02
English Level 2: Unit 15-04
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-04
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-05
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07



English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-01
 English Level 3: Unit 07-02
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 07-05
 English Level 3: Unit 07-06
 English Level 3: Unit 07-07
 English Level 3: Unit 07-08
 English Level 3: Unit 07-09
 English Level 3: Unit 07-10
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09

GRADE LEVEL EXAMPLE 2.2.1b. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will prepare for and participate in a debate.

Grade 11

English Level 2: Unit 14-04
 English Level 3: Unit 01-05
 English Level 3: Unit 10-02



GRADE LEVEL EXAMPLE 2.2.1c. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will take notes as a teacher presents information or during a film in order to summarize key concepts.

Grade 11

English Level 1: Unit 04-01
 English Level 1: Unit 04-04
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 2: Unit 15-08
 English Level 3: Unit 01-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06

GRADE LEVEL EXAMPLE 2.2.1d. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will synthesize, analyze, and evaluate information.

Grade 11

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 04-08
 English Level 1: Unit 06-05
 English Level 1: Unit 06-11
 English Level 1: Unit 08-10
 English Level 2: Unit 10-04
 English Level 2: Unit 13-03
 English Level 3: Unit 01-04
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06

GRADE LEVEL EXAMPLE 2.2.1e. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will write a summary of a book, article, movie, or lecture.

Grade 11

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 08-10



English Level 2: Unit 13-03
 English Level 3: Unit 01-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 12-04

GRADE LEVEL EXAMPLE 2.2.1f. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will locate information appropriate to an assignment in text or reference materials.

Grade 11

English Level 2: Unit 09-02
 English Level 2: Unit 15-04
 English Level 2: Unit 16-04
 English Level 3: Unit 01-06
 English Level 3: Unit 03-06
 English Level 3: Unit 03-07
 English Level 3: Unit 03-08
 English Level 3: Unit 05-03
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 06-05
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 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.2.1g. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will research information on academic topics from multiple sources.

Grade 11

English Level 1: Unit 01-01
 English Level 1: Unit 01-03



English Level 1: Unit 01-06
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-08
English Level 1: Unit 04-03
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 05-06
English Level 1: Unit 05-08
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-02
English Level 1: Unit 08-04
English Level 1: Unit 08-06
English Level 1: Unit 08-09
English Level 1: Unit 08-11
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-07
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-10
English Level 2: Unit 12-08
English Level 2: Unit 12-10
English Level 2: Unit 14-04
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 15-02
English Level 2: Unit 15-04
English Level 2: Unit 15-10
English Level 2: Unit 16-04
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 3: Unit 01-02
English Level 3: Unit 01-04
English Level 3: Unit 01-07
English Level 3: Unit 01-08



English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

GRADE LEVEL EXAMPLE 2.2.1h. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will take a position and support it orally or in writing.

Grade 11

English Level 1: Unit 05-07
 English Level 2: Unit 14-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 3: Unit 01-05
 English Level 3: Unit 10-02

GRADE LEVEL EXAMPLE 2.2.1i. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will construct a chart synthesizing information.

Grade 11

English Level 1: Unit 01-02
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01



English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 12-10
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-06
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 01-03
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-08
 English Level 3: Unit 05-02
 English Level 3: Unit 05-06
 English Level 3: Unit 07-04
 English Level 3: Unit 09-05

GRADE LEVEL EXAMPLE 2.2.1j. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words).

Grade 11

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09



English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05



English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02



English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-05
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-10
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10

GRADE LEVEL EXAMPLE 2.2.1k. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics).

Grade 11

English Level 1: Unit 01-02
 English Level 1: Unit 01-04
 English Level 1: Unit 01-06
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-03
 English Level 1: Unit 04-05
 English Level 1: Unit 04-07



English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-04
English Level 1: Unit 05-06
English Level 1: Unit 05-09
English Level 1: Unit 06-07
English Level 1: Unit 07-07
English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-06
English Level 1: Unit 08-08
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-02
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 10-01
English Level 2: Unit 10-04
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 11-03
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 12-01
English Level 2: Unit 12-03
English Level 2: Unit 12-10
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-05
English Level 2: Unit 13-09
English Level 2: Unit 14-04
English Level 2: Unit 14-07
English Level 2: Unit 15-02
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-04
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-09
English Level 3: Unit 02-02
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-02



English Level 3: Unit 03-03
 English Level 3: Unit 03-07
 English Level 3: Unit 04-01
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-06
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-04
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-01
 English Level 3: Unit 07-02
 English Level 3: Unit 07-03
 English Level 3: Unit 07-06
 English Level 3: Unit 07-07
 English Level 3: Unit 07-08
 English Level 3: Unit 07-09
 English Level 3: Unit 07-10
 English Level 3: Unit 08-02
 English Level 3: Unit 08-06
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 10-08
 English Level 3: Unit 12-06

GRADE LEVEL EXAMPLE 2.2.11. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature).

Grade 11

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-09
 English Level 1: Unit 04-02
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06



English Level 1: Unit 05-07
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-10
 English Level 1: Unit 07-01
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-08
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-03
 English Level 2: Unit 09-05
 English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 11-02
 English Level 2: Unit 11-04
 English Level 2: Unit 11-09
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 13-09
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-08
 English Level 2: Unit 15-01
 English Level 2: Unit 15-03
 English Level 2: Unit 16-01
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 01-05
 English Level 3: Unit 01-10
 English Level 3: Unit 02-05
 English Level 3: Unit 03-05
 English Level 3: Unit 04-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-02
 English Level 3: Unit 07-06
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05

GRADE LEVEL EXAMPLE 2.2.1n. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating



knowledge through application in a variety of contexts.

Students will construct a chart or other graphic showing data.

Grade 11

English Level 1: Unit 01-02
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 12-10
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-06
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 01-03
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-08
 English Level 3: Unit 05-02
 English Level 3: Unit 05-06
 English Level 3: Unit 07-04
 English Level 3: Unit 09-05

GRADE LEVEL EXAMPLE 2.2.10. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will read a story and represent the sequence of events (through pictures, words, music, or drama).

Grade 11

English Level 1: Unit 06-02
 English Level 1: Unit 06-08
 English Level 2: Unit 10-01



English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 11-02
 English Level 2: Unit 12-02
 English Level 2: Unit 17-04, 17-05, 17-06

GRADE LEVEL EXAMPLE 2.2.1p. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will locate reference material.

Grade 11

English Level 2: Unit 15-04
 English Level 2: Unit 16-04

GRADE LEVEL EXAMPLE 2.2.1q. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications).

Grade 11

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-07
 English Level 1: Unit 05-02
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 08-01
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 14-09
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-08
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-08
 English Level 3: Unit 09-07
 English Level 3: Unit 10-03
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02
 English Level 3: Unit 12-09

GRADE LEVEL EXAMPLE 2.2.1t. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and



inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will use contextual clues.

Grade 11

English Level 1: Unit 04-08

English Level 2: Unit 13-02

English Level 2: Unit 14-10

GRADE LEVEL EXAMPLE 2.3.1a. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will preview assigned textbook chapters and generate questions to explore the topics to be presented.

Grade 11

English Level 2: Unit 11-08

English Level 2: Unit 12-04

English Level 3: Unit 07-05

GRADE LEVEL EXAMPLE 2.3.1c. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will practice an oral report with a peer prior to presenting it in class.

Grade 11

English Level 3: Unit 01-04

GRADE LEVEL EXAMPLE 2.3.1e. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will brainstorm ideas with native language peers prior to writing a composition on a given topic.

Grade 11

English Level 1: Unit 01-07

English Level 1: Unit 04-10

English Level 2: Unit 17-07, 17-08



English Level 3: Unit 02-03
English Level 3: Unit 02-04

GRADE LEVEL EXAMPLE 2.3.1f. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
Students will scan several resources to determine the appropriateness to the topic of study.

Grade 11

English Level 2: Unit 15-04
English Level 2: Unit 16-04

GRADE LEVEL EXAMPLE 2.3.1g. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
Students will skim chapter headings, and bold print to determine the key points of a text.

Grade 11

English Level 2: Unit 11-08
English Level 2: Unit 12-04
English Level 3: Unit 07-05

GRADE LEVEL EXAMPLE 2.3.1i. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
Students will verbalize relationships between new information and information previously learned in another setting.

Grade 11

English Level 1: Unit 04-08
English Level 1: Unit 06-11
English Level 1: Unit 08-11
English Level 2: Unit 10-04

GRADE LEVEL EXAMPLE 2.3.1j. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming,



scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will use verbal and nonverbal cues to know when to pay attention.

Grade 11

English Level 2: Unit 13-06

GRADE LEVEL EXAMPLE 2.3.1k. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will make pictures to check comprehension of a story or process.

Grade 11

English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 2.3.1l. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will scan an entry in a book to locate information for an assignment.

Grade 11

English Level 2: Unit 11-08

English Level 2: Unit 12-04

English Level 3: Unit 07-05

GRADE LEVEL EXAMPLE 2.3.1m. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will select materials from school resource collections to complete a project.

Grade 11



English Level 1: Unit 01-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 06-04
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-04
 English Level 1: Unit 08-09
 English Level 2: Unit 10-03
 English Level 2: Unit 12-10
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 3: Unit 01-07
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 06-04
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-06
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-09

GRADE LEVEL EXAMPLE 2.3.1n. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will rehearse and visualize information.

Grade 11

English Level 3: Unit 01-04

GRADE LEVEL EXAMPLE 2.3.1o. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will take risks with language.



Grade 11

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03



English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09



English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-04
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-03
English Level 3: Unit 05-05
English Level 3: Unit 06-01
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-06
English Level 3: Unit 07-07



English Level 3: Unit 08-01
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-09
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09

GRADE LEVEL EXAMPLE 2.3.1p. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will rephrase, explain, revise, and expand oral or written information to check comprehension.

Grade 11

English Level 3: Unit 01-04

GRADE LEVEL EXAMPLE 3.1.1a. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.

3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will recognize and apply the style of speech used in a job interview, a debate, or a formal meeting.

Grade 11

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
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 English Level 1: Unit 02-08
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 English Level 1: Unit 04-02



English Level 1: Unit 04-03
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English Level 2: Unit 11-01
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English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09



English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-03
English Level 3: Unit 08-04



English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.1.1b. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will select topics appropriate to discuss in a job interview.

Grade 11

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-08
 English Level 1: Unit 04-01
 English Level 1: Unit 04-07
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 14-09
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-08
 English Level 2: Unit 19-03, 19-04, 19-05



English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-08
 English Level 3: Unit 09-07
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-09

GRADE LEVEL EXAMPLE 3.1.1e. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will use the appropriate register for business and friendly transactions.

Grade 11

English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 05-01
 English Level 1: Unit 06-11
 English Level 2: Unit 10-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03

GRADE LEVEL EXAMPLE 3.1.1f. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will prepare and deliver a short persuasive presentation to different audiences.

Grade 11

English Level 3: Unit 01-05



English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 3.1.1g. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
Students will write a dialogue incorporating idioms or slang.

Grade 11

English Level 1: Unit 04-10
English Level 2: Unit 09-04
English Level 2: Unit 11-01
English Level 2: Unit 12-06
English Level 2: Unit 17-04, 17-05, 17-06
English Level 3: Unit 01-04
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 04-09
English Level 3: Unit 05-02
English Level 3: Unit 05-04
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 11-01

GRADE LEVEL EXAMPLE 3.1.1h. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
Students will write business and personal letters.

Grade 11

English Level 3: Unit 03-01
English Level 3: Unit 04-03

GRADE LEVEL EXAMPLE 3.1.1i. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
Students will create a commercial using an appropriate language style for the product.

Grade 11

English Level 3: Unit 01-05
English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 3.1.1j. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
Students will create a cartoon or comic book.



Grade 11

English Level 2: Unit 17-07, 17-08

English Level 3: Unit 11-01

GRADE LEVEL EXAMPLE 3.1.1k. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will initiate and carry on appropriate small talk (e.g., while visiting a classmate's home, on a bus, at a party).

Grade 11

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04

English Level 1: Unit 05-05

English Level 1: Unit 05-06

English Level 1: Unit 05-07

English Level 1: Unit 05-08

English Level 1: Unit 05-09

English Level 1: Unit 05-10



English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02



English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07



English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-03
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04
English Level 3: Unit 09-05
English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 09-09



English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.1.1n. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will advise peers on appropriate language use.

Grade 11

English Level 1: Unit 01-01
 English Level 1: Unit 01-06
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 06-04
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-09
 English Level 1: Unit 07-11
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-07
 English Level 1: Unit 08-11
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 15-03
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08



English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 18-01, 18-02, 18-03
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-09
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-06
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 07-01
English Level 3: Unit 07-02
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English Level 3: Unit 07-04
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English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-03
English Level 3: Unit 08-06
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-05
English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 09-09
English Level 3: Unit 10-02
English Level 3: Unit 10-05
English Level 3: Unit 10-06
English Level 3: Unit 10-07
English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-03
English Level 3: Unit 11-04
English Level 3: Unit 11-05
English Level 3: Unit 12-01
English Level 3: Unit 12-03
English Level 3: Unit 12-05



English Level 3: Unit 12-06

English Level 3: Unit 12-09

English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.1.1p. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
Students will interact with an adult in a formal and informal setting.

Grade 11

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04

English Level 1: Unit 05-05

English Level 1: Unit 05-06

English Level 1: Unit 05-07

English Level 1: Unit 05-08

English Level 1: Unit 05-09

English Level 1: Unit 05-10

English Level 1: Unit 05-11



English Level 1: Unit 06-01
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English Level 2: Unit 12-04
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English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
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English Level 2: Unit 18-01, 18-02, 18-03
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English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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English Level 3: Unit 01-09
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 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.1.1q. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will role play a telephone conversation with an adult.

Grade 11

English Level 1: Unit 02-06
 English Level 1: Unit 04-04
 English Level 2: Unit 10-10
 English Level 3: Unit 02-02
 English Level 3: Unit 07-04

GRADE LEVEL EXAMPLE 3.1.1r. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will make polite requests.

Grade 11

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06



English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 3.1.1s. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports).

Grade 11

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
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 English Level 1: Unit 04-10



English Level 1: Unit 05-01
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English Level 2: Unit 11-01
English Level 2: Unit 11-02



English Level 2: Unit 11-03
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English Level 2: Unit 12-01
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English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02



English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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English Level 3: Unit 08-06
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 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.1.1t. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will write a letter or e-mail message to an adult or a peer using appropriate language forms.

Grade 11

English Level 3: Unit 03-01
 English Level 3: Unit 04-03

GRADE LEVEL EXAMPLE 3.1.1u. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience.

Grade 11

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05



English Level 1: Unit 01-06
English Level 1: Unit 01-07
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English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04



English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-03
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
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English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 09-09
English Level 3: Unit 10-01
English Level 3: Unit 10-02
English Level 3: Unit 10-03
English Level 3: Unit 10-04
English Level 3: Unit 10-05
English Level 3: Unit 10-06
English Level 3: Unit 10-07
English Level 3: Unit 10-08
English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-01
English Level 3: Unit 11-02
English Level 3: Unit 11-03
English Level 3: Unit 11-04
English Level 3: Unit 11-05
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-04
English Level 3: Unit 12-05
English Level 3: Unit 12-06



English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.1.1v. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will greet and take leave appropriately in a variety of settings.

Grade 11

English Level 1: Unit 06-07
 English Level 2: Unit 09-04
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10
 English Level 3: Unit 02-05
 English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 3.2.1a. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will compare body language norms among various cultures represented in the classroom or community.

Grade 11

English Level 1: Unit 05-10
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1b. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will compare gestures and body language acceptable in formal and informal settings.

Grade 11

English Level 1: Unit 05-10
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1c. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will identify nonverbal cues that cause misunderstanding.

Grade 11

English Level 1: Unit 05-10
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03



GRADE LEVEL EXAMPLE 3.2.1e. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will determine the appropriate distance to maintain while standing near someone, depending on the situation.

Grade 11

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 13-06

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1f. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will maintain appropriate level of eye contact with audience while giving an oral presentation.

Grade 11

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1g. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will demonstrate in a role play two aspects of body language common to one's own culture.

Grade 11

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1h. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will analyze nonverbal behavior.

Grade 11

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1i. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.



Students will describe intent by focusing on a person's nonverbal behavior.

Grade 11

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1j. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will add gestures to correspond to a dialogue in a play.

Grade 11

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1k. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will respond appropriately to a teacher's gesture.

Grade 11

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 13-06

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1l. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will obtain a teacher's attention in an appropriate manner.

Grade 11

English Level 2: Unit 13-06

GRADE LEVEL EXAMPLE 3.2.1m. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will use appropriate volume of voice in different settings such as the library, hall, gymnasium, supermarket, and movie theater.

Grade 11

English Level 2: Unit 09-08

English Level 2: Unit 11-01

GRADE LEVEL EXAMPLE 3.3.1a. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate



language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.

Students will evaluate different types of communication for effectiveness in making one's point.

Grade 11

English Level 1: Unit 01-10

English Level 1: Unit 03-09

English Level 2: Unit 14-09

GRADE LEVEL EXAMPLE 3.3.1c. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.
Students will model behavior and language use of others in different situations and settings.

Grade 11

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04

English Level 1: Unit 05-05



English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
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English Level 1: Unit 06-06
English Level 1: Unit 06-07
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English Level 1: Unit 06-11
English Level 1: Unit 07-01
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English Level 1: Unit 08-07
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English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
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English Level 2: Unit 09-04
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English Level 2: Unit 09-06
English Level 2: Unit 09-07
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English Level 2: Unit 09-09
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English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
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English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07



English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
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English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
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English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
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English Level 2: Unit 15-04
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English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
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English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02



English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
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English Level 3: Unit 01-09
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English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
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English Level 3: Unit 05-02
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English Level 3: Unit 05-06
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English Level 3: Unit 06-02
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English Level 3: Unit 06-07
English Level 3: Unit 07-01
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English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-03
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04



English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
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 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.3.1e. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.
 Students will evaluate behaviors in different situations.

Grade 11

English Level 2: Unit 13-06

GRADE LEVEL EXAMPLE 3.3.1f. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.
 Students will observe language use and behaviors of peers in different settings.

Grade 11

English Level 2: Unit 13-06

GRADE LEVEL EXAMPLE 3.3.1g. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.
 Students will rehearse different ways of speaking according to the formality of the setting.

Grade 11



English Level 2: Unit 13-06

GRADE LEVEL EXAMPLE 3.3.1h. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.

Students will test appropriate use of newly acquired gestures and language.

Grade 11

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

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Rosetta Stone Version 2 - English Master

English Language Learners

Grade 12

United States Standards - Alabama Standards

GRADE LEVEL EXAMPLE 1.1.1a. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will obtain, complete, and process application forms, such as driver's license, social security, college entrance.

Grade 12

English Level 1: Unit 03-08

English Level 1: Unit 05-01

English Level 1: Unit 06-11

English Level 2: Unit 19-03, 19-04, 19-05

English Level 3: Unit 10-01

English Level 3: Unit 10-02

English Level 3: Unit 10-03

English Level 3: Unit 10-04

English Level 3: Unit 10-05

English Level 3: Unit 10-06

English Level 3: Unit 10-07

English Level 3: Unit 10-08

English Level 3: Unit 10-09

English Level 3: Unit 11-03

English Level 3: Unit 11-04

English Level 3: Unit 11-05

English Level 3: Unit 12-01

English Level 3: Unit 12-02

English Level 3: Unit 12-03

GRADE LEVEL EXAMPLE 1.1.1b. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will express feelings through drama, poetry, or song.

Grade 12

English Level 1: Unit 01-07

English Level 1: Unit 02-01

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-10

English Level 1: Unit 04-02

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 05-06

English Level 1: Unit 05-10

English Level 1: Unit 06-02

English Level 1: Unit 06-05

English Level 1: Unit 07-04

English Level 1: Unit 07-11

English Level 2: Unit 09-04

English Level 2: Unit 09-06

English Level 2: Unit 09-10

English Level 2: Unit 10-01

English Level 2: Unit 10-02

English Level 2: Unit 10-04

English Level 2: Unit 10-06



English Level 2: Unit 10-07
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 12-03
 English Level 2: Unit 12-06
 English Level 2: Unit 13-02
 English Level 2: Unit 13-05
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 15-02
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-09
 English Level 3: Unit 01-10
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 03-04
 English Level 3: Unit 04-03
 English Level 3: Unit 04-05
 English Level 3: Unit 04-08
 English Level 3: Unit 04-10
 English Level 3: Unit 05-02
 English Level 3: Unit 05-07
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 07-07
 English Level 3: Unit 07-10
 English Level 3: Unit 08-06
 English Level 3: Unit 09-03
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-09
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02

GRADE LEVEL EXAMPLE 1.1.1c. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will make an appointment.



Grade 12

English Level 1: Unit 04-05
 English Level 1: Unit 06-11
 English Level 2: Unit 09-07
 English Level 2: Unit 09-08
 English Level 2: Unit 10-05

GRADE LEVEL EXAMPLE 1.1.1d. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will defend and argue a position.

Grade 12

English Level 2: Unit 14-04
 English Level 3: Unit 01-05
 English Level 3: Unit 10-02

GRADE LEVEL EXAMPLE 1.1.1e. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will use prepared notes in an interview or meeting.

Grade 12

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07



English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
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English Level 2: Unit 09-06
English Level 2: Unit 09-07
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English Level 2: Unit 10-01
English Level 2: Unit 10-02
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English Level 2: Unit 10-04
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English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09



English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
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English Level 2: Unit 12-01
English Level 2: Unit 12-02
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English Level 2: Unit 15-01
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English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03



English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
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English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
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English Level 3: Unit 06-07
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English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02



English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
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 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
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 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.1.1f. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will ask peers for their opinions, preferences, and desires.

Grade 12

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10



English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.1.1g. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will correspond with pen pals, English-speaking acquaintances, friends.

Grade 12

English Level 3: Unit 03-01
 English Level 3: Unit 04-03

GRADE LEVEL EXAMPLE 1.1.1h. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will write personal essays.

Grade 12

English Level 1: Unit 05-07
 English Level 2: Unit 10-03
 English Level 2: Unit 14-09
 English Level 2: Unit 15-07
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 03-02
 English Level 3: Unit 03-05
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-05
 English Level 3: Unit 04-06
 English Level 3: Unit 04-09
 English Level 3: Unit 05-06
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 07-05
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-07
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.1.1i. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.



1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will make plans for social engagements.

Grade 12

English Level 1: Unit 04-03

English Level 2: Unit 10-02

GRADE LEVEL EXAMPLE 1.1.1j. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will shop in a supermarket.

Grade 12

English Level 1: Unit 04-05

English Level 1: Unit 06-11

English Level 2: Unit 09-07

English Level 2: Unit 09-08

English Level 2: Unit 10-05

GRADE LEVEL EXAMPLE 1.1.1k. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will engage listener's attention verbally or nonverbally.

Grade 12

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 13-06

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 1.1.1l. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will volunteer information and respond to questions about self and family.

Grade 12

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 03-09

English Level 1: Unit 04-01

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-04

English Level 1: Unit 06-01

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-05

English Level 2: Unit 09-02

English Level 2: Unit 09-05

English Level 2: Unit 09-10

English Level 2: Unit 10-02

English Level 2: Unit 11-01

English Level 2: Unit 11-08

English Level 2: Unit 12-08

English Level 2: Unit 14-01



English Level 2: Unit 15-07
English Level 2: Unit 15-10
English Level 3: Unit 04-06

GRADE LEVEL EXAMPLE 1.1.1m. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will elicit information and ask clarification questions.

Grade 12

English Level 1: Unit 01-07
English Level 1: Unit 01-10
English Level 1: Unit 03-05
English Level 1: Unit 03-09
English Level 1: Unit 04-01
English Level 1: Unit 04-08
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 06-01
English Level 1: Unit 06-09
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-06
English Level 1: Unit 07-10
English Level 1: Unit 08-07
English Level 2: Unit 09-02
English Level 2: Unit 09-10
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 11-01
English Level 2: Unit 12-01
English Level 2: Unit 12-08
English Level 2: Unit 13-03
English Level 2: Unit 13-08
English Level 3: Unit 01-10
English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.1.1n. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will clarify and restate information as needed.

Grade 12

English Level 1: Unit 08-11
English Level 2: Unit 14-09
English Level 3: Unit 04-09
English Level 3: Unit 07-01
English Level 3: Unit 10-04

GRADE LEVEL EXAMPLE 1.1.1o. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will describe feelings and emotions after watching a movie.

Grade 12

English Level 1: Unit 04-01
English Level 1: Unit 04-06
English Level 1: Unit 06-05



English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05

GRADE LEVEL EXAMPLE 1.1.1q. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will give and ask for permission.

Grade 12

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-05
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 11-08
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03



English Level 2: Unit 13-08
 English Level 2: Unit 14-01
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03
 English Level 3: Unit 04-06

GRADE LEVEL EXAMPLE 1.1.1r. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will offer and respond to greetings, compliments, invitations, introductions, and farewells.

Grade 12

English Level 1: Unit 06-07
 English Level 2: Unit 09-04
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10
 English Level 3: Unit 02-05
 English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 1.1.1s. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will negotiate solutions to problems, interpersonal misunderstandings, and disputes.

Grade 12

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
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 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
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 English Level 1: Unit 03-04
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 English Level 1: Unit 03-06
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 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
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 English Level 1: Unit 04-04



English Level 1: Unit 04-05
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English Level 1: Unit 05-11
English Level 1: Unit 06-01
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English Level 1: Unit 06-11
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English Level 1: Unit 07-11
English Level 1: Unit 08-01
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English Level 1: Unit 08-05
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English Level 2: Unit 10-07
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English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06



English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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English Level 3: Unit 07-10
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 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.1.1t. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will read and write invitations and thank you letters.

Grade 12

English Level 3: Unit 03-01
 English Level 3: Unit 04-03

GRADE LEVEL EXAMPLE 1.1.1u. AL.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
 Students will use the telephone.

Grade 12

English Level 1: Unit 02-06
 English Level 1: Unit 04-04
 English Level 2: Unit 10-10
 English Level 3: Unit 02-02



English Level 3: Unit 07-04

GRADE LEVEL EXAMPLE 1.2.1a. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.

Students will discuss preferences for types of music, book genres, and computer programs.

Grade 12

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
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English Level 1: Unit 06-06
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English Level 2: Unit 12-09
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English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
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English Level 3: Unit 02-01
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English Level 3: Unit 02-03



English Level 3: Unit 02-04
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English Level 3: Unit 10-06



English Level 3: Unit 10-07
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 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
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 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
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 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.2.1b. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will recommend a film or videotape to a friend.

Grade 12

English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
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 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05

GRADE LEVEL EXAMPLE 1.2.1c. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will write in a diary or personal journal.

Grade 12

English Level 1: Unit 04-04
 English Level 1: Unit 04-10
 English Level 1: Unit 05-03



English Level 1: Unit 06-06
 English Level 1: Unit 06-10
 English Level 1: Unit 07-06
 English Level 1: Unit 08-03
 English Level 1: Unit 08-07
 English Level 2: Unit 09-07
 English Level 2: Unit 10-03
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 12-01
 English Level 2: Unit 12-02
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 14-01
 English Level 2: Unit 14-03
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-06
 English Level 2: Unit 16-06
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-03
 English Level 3: Unit 03-04
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04

GRADE LEVEL EXAMPLE 1.2.1e. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will persuade peers to join in a favorite activity, game, or hobby.

Grade 12

English Level 3: Unit 01-05
 English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 1.2.1f. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will discuss issues of personal importance or value.

Grade 12

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10



English Level 1: Unit 02-01
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English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09



English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
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English Level 3: Unit 06-04
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English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
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English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-03
English Level 3: Unit 08-04
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English Level 3: Unit 08-06
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04
English Level 3: Unit 09-05
English Level 3: Unit 09-06
English Level 3: Unit 09-07
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English Level 3: Unit 09-09
English Level 3: Unit 10-01
English Level 3: Unit 10-02
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English Level 3: Unit 10-04
English Level 3: Unit 10-05
English Level 3: Unit 10-06
English Level 3: Unit 10-07
English Level 3: Unit 10-08
English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-01
English Level 3: Unit 11-02
English Level 3: Unit 11-03
English Level 3: Unit 11-04
English Level 3: Unit 11-05
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-04
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07
English Level 3: Unit 12-08
English Level 3: Unit 12-09
English Level 3: Unit 12-10



GRADE LEVEL EXAMPLE 1.2.1g. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
Students will locate information for leisure activities (in oral or written form).

Grade 12

English Level 3: Unit 12-04

GRADE LEVEL EXAMPLE 1.2.1h. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
Students will write a poem, short story, play, or song.

Grade 12

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-06
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 03-05
English Level 1: Unit 03-07
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 05-04
English Level 1: Unit 05-08
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-04
English Level 1: Unit 06-07
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 2: Unit 09-02
English Level 2: Unit 09-09
English Level 2: Unit 10-01
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-07
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-05
English Level 2: Unit 12-01
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-08
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-09
English Level 2: Unit 15-10



English Level 2: Unit 16-01
 English Level 2: Unit 16-03
 English Level 2: Unit 16-05
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 3: Unit 01-02
 English Level 3: Unit 01-06
 English Level 3: Unit 02-05
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 09-03
 English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 1.2.1i. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will describe favorite storybook characters.

Grade 12

English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 14-05
 English Level 2: Unit 15-01

GRADE LEVEL EXAMPLE 1.2.1j. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will recommend a game, book, or computer program.

Grade 12

English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 07-04

GRADE LEVEL EXAMPLE 1.2.1k. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.

Grade 12

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05



English Level 3: Unit 02-06
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 07-04
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05

GRADE LEVEL EXAMPLE 1.2.1l. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will recount events of interest.

Grade 12

English Level 1: Unit 08-11
 English Level 2: Unit 11-08
 English Level 2: Unit 14-09
 English Level 3: Unit 03-05
 English Level 3: Unit 04-09
 English Level 3: Unit 06-03
 English Level 3: Unit 07-01
 English Level 3: Unit 10-04
 English Level 3: Unit 12-04

GRADE LEVEL EXAMPLE 1.2.1m. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will ask information questions for personal reasons.

Grade 12

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10



English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.2.1n. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will make requests for personal reasons.

Grade 12

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.2.1p. AL.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
 Students will talk about a favorite food or celebration.

Grade 12

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03



English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06



English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01



English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02



English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 06-05
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 07-01
 English Level 3: Unit 07-02
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 07-05
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 English Level 3: Unit 07-07
 English Level 3: Unit 07-08
 English Level 3: Unit 07-09
 English Level 3: Unit 07-10
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
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 English Level 3: Unit 08-06
 English Level 3: Unit 09-01
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 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
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 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
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 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.3.1a. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.



1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will make notes in preparation for a meeting or interview.

Grade 12

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 05-02
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 08-01
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 14-09
 English Level 2: Unit 15-08
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-08
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-08
 English Level 3: Unit 09-07
 English Level 3: Unit 10-03
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02
 English Level 3: Unit 12-09

GRADE LEVEL EXAMPLE 1.3.1b. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will plan and rehearse an anticipated conversation.

Grade 12

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09



English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
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English Level 1: Unit 04-06
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English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
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English Level 1: Unit 06-07
English Level 1: Unit 06-08
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English Level 1: Unit 06-10
English Level 1: Unit 06-11
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English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
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English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01



English Level 2: Unit 09-02
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English Level 2: Unit 15-01
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English Level 2: Unit 15-08
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English Level 2: Unit 15-10
English Level 2: Unit 16-01
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English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
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English Level 3: Unit 06-02
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 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
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 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 1.3.1c. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
 Students will use a dictionary to validate choice of language.



Grade 12

English Level 1: Unit 02-09

English Level 2: Unit 19-03, 19-04, 19-05

- GRADE LEVEL EXAMPLE 1.3.1d. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
- Students will ask a classmate whether a particular word or phrase is correct.

Grade 12

English Level 1: Unit 03-08

English Level 1: Unit 07-01

English Level 2: Unit 14-10

English Level 2: Unit 19-06, 19-07, 19-08

English Level 3: Unit 03-05

- GRADE LEVEL EXAMPLE 1.3.1e. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
- Students will use a computer spell checker to verify spelling.

Grade 12

English Level 1: Unit 02-09

English Level 2: Unit 19-03, 19-04, 19-05

English Level 2: Unit 19-09, 19-10

English Level 3: Unit 07-04

- GRADE LEVEL EXAMPLE 1.3.1f. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
- Students will use written sources to discover or check information.

Grade 12

English Level 2: Unit 15-04

English Level 2: Unit 16-04

- GRADE LEVEL EXAMPLE 1.3.1g. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
- Students will keep individual notes for language learning.

Grade 12

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05



English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
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English Level 1: Unit 02-01
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English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-01



English Level 1: Unit 08-03
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English Level 2: Unit 14-04
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English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08



English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
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 English Level 2: Unit 16-01
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 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.3.1h. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
 Students will test appropriate use of new vocabulary, phrases, and structures.

Grade 12

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09



English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
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English Level 1: Unit 04-06
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English Level 1: Unit 08-10
English Level 2: Unit 09-01
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English Level 2: Unit 09-05
English Level 2: Unit 09-06



English Level 2: Unit 09-07
English Level 2: Unit 09-08
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English Level 2: Unit 09-10
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English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02



English Level 2: Unit 16-03
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 1.3.1i. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
 Students will ask someone the meaning of a word.

Grade 12

English Level 1: Unit 03-08
 English Level 1: Unit 07-01
 English Level 2: Unit 14-10
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 03-05

GRADE LEVEL EXAMPLE 1.3.1j. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
 Students will understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up).

Grade 12

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-07



English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
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English Level 1: Unit 03-04
English Level 1: Unit 03-05
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English Level 1: Unit 08-10



English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
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English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
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English Level 2: Unit 14-01
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English Level 2: Unit 14-03
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English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05



English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
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 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-10
 English Level 3: Unit 04-02

GRADE LEVEL EXAMPLE 1.3.1I. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
 Students will recite poems or songs aloud or to oneself.

Grade 12

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-06
 English Level 1: Unit 05-10
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 07-11
 English Level 2: Unit 09-04
 English Level 2: Unit 09-06
 English Level 2: Unit 09-10
 English Level 2: Unit 10-01
 English Level 2: Unit 10-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 12-03



English Level 2: Unit 12-06
 English Level 2: Unit 13-02
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 English Level 2: Unit 14-04
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 English Level 2: Unit 14-09
 English Level 2: Unit 15-02
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 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-05
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 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-06
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 English Level 3: Unit 01-09
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 English Level 3: Unit 09-03
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-09
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02

GRADE LEVEL EXAMPLE 1.3.1m. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will imitate a classmate's response to a teacher's question or directions.

Grade 12

English Level 1: Unit 08-11



English Level 2: Unit 14-09
 English Level 3: Unit 04-09
 English Level 3: Unit 07-01
 English Level 3: Unit 10-04

GRADE LEVEL EXAMPLE 1.3.1n. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
 Students will associate realia or diagrams with written labels to learn vocabulary or construct meaning.

Grade 12

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
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 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02



English Level 1: Unit 06-03
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English Level 2: Unit 12-06
English Level 2: Unit 12-07



English Level 2: Unit 12-08
 English Level 2: Unit 12-09
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 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-05
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-10
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10

GRADE LEVEL EXAMPLE 1.3.1o. AL.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from



others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will practice recently learned language by teaching a peer.

Grade 12

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
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English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
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English Level 1: Unit 06-08
English Level 1: Unit 06-10



English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
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English Level 2: Unit 13-08
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03
 English Level 3: Unit 03-04

GRADE LEVEL EXAMPLE 2.1.1a. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will interpret a teacher's indirect command to behave appropriately.

Grade 12

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08



English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
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 English Level 2: Unit 17-01, 17-02, 17-03
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 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-10
 English Level 3: Unit 04-02

GRADE LEVEL EXAMPLE 2.1.1b. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will ask a teacher or peer to confirm one's understanding of directions to complete an assignment.

Grade 12

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 02-09
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02



English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 2: Unit 15-09
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 2.1.1c. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will justify changes in assignments or the need for an extension.

Grade 12

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 2.1.1e. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will use polite forms to negotiate and reach consensus.

Grade 12

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07



English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
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English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
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English Level 1: Unit 06-04
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English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
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English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11



English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 11-01
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English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05



English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
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English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
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English Level 3: Unit 03-01
English Level 3: Unit 03-02
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English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06



English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
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English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
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English Level 3: Unit 07-01
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English Level 3: Unit 09-09
English Level 3: Unit 10-01
English Level 3: Unit 10-02
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English Level 3: Unit 10-07
English Level 3: Unit 10-08
English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-01
English Level 3: Unit 11-02
English Level 3: Unit 11-03
English Level 3: Unit 11-04
English Level 3: Unit 11-05
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-04
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07
English Level 3: Unit 12-08



English Level 3: Unit 12-09
English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.1f. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
Students will follow directions to form groups.

Grade 12

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
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English Level 1: Unit 04-07
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English Level 1: Unit 05-01
English Level 1: Unit 05-02
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English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03



English Level 1: Unit 06-04
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English Level 1: Unit 07-11
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English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 10-01
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English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
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English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06



English Level 2: Unit 12-07
 English Level 2: Unit 12-08
 English Level 2: Unit 12-09
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
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 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-09
 English Level 3: Unit 01-10
 English Level 3: Unit 03-08
 English Level 3: Unit 04-02
 English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 2.1.1g. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and



assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will negotiate cooperative roles and task assignments.

Grade 12

English Level 1: Unit 01-05
English Level 1: Unit 01-07
English Level 1: Unit 03-03
English Level 1: Unit 04-04
English Level 1: Unit 04-07
English Level 1: Unit 04-09
English Level 1: Unit 06-11
English Level 1: Unit 07-04
English Level 1: Unit 07-06
English Level 1: Unit 07-10
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-08
English Level 2: Unit 14-04
English Level 2: Unit 15-06
English Level 3: Unit 01-09
English Level 3: Unit 03-04
English Level 3: Unit 03-08
English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 2.1.1h. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will take turns when speaking in a group.

Grade 12

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
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English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
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English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01



English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
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English Level 2: Unit 10-04
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English Level 2: Unit 11-01
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English Level 2: Unit 16-01
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English Level 2: Unit 16-04
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English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09



English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
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English Level 3: Unit 06-07
English Level 3: Unit 07-01
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English Level 3: Unit 07-07
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 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.1.i. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
 Students will modify a statement made by a peer.

Grade 12

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01



English Level 1: Unit 02-02
English Level 1: Unit 02-03
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English Level 2: Unit 14-10
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English Level 2: Unit 18-01, 18-02, 18-03
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English Level 3: Unit 05-01
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English Level 3: Unit 12-10



GRADE LEVEL EXAMPLE 2.1.1j. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will paraphrase a teacher's directions orally or in writing.

Grade 12

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
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 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-10
 English Level 3: Unit 04-02
 English Level 3: Unit 04-09
 English Level 3: Unit 07-01
 English Level 3: Unit 10-04

GRADE LEVEL EXAMPLE 2.1.1k. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will respond to a teacher's general school-related small talk.



Grade 12

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
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English Level 1: Unit 01-09
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English Level 1: Unit 02-01
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English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
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English Level 3: Unit 04-06
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English Level 3: Unit 05-01
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English Level 3: Unit 05-03
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English Level 3: Unit 06-01
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English Level 3: Unit 07-01
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English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-01
English Level 3: Unit 11-02
English Level 3: Unit 11-03
English Level 3: Unit 11-04
English Level 3: Unit 11-05



English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-04
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07
English Level 3: Unit 12-08
English Level 3: Unit 12-09
English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.11. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
Students will explain the reason for being absent or late to a teacher.

Grade 12

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
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English Level 1: Unit 02-10
English Level 1: Unit 03-01
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English Level 1: Unit 03-04
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English Level 1: Unit 04-10
English Level 1: Unit 05-01
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English Level 1: Unit 05-04
English Level 1: Unit 05-05



English Level 1: Unit 05-06
English Level 1: Unit 05-07
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English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
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English Level 2: Unit 11-01
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English Level 2: Unit 11-07



English Level 2: Unit 11-08
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English Level 2: Unit 12-01
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English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02



English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
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English Level 3: Unit 08-06
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English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04



English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
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 English Level 3: Unit 09-09
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 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.1m. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will negotiate verbally to identify role in preparation for a group/class presentation.

Grade 12

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 03-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 14-04
 English Level 3: Unit 01-09
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 2.1.1n. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will ask a teacher to restate or simplify directions.



Grade 12

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
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English Level 1: Unit 03-01
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English Level 2: Unit 13-01
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English Level 2: Unit 13-07



English Level 2: Unit 13-08
 English Level 2: Unit 13-09
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 English Level 2: Unit 14-01
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 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03
 English Level 3: Unit 04-02

GRADE LEVEL EXAMPLE 2.1.1o. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will join in a group response at the appropriate time.

Grade 12

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08



English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
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English Level 1: Unit 08-02
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English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07



English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-03
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04
English Level 3: Unit 09-05
English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 09-09
English Level 3: Unit 10-01
English Level 3: Unit 10-02
English Level 3: Unit 10-03
English Level 3: Unit 10-04
English Level 3: Unit 10-05
English Level 3: Unit 10-06
English Level 3: Unit 10-07
English Level 3: Unit 10-08
English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-01
English Level 3: Unit 11-02
English Level 3: Unit 11-03
English Level 3: Unit 11-04
English Level 3: Unit 11-05
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-04
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07
English Level 3: Unit 12-08
English Level 3: Unit 12-09



English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.1.1q. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will greet a teacher when entering class.

Grade 12

English Level 1: Unit 06-07

English Level 2: Unit 09-04

English Level 2: Unit 10-02

English Level 2: Unit 10-10

English Level 3: Unit 02-05

English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 2.1.1s. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will share classroom materials and work successfully with a partner.

Grade 12

English Level 1: Unit 01-05

English Level 1: Unit 01-07

English Level 1: Unit 03-03

English Level 1: Unit 04-04

English Level 1: Unit 04-07

English Level 1: Unit 04-09

English Level 1: Unit 06-11

English Level 1: Unit 07-04

English Level 1: Unit 07-06

English Level 1: Unit 07-10

English Level 2: Unit 10-02

English Level 2: Unit 10-03

English Level 2: Unit 10-08

English Level 2: Unit 14-04

English Level 3: Unit 01-09

English Level 3: Unit 03-08

English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 2.1.1t. AL.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will ask for assistance with a task.

Grade 12

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 03-05

English Level 1: Unit 03-09

English Level 1: Unit 04-01

English Level 1: Unit 04-08

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-05

English Level 1: Unit 06-01

English Level 1: Unit 06-09



English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 2.2.1a. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will compare and classify information using technical vocabulary.

Grade 12

English Level 1: Unit 01-04
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-04
 English Level 1: Unit 02-09
 English Level 1: Unit 03-03
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 03-10
 English Level 1: Unit 04-03
 English Level 1: Unit 04-05
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-04
 English Level 1: Unit 06-11
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-07
 English Level 1: Unit 08-01
 English Level 1: Unit 08-05
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-09
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-08
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10



English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-07
English Level 2: Unit 12-03
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-10
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-02
English Level 2: Unit 15-04
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-04
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-05
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07



English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-01
 English Level 3: Unit 07-02
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 07-05
 English Level 3: Unit 07-06
 English Level 3: Unit 07-07
 English Level 3: Unit 07-08
 English Level 3: Unit 07-09
 English Level 3: Unit 07-10
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09

GRADE LEVEL EXAMPLE 2.2.1b. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will prepare for and participate in a debate.

Grade 12

English Level 2: Unit 14-04
 English Level 3: Unit 01-05
 English Level 3: Unit 10-02



GRADE LEVEL EXAMPLE 2.2.1c. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will take notes as a teacher presents information or during a film in order to summarize key concepts.

Grade 12

English Level 1: Unit 04-01
 English Level 1: Unit 04-04
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 2: Unit 15-08
 English Level 3: Unit 01-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06

GRADE LEVEL EXAMPLE 2.2.1d. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will synthesize, analyze, and evaluate information.

Grade 12

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 04-08
 English Level 1: Unit 06-05
 English Level 1: Unit 06-11
 English Level 1: Unit 08-10
 English Level 2: Unit 10-04
 English Level 2: Unit 13-03
 English Level 3: Unit 01-04
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06

GRADE LEVEL EXAMPLE 2.2.1e. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will write a summary of a book, article, movie, or lecture.

Grade 12

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 08-10



English Level 2: Unit 13-03
 English Level 3: Unit 01-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 12-04

GRADE LEVEL EXAMPLE 2.2.1f. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will locate information appropriate to an assignment in text or reference materials.

Grade 12

English Level 2: Unit 09-02
 English Level 2: Unit 15-04
 English Level 2: Unit 16-04
 English Level 3: Unit 01-06
 English Level 3: Unit 03-06
 English Level 3: Unit 03-07
 English Level 3: Unit 03-08
 English Level 3: Unit 05-03
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 06-05
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 2.2.1g. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will research information on academic topics from multiple sources.

Grade 12

English Level 1: Unit 01-01
 English Level 1: Unit 01-03



English Level 1: Unit 01-06
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-08
English Level 1: Unit 04-03
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 05-06
English Level 1: Unit 05-08
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-02
English Level 1: Unit 08-04
English Level 1: Unit 08-06
English Level 1: Unit 08-09
English Level 1: Unit 08-11
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-07
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-10
English Level 2: Unit 12-08
English Level 2: Unit 12-10
English Level 2: Unit 14-04
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 15-02
English Level 2: Unit 15-04
English Level 2: Unit 15-10
English Level 2: Unit 16-04
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 3: Unit 01-02
English Level 3: Unit 01-04
English Level 3: Unit 01-07
English Level 3: Unit 01-08



English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

GRADE LEVEL EXAMPLE 2.2.1h. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will take a position and support it orally or in writing.

Grade 12

English Level 1: Unit 05-07
 English Level 2: Unit 14-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 3: Unit 01-05
 English Level 3: Unit 10-02

GRADE LEVEL EXAMPLE 2.2.1i. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will construct a chart synthesizing information.

Grade 12

English Level 1: Unit 01-02
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01



English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 12-10
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-06
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 01-03
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-08
 English Level 3: Unit 05-02
 English Level 3: Unit 05-06
 English Level 3: Unit 07-04
 English Level 3: Unit 09-05

GRADE LEVEL EXAMPLE 2.2.1j. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words).

Grade 12

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09



English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05



English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02



English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-05
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-10
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10

GRADE LEVEL EXAMPLE 2.2.1k. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics).

Grade 12

English Level 1: Unit 01-02
 English Level 1: Unit 01-04
 English Level 1: Unit 01-06
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-03
 English Level 1: Unit 04-05
 English Level 1: Unit 04-07



English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-04
English Level 1: Unit 05-06
English Level 1: Unit 05-09
English Level 1: Unit 06-07
English Level 1: Unit 07-07
English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-06
English Level 1: Unit 08-08
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-02
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 10-01
English Level 2: Unit 10-04
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 11-03
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 12-01
English Level 2: Unit 12-03
English Level 2: Unit 12-10
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-05
English Level 2: Unit 13-09
English Level 2: Unit 14-04
English Level 2: Unit 14-07
English Level 2: Unit 15-02
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-04
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-09
English Level 3: Unit 02-02
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-02



English Level 3: Unit 03-03
 English Level 3: Unit 03-07
 English Level 3: Unit 04-01
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-06
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-04
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-01
 English Level 3: Unit 07-02
 English Level 3: Unit 07-03
 English Level 3: Unit 07-06
 English Level 3: Unit 07-07
 English Level 3: Unit 07-08
 English Level 3: Unit 07-09
 English Level 3: Unit 07-10
 English Level 3: Unit 08-02
 English Level 3: Unit 08-06
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 10-08
 English Level 3: Unit 12-06

GRADE LEVEL EXAMPLE 2.2.11. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature).

Grade 12

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-09
 English Level 1: Unit 04-02
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06



English Level 1: Unit 05-07
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-10
 English Level 1: Unit 07-01
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-08
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-03
 English Level 2: Unit 09-05
 English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 11-02
 English Level 2: Unit 11-04
 English Level 2: Unit 11-09
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 13-09
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-08
 English Level 2: Unit 15-01
 English Level 2: Unit 15-03
 English Level 2: Unit 16-01
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 01-05
 English Level 3: Unit 01-10
 English Level 3: Unit 02-05
 English Level 3: Unit 03-05
 English Level 3: Unit 04-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-02
 English Level 3: Unit 07-06
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05

GRADE LEVEL EXAMPLE 2.2.1n. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating



knowledge through application in a variety of contexts.

Students will construct a chart or other graphic showing data.

Grade 12

English Level 1: Unit 01-02
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 12-10
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-06
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 01-03
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-08
 English Level 3: Unit 05-02
 English Level 3: Unit 05-06
 English Level 3: Unit 07-04
 English Level 3: Unit 09-05

GRADE LEVEL EXAMPLE 2.2.10. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will read a story and represent the sequence of events (through pictures, words, music, or drama).

Grade 12

English Level 1: Unit 06-02
 English Level 1: Unit 06-08
 English Level 2: Unit 10-01



English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 11-02
 English Level 2: Unit 12-02
 English Level 2: Unit 17-04, 17-05, 17-06

GRADE LEVEL EXAMPLE 2.2.1p. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will locate reference material.

Grade 12

English Level 2: Unit 15-04
 English Level 2: Unit 16-04

GRADE LEVEL EXAMPLE 2.2.1q. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
 Students will generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications).

Grade 12

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-07
 English Level 1: Unit 05-02
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 08-01
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 14-09
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-08
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-08
 English Level 3: Unit 09-07
 English Level 3: Unit 10-03
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02
 English Level 3: Unit 12-09

GRADE LEVEL EXAMPLE 2.2.1t. AL.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and



inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will use contextual clues.

Grade 12

English Level 1: Unit 04-08

English Level 2: Unit 13-02

English Level 2: Unit 14-10

GRADE LEVEL EXAMPLE 2.3.1a. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will preview assigned textbook chapters and generate questions to explore the topics to be presented.

Grade 12

English Level 2: Unit 11-08

English Level 2: Unit 12-04

English Level 3: Unit 07-05

GRADE LEVEL EXAMPLE 2.3.1c. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will practice an oral report with a peer prior to presenting it in class.

Grade 12

English Level 3: Unit 01-04

GRADE LEVEL EXAMPLE 2.3.1e. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will brainstorm ideas with native language peers prior to writing a composition on a given topic.

Grade 12

English Level 1: Unit 01-07

English Level 1: Unit 04-10

English Level 2: Unit 17-07, 17-08



English Level 3: Unit 02-03
English Level 3: Unit 02-04

GRADE LEVEL EXAMPLE 2.3.1f. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
Students will scan several resources to determine the appropriateness to the topic of study.

Grade 12

English Level 2: Unit 15-04
English Level 2: Unit 16-04

GRADE LEVEL EXAMPLE 2.3.1g. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
Students will skim chapter headings, and bold print to determine the key points of a text.

Grade 12

English Level 2: Unit 11-08
English Level 2: Unit 12-04
English Level 3: Unit 07-05

GRADE LEVEL EXAMPLE 2.3.1i. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
Students will verbalize relationships between new information and information previously learned in another setting.

Grade 12

English Level 1: Unit 04-08
English Level 1: Unit 06-11
English Level 1: Unit 08-11
English Level 2: Unit 10-04

GRADE LEVEL EXAMPLE 2.3.1j. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming,



scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will use verbal and nonverbal cues to know when to pay attention.

Grade 12

English Level 2: Unit 13-06

GRADE LEVEL EXAMPLE 2.3.1k. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will make pictures to check comprehension of a story or process.

Grade 12

English Level 1: Unit 08-11

GRADE LEVEL EXAMPLE 2.3.1l. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will scan an entry in a book to locate information for an assignment.

Grade 12

English Level 2: Unit 11-08

English Level 2: Unit 12-04

English Level 3: Unit 07-05

GRADE LEVEL EXAMPLE 2.3.1m. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will select materials from school resource collections to complete a project.

Grade 12



English Level 1: Unit 01-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 06-04
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-04
 English Level 1: Unit 08-09
 English Level 2: Unit 10-03
 English Level 2: Unit 12-10
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 3: Unit 01-07
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 06-04
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-06
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-09

GRADE LEVEL EXAMPLE 2.3.1n. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will rehearse and visualize information.

Grade 12

English Level 3: Unit 01-04

GRADE LEVEL EXAMPLE 2.3.1o. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will take risks with language.



Grade 12

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03



English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09



English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-04
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-03
English Level 3: Unit 05-05
English Level 3: Unit 06-01
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-06
English Level 3: Unit 07-07



English Level 3: Unit 08-01
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-09
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09

GRADE LEVEL EXAMPLE 2.3.1p. AL.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will rephrase, explain, revise, and expand oral or written information to check comprehension.

Grade 12

English Level 3: Unit 01-04

GRADE LEVEL EXAMPLE 3.1.1a. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.

3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will recognize and apply the style of speech used in a job interview, a debate, or a formal meeting.

Grade 12

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02



English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-07
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
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English Level 1: Unit 06-07
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English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
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English Level 1: Unit 07-05
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English Level 1: Unit 07-09
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English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10



English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09



English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-03
English Level 3: Unit 08-04



English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.1.1b. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will select topics appropriate to discuss in a job interview.

Grade 12

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-08
 English Level 1: Unit 04-01
 English Level 1: Unit 04-07
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 14-09
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-08
 English Level 2: Unit 19-03, 19-04, 19-05



English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-08
 English Level 3: Unit 09-07
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-09

GRADE LEVEL EXAMPLE 3.1.1e. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will use the appropriate register for business and friendly transactions.

Grade 12

English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 05-01
 English Level 1: Unit 06-11
 English Level 2: Unit 10-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03

GRADE LEVEL EXAMPLE 3.1.1f. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will prepare and deliver a short persuasive presentation to different audiences.

Grade 12

English Level 3: Unit 01-05



English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 3.1.1g. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
Students will write a dialogue incorporating idioms or slang.

Grade 12

English Level 1: Unit 04-10
English Level 2: Unit 09-04
English Level 2: Unit 11-01
English Level 2: Unit 12-06
English Level 2: Unit 17-04, 17-05, 17-06
English Level 3: Unit 01-04
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 04-09
English Level 3: Unit 05-02
English Level 3: Unit 05-04
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 11-01

GRADE LEVEL EXAMPLE 3.1.1h. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
Students will write business and personal letters.

Grade 12

English Level 3: Unit 03-01
English Level 3: Unit 04-03

GRADE LEVEL EXAMPLE 3.1.1i. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
Students will create a commercial using an appropriate language style for the product.

Grade 12

English Level 3: Unit 01-05
English Level 3: Unit 04-04

GRADE LEVEL EXAMPLE 3.1.1j. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
Students will create a cartoon or comic book.



Grade 12

English Level 2: Unit 17-07, 17-08

English Level 3: Unit 11-01

GRADE LEVEL EXAMPLE 3.1.1k. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.

3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will initiate and carry on appropriate small talk (e.g., while visiting a classmate's home, on a bus, at a party).

Grade 12

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04

English Level 1: Unit 05-05

English Level 1: Unit 05-06

English Level 1: Unit 05-07

English Level 1: Unit 05-08

English Level 1: Unit 05-09

English Level 1: Unit 05-10



English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02



English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07



English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-03
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04
English Level 3: Unit 09-05
English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 09-09



English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.1.1n. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will advise peers on appropriate language use.

Grade 12

English Level 1: Unit 01-01
 English Level 1: Unit 01-06
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 06-04
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-09
 English Level 1: Unit 07-11
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-07
 English Level 1: Unit 08-11
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 15-03
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08



English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 18-01, 18-02, 18-03
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-09
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-06
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 07-01
English Level 3: Unit 07-02
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English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-03
English Level 3: Unit 08-06
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-05
English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 09-09
English Level 3: Unit 10-02
English Level 3: Unit 10-05
English Level 3: Unit 10-06
English Level 3: Unit 10-07
English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-03
English Level 3: Unit 11-04
English Level 3: Unit 11-05
English Level 3: Unit 12-01
English Level 3: Unit 12-03
English Level 3: Unit 12-05



English Level 3: Unit 12-06

English Level 3: Unit 12-09

English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.1.1p. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
Students will interact with an adult in a formal and informal setting.

Grade 12

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04

English Level 1: Unit 05-05

English Level 1: Unit 05-06

English Level 1: Unit 05-07

English Level 1: Unit 05-08

English Level 1: Unit 05-09

English Level 1: Unit 05-10

English Level 1: Unit 05-11



English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
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English Level 1: Unit 06-11
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English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
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English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
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English Level 2: Unit 11-01
English Level 2: Unit 11-02
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English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03



English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
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English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
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English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08



English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
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English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
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English Level 3: Unit 06-06
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English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-03
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04
English Level 3: Unit 09-05
English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 09-09
English Level 3: Unit 10-01



English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.1.1q. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will role play a telephone conversation with an adult.

Grade 12

English Level 1: Unit 02-06
 English Level 1: Unit 04-04
 English Level 2: Unit 10-10
 English Level 3: Unit 02-02
 English Level 3: Unit 07-04

GRADE LEVEL EXAMPLE 3.1.1r. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will make polite requests.

Grade 12

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06



English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

GRADE LEVEL EXAMPLE 3.1.1s. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports).

Grade 12

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10



English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02



English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
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English Level 2: Unit 12-07
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English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
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English Level 2: Unit 14-01
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English Level 2: Unit 14-04
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English Level 2: Unit 15-01
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English Level 2: Unit 16-01
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English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02



English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
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English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
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English Level 3: Unit 02-04
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English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
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English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
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English Level 3: Unit 08-03
English Level 3: Unit 08-04
English Level 3: Unit 08-05



English Level 3: Unit 08-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
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 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
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 English Level 3: Unit 12-01
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 English Level 3: Unit 12-04
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 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.1.1t. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will write a letter or e-mail message to an adult or a peer using appropriate language forms.

Grade 12

English Level 3: Unit 03-01
 English Level 3: Unit 04-03

GRADE LEVEL EXAMPLE 3.1.1u. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience.

Grade 12

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05



English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
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English Level 1: Unit 05-11
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English Level 1: Unit 06-11
English Level 1: Unit 07-01
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English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09



English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
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English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03



English Level 2: Unit 14-04
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English Level 2: Unit 14-06
English Level 2: Unit 14-07
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English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
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English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04



English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
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English Level 3: Unit 05-06
English Level 3: Unit 05-07
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English Level 3: Unit 10-02
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English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-01
English Level 3: Unit 11-02
English Level 3: Unit 11-03
English Level 3: Unit 11-04
English Level 3: Unit 11-05
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-04
English Level 3: Unit 12-05
English Level 3: Unit 12-06



English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.1.1v. AL.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
 Students will greet and take leave appropriately in a variety of settings.

Grade 12

English Level 1: Unit 06-07
 English Level 2: Unit 09-04
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10
 English Level 3: Unit 02-05
 English Level 3: Unit 11-04

GRADE LEVEL EXAMPLE 3.2.1a. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will compare body language norms among various cultures represented in the classroom or community.

Grade 12

English Level 1: Unit 05-10
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1b. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will compare gestures and body language acceptable in formal and informal settings.

Grade 12

English Level 1: Unit 05-10
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1c. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
 Students will identify nonverbal cues that cause misunderstanding.

Grade 12

English Level 1: Unit 05-10
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 15-03



GRADE LEVEL EXAMPLE 3.2.1e. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will determine the appropriate distance to maintain while standing near someone, depending on the situation.

Grade 12

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 13-06

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1f. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will maintain appropriate level of eye contact with audience while giving an oral presentation.

Grade 12

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1g. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will demonstrate in a role play two aspects of body language common to one's own culture.

Grade 12

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1h. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will analyze nonverbal behavior.

Grade 12

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1i. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.



Students will describe intent by focusing on a person's nonverbal behavior.

Grade 12

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1j. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will add gestures to correspond to a dialogue in a play.

Grade 12

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1k. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will respond appropriately to a teacher's gesture.

Grade 12

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 13-06

English Level 2: Unit 15-03

GRADE LEVEL EXAMPLE 3.2.1l. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will obtain a teacher's attention in an appropriate manner.

Grade 12

English Level 2: Unit 13-06

GRADE LEVEL EXAMPLE 3.2.1m. AL.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will use appropriate volume of voice in different settings such as the library, hall, gymnasium, supermarket, and movie theater.

Grade 12

English Level 2: Unit 09-08

English Level 2: Unit 11-01

GRADE LEVEL EXAMPLE 3.3.1a. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate



language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.

Students will evaluate different types of communication for effectiveness in making one's point.

Grade 12

English Level 1: Unit 01-10

English Level 1: Unit 03-09

English Level 2: Unit 14-09

GRADE LEVEL EXAMPLE 3.3.1c. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.
Students will model behavior and language use of others in different situations and settings.

Grade 12

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04

English Level 1: Unit 05-05



English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
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English Level 1: Unit 06-11
English Level 1: Unit 07-01
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English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 10-01
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English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07



English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
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English Level 2: Unit 13-03
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English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
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English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02



English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
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English Level 3: Unit 03-07
English Level 3: Unit 03-08
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English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04



English Level 3: Unit 09-05
 English Level 3: Unit 09-06
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 English Level 3: Unit 10-01
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 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
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 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
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 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXAMPLE 3.3.1e. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.
 Students will evaluate behaviors in different situations.

Grade 12

English Level 2: Unit 13-06

GRADE LEVEL EXAMPLE 3.3.1f. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.
 Students will observe language use and behaviors of peers in different settings.

Grade 12

English Level 2: Unit 13-06

GRADE LEVEL EXAMPLE 3.3.1g. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.
 Students will rehearse different ways of speaking according to the formality of the setting.

Grade 12



English Level 2: Unit 13-06

GRADE LEVEL EXAMPLE 3.3.1h. AL.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.

Students will test appropriate use of newly acquired gestures and language.

Grade 12

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

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