

Rosetta Stone Version 2 - English Master

English Language Learners

Grade K

United States Standards - New York Standards

STRAND / PERFORMANCE INDICATOR

- 1.1. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Identify and use basic reading and listening strategies to make text comprehensible and meaningful. Such strategies include predicting; previewing; reviewing; recognizing sight words; listening selectively; listening for a specific purpose; listening for main ideas and details; using context clues, cognates, and an understanding of letter-sound relationships. (L, R)

Grade K

English Level 1: Unit 05-11

English Level 1: Unit 06-02

English Level 1: Unit 08-08

STRAND / PERFORMANCE INDICATOR

- 1.2. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- View, listen to, read, gather, organize, and discuss information from various sources. Such sources include story and picture books, audio and media presentations, and oral interviews. (L, S, R, W)

Grade K

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 05-02

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 1: Unit 08-11

STRAND / PERFORMANCE INDICATOR

- 1.4. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Compare, contrast, and categorize to gain a deeper understanding of information and objects. (L, S, R, W)

Grade K

English Level 1: Unit 01-01

English Level 1: Unit 01-05

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 03-04

English Level 1: Unit 03-06

English Level 1: Unit 03-08

English Level 1: Unit 04-02

English Level 1: Unit 04-10

English Level 1: Unit 05-07

English Level 1: Unit 05-11



English Level 1: Unit 06-03
 English Level 1: Unit 06-08
 English Level 1: Unit 07-03
 English Level 1: Unit 07-11
 English Level 1: Unit 08-03

STRAND / PERFORMANCE INDICATOR

- 1.5. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Formulate, ask, and respond to questions to obtain and provide information and meaning. (L, S, R, W)

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 05-04
 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

STRAND / PERFORMANCE INDICATOR

- 1.6. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Formulate and share opinions about information and ideas with reference to features in oral and written text such as details and facts. (L, S, R, W)

Grade K

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

STRAND / PERFORMANCE INDICATOR

- 1.7. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Present information clearly in oral and graphic forms. Such forms include retelling, paraphrases, stories, letters, posters, picture summaries, and other graphics. (S, W)

Grade K

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05



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

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INDICATOR**

- 1.9. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Convey information, using some organizational patterns and structures. Such patterns and structures include chronological order, rhyming patterns, and similarities and differences. (S, W)

Grade K

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



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- 1.11. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Express and develop ideas and understanding, using some elements of the 'writing process.' Such as word mapping, brainstorming, drawing, and writing letters, words, and simple sentences. (L, S, R, W)

Grade K

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

STRAND / PERFORMANCE
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- 1.12. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Become familiar with some conventions of American English. Such conventions include grammar, pronunciation, spelling, punctuation, and capitalization. (L, S, R, W)

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 08-01
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STRAND / PERFORMANCE
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- 1.13. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Engage in collaborative activities through a variety of student groupings to gather, share, discuss, and present information. (L, S, R, W)

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 05-04
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 English Level 1: Unit 08-11

**STRAND / PERFORMANCE
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1.15. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Apply self-monitoring and self-correcting strategies for language production. Such strategies include referring to illustrations, asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

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

**STRAND / PERFORMANCE
INDICATOR**

1.16. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful. Such strategies include asking questions and using prior knowledge, using graphic organizers, context clues and cognates. (L, S, R, W)

Grade K

English Level 1: Unit 04-08



STRAND / PERFORMANCE INDICATOR

- 2.1. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

View, listen to, read, and discuss literature of different genres. Such genres include picture books, fables, poems, myths, songs, and media productions. (L, S, R)

Grade K

English Level 1: Unit 05-02

English Level 1: Unit 08-11

STRAND / PERFORMANCE INDICATOR

- 2.2. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Use basic reading and listening strategies to make literary text comprehensible and meaningful. Such strategies include previewing, reviewing, listening selectively, listening for a specific purpose, and listening for main ideas and details. (L, R)

Grade K

English Level 1: Unit 05-02

English Level 1: Unit 05-11

English Level 1: Unit 08-08

English Level 1: Unit 08-11

STRAND / PERFORMANCE INDICATOR

- 2.3. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Recognize some features that distinguish some genres and use those features to aid comprehension. (L, S, R)

Grade K

English Level 1: Unit 05-02

English Level 1: Unit 08-11

STRAND / PERFORMANCE INDICATOR

- 2.4. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Identify key literary elements in texts and relate those features to students' own experiences. Such elements include setting, character, plot, and point of view. (S, R)

Grade K

English Level 1: Unit 01-02

English Level 1: Unit 02-02

English Level 1: Unit 03-01

English Level 1: Unit 05-11

STRAND / PERFORMANCE INDICATOR

- 2.5. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for



self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Make predictions and inferences, and discuss the meaning of literary works to understand text presented orally and in written form. (L, S, R)

Grade K

English Level 1: Unit 01-09

English Level 1: Unit 02-08

English Level 1: Unit 05-02

English Level 1: Unit 06-02

English Level 1: Unit 06-05

English Level 1: Unit 08-11

STRAND / PERFORMANCE INDICATOR

- 2.6. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Develop comprehension of text to prepare to read aloud. (S, R)

Grade K

English Level 1: Unit 02-02

English Level 1: Unit 04-09

English Level 1: Unit 05-01

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 08-11

STRAND / PERFORMANCE INDICATOR

- 2.7. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Present personal responses to published literature through words or pictures, referring to features of the text. Such features include characters, setting, plot, ideas, events, and vocabulary. (L, S, R, W)

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 06-08

English Level 1: Unit 08-11

STRAND / PERFORMANCE INDICATOR

- 2.8. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Create personal stories, using appropriate vocabulary and elements of the literature students have read or heard. (S, W)

Grade K

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-04



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

**STRAND / PERFORMANCE
INDICATOR**

- 2.9. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Engage in collaborative activities through a variety of student groupings to create and respond to literature. Such groupings include small groups and interest groups. (L, S, R, W)

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 05-02
 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 1: Unit 08-11

**STRAND / PERFORMANCE
 INDICATOR**

- 2.10. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Create, discuss, and respond to literary works with attention to appropriate vocabulary, grammar, spelling, and punctuation. (L, S, R, W)

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
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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



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
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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 07-08
 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

**STRAND / PERFORMANCE
INDICATOR**

2.11. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts. Such strategies include referring to illustrations, asking questions, and exploring alternative pronunciations or ways of saying things. (L, S, R, W)

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 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
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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 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

STRAND / PERFORMANCE
INDICATOR

- 2.12. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Apply learning strategies to comprehend literature and produce literary responses. Such strategies include asking questions and using prior knowledge, graphic organizers, context clues, and cognates. (L, S, R, W)



Grade K

English Level 1: Unit 04-08

English Level 1: Unit 05-02

STRAND / PERFORMANCE INDICATOR

- 3.1. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Form and express responses to ideas through reading, listening, viewing, discussing, and writing. (L, S, R, W)

Grade K

English Level 1: Unit 05-02

English Level 1: Unit 05-05

English Level 1: Unit 06-08

English Level 1: Unit 08-06

English Level 1: Unit 08-10

English Level 1: Unit 08-11

STRAND / PERFORMANCE INDICATOR

- 3.2. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Evaluate the quality of written or spoken texts, visual presentations, and experiences, on the basis of criteria such as attractiveness of illustrations, appeal of characters, and believability of story. (L, S, R)

Grade K

English Level 1: Unit 03-09

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 06-08

English Level 1: Unit 08-11

STRAND / PERFORMANCE INDICATOR

- 3.4. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Evaluate students' own and others' work individually and collaboratively, on the basis of established criteria. Criteria include visual presentation and clarity of ideas. (L, S, R, W)

Grade K

English Level 1: Unit 02-03

English Level 1: Unit 03-01

English Level 1: Unit 03-09

STRAND / PERFORMANCE INDICATOR

- 3.6. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Speak persuasively and clearly with attention to appropriate grammar, vocabulary, and pronunciation. (S)

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

STRAND / PERFORMANCE
 INDICATOR

- 3.7. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Engage in collaborative activities through a variety of student groupings to discuss and share experiences, ideas, information, and opinions. (L, S, R, W)

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
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 English Level 1: Unit 03-01
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English Level 1: Unit 04-09
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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

**STRAND / PERFORMANCE
INDICATOR**

- 3.8. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Apply self-monitoring and self-correcting strategies to adjust language production to effectively express ideas and opinions. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

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 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
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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

STRAND / PERFORMANCE INDICATOR

- 3.9. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Apply learning strategies to explore a variety of materials. Such strategies include asking questions and using



prior knowledge, graphic organizers, context clues, and cognates. (L, S, R, W)

Grade K

English Level 1: Unit 04-08

STRAND / PERFORMANCE INDICATOR

- 4.2. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences. Such audiences include peers, classes, teachers, and other adults. (L, S, R, W)

Grade K

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-06

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 1: Unit 08-11

**STRAND / PERFORMANCE
 INDICATOR**

- 4.3. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. (L, S, R, W)

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 04-03
 English Level 1: Unit 04-05
 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 06-11
 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

**STRAND / PERFORMANCE
 INDICATOR**

- 4.4. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics. (L, S)

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



STRAND / PERFORMANCE
INDICATOR

- 4.5. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
Explain actions, choices, and decisions in social and classroom situations. (S)

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 02-07
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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
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English Level 1: Unit 03-07
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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 05-03
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
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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
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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

STRAND / PERFORMANCE
INDICATOR

- 4.6. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Understand and use some basic oral communication strategies in American English. Such strategies include indicating lack of understanding, restating or asking for restatement, requesting clarification, and asking how to say something new. (L, S)

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
 English Level 1: Unit 08-11

STRAND / PERFORMANCE
INDICATOR

- 4.7. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Follow oral and written directions to participate in classroom and social activities. (L, R)

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
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English Level 1: Unit 04-01
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English Level 1: Unit 07-10



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

STRAND / PERFORMANCE
INDICATOR

- 4.8. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Negotiate and manage interactions to accomplish social and classroom tasks. (L, S)

Grade K

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

STRAND / PERFORMANCE
INDICATOR

- 4.9. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Use appropriate vocabulary, language, and interaction styles for various audiences and social or school situations. Such expressions and routines include asking permission, making and responding to requests, greeting, closing, and thanking, orally or in writing. Such situations include chatting with friends, participating in group discussions, and greeting a principal or other adult. (L, S, R, W)

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 03-10
 English Level 1: Unit 04-01



English Level 1: Unit 04-02
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 English Level 1: Unit 08-11

**STRAND / PERFORMANCE
INDICATOR**

- 4.10. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Demonstrate appropriate classroom behaviors. Such behaviors include participating in small group and whole class discussions, being courteous, and respecting the person and property of others. (L, S, R, W)

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 07-08
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 English Level 1: Unit 08-11

STRAND / PERFORMANCE
 INDICATOR

- 4.11. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Discover alternative ways of saying things in social and classroom interactions. (L, S, R, W)

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

**STRAND / PERFORMANCE
INDICATOR**

- 4.12. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Apply self-monitoring and self-correcting strategies in social and classroom interactions. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

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
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 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
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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

**STRAND / PERFORMANCE
INDICATOR**

- 5.1. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.
- Demonstrate familiarity with some cultural and language patterns and norms in American English. Such pattern and norms include levels of formality, idioms, and humor. (L, S, R, W)

Grade K

English Level 1: Unit 02-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-10



STRAND / PERFORMANCE
INDICATOR

- 5.4. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.

Interpret and demonstrate knowledge of nonverbal communication, and understand the contexts in which they are used appropriately. Such means of nonverbal communication include gestures, body language, volume, and stress. (L, S)

Grade K

English Level 1: Unit 01-09

English Level 1: Unit 02-08

English Level 1: Unit 05-10

English Level 1: Unit 06-05

STRAND / PERFORMANCE
INDICATOR

- 5.5. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.

Listen to, read, and respond to myths, folktales, and literature from the United States and international regions and cultures, including the students' own. (L, S, R, W)

Grade K

English Level 1: Unit 05-02

English Level 1: Unit 08-11

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Rosetta Stone Version 2 - English Master

English Language Learners

Grade 1

United States Standards - New York Standards

STRAND / PERFORMANCE INDICATOR

- 1.1. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Identify and use basic reading and listening strategies to make text comprehensible and meaningful. Such strategies include predicting; previewing; reviewing; recognizing sight words; listening selectively; listening for a specific purpose; listening for main ideas and details; using context clues, cognates, and an understanding of letter-sound relationships. (L, R)

Grade 1

English Level 1: Unit 05-11

English Level 1: Unit 06-02

English Level 1: Unit 08-08

STRAND / PERFORMANCE INDICATOR

- 1.2. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- View, listen to, read, gather, organize, and discuss information from various sources. Such sources include story and picture books, audio and media presentations, and oral interviews. (L, S, R, W)

Grade 1

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 05-02

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 1: Unit 08-11

STRAND / PERFORMANCE INDICATOR

- 1.4. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Compare, contrast, and categorize to gain a deeper understanding of information and objects. (L, S, R, W)

Grade 1

English Level 1: Unit 01-01

English Level 1: Unit 01-05

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 03-04

English Level 1: Unit 03-06

English Level 1: Unit 03-08

English Level 1: Unit 04-02

English Level 1: Unit 04-10

English Level 1: Unit 05-07

English Level 1: Unit 05-11



English Level 1: Unit 06-03
 English Level 1: Unit 06-08
 English Level 1: Unit 07-03
 English Level 1: Unit 07-11
 English Level 1: Unit 08-03

STRAND / PERFORMANCE
INDICATOR

- 1.5. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Formulate, ask, and respond to questions to obtain and provide information and meaning. (L, S, R, W)

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 05-04
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 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

STRAND / PERFORMANCE
INDICATOR

- 1.6. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Formulate and share opinions about information and ideas with reference to features in oral and written text such as details and facts. (L, S, R, W)

Grade 1

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

STRAND / PERFORMANCE
INDICATOR

- 1.7. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Present information clearly in oral and graphic forms. Such forms include retelling, paraphrases, stories, letters, posters, picture summaries, and other graphics. (S, W)

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05



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

**STRAND / PERFORMANCE
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- 1.9. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Convey information, using some organizational patterns and structures. Such patterns and structures include chronological order, rhyming patterns, and similarities and differences. (S, W)

Grade 1

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



STRAND / PERFORMANCE
INDICATOR

- 1.11. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Express and develop ideas and understanding, using some elements of the 'writing process.' Such as word mapping, brainstorming, drawing, and writing letters, words, and simple sentences. (L, S, R, W)

Grade 1

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

STRAND / PERFORMANCE
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- 1.12. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Become familiar with some conventions of American English. Such conventions include grammar, pronunciation, spelling, punctuation, and capitalization. (L, S, R, W)

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

STRAND / PERFORMANCE
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- 1.13. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Engage in collaborative activities through a variety of student groupings to gather, share, discuss, and present information. (L, S, R, W)

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
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1.15. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Apply self-monitoring and self-correcting strategies for language production. Such strategies include referring to illustrations, asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

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
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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 08-10
 English Level 1: Unit 08-11

**STRAND / PERFORMANCE
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1.16. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful. Such strategies include asking questions and using prior knowledge, using graphic organizers, context clues and cognates. (L, S, R, W)

Grade 1

English Level 1: Unit 04-08



STRAND / PERFORMANCE INDICATOR

- 2.1. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

View, listen to, read, and discuss literature of different genres. Such genres include picture books, fables, poems, myths, songs, and media productions. (L, S, R)

Grade 1

English Level 1: Unit 05-02

English Level 1: Unit 08-11

STRAND / PERFORMANCE INDICATOR

- 2.2. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Use basic reading and listening strategies to make literary text comprehensible and meaningful. Such strategies include previewing, reviewing, listening selectively, listening for a specific purpose, and listening for main ideas and details. (L, R)

Grade 1

English Level 1: Unit 05-02

English Level 1: Unit 05-11

English Level 1: Unit 08-08

English Level 1: Unit 08-11

STRAND / PERFORMANCE INDICATOR

- 2.3. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Recognize some features that distinguish some genres and use those features to aid comprehension. (L, S, R)

Grade 1

English Level 1: Unit 05-02

English Level 1: Unit 08-11

STRAND / PERFORMANCE INDICATOR

- 2.4. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Identify key literary elements in texts and relate those features to students' own experiences. Such elements include setting, character, plot, and point of view. (S, R)

Grade 1

English Level 1: Unit 01-02

English Level 1: Unit 02-02

English Level 1: Unit 03-01

English Level 1: Unit 05-11

STRAND / PERFORMANCE INDICATOR

- 2.5. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for



self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Make predictions and inferences, and discuss the meaning of literary works to understand text presented orally and in written form. (L, S, R)

Grade 1

English Level 1: Unit 01-09

English Level 1: Unit 02-08

English Level 1: Unit 05-02

English Level 1: Unit 06-02

English Level 1: Unit 06-05

English Level 1: Unit 08-11

STRAND / PERFORMANCE INDICATOR

- 2.6. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Develop comprehension of text to prepare to read aloud. (S, R)

Grade 1

English Level 1: Unit 02-02

English Level 1: Unit 04-09

English Level 1: Unit 05-01

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 08-11

STRAND / PERFORMANCE INDICATOR

- 2.7. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Present personal responses to published literature through words or pictures, referring to features of the text. Such features include characters, setting, plot, ideas, events, and vocabulary. (L, S, R, W)

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 06-08

English Level 1: Unit 08-11

STRAND / PERFORMANCE INDICATOR

- 2.8. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Create personal stories, using appropriate vocabulary and elements of the literature students have read or heard. (S, W)

Grade 1

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-04



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

STRAND / PERFORMANCE INDICATOR

- 2.9. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Engage in collaborative activities through a variety of student groupings to create and respond to literature. Such groupings include small groups and interest groups. (L, S, R, W)

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

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- 2.10. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Create, discuss, and respond to literary works with attention to appropriate vocabulary, grammar, spelling, and punctuation. (L, S, R, W)

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
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 English Level 1: Unit 08-11

STRAND / PERFORMANCE INDICATOR

2.11. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts. Such strategies include referring to illustrations, asking questions, and exploring alternative pronunciations or ways of saying things. (L, S, R, W)

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 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 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 06-05
 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 07-03
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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

STRAND / PERFORMANCE
INDICATOR

- 2.12. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Apply learning strategies to comprehend literature and produce literary responses. Such strategies include asking questions and using prior knowledge, graphic organizers, context clues, and cognates. (L, S, R, W)



Grade 1

English Level 1: Unit 04-08

English Level 1: Unit 05-02

STRAND / PERFORMANCE INDICATOR

- 3.1. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Form and express responses to ideas through reading, listening, viewing, discussing, and writing. (L, S, R, W)

Grade 1

English Level 1: Unit 05-02

English Level 1: Unit 05-05

English Level 1: Unit 06-08

English Level 1: Unit 08-06

English Level 1: Unit 08-10

English Level 1: Unit 08-11

STRAND / PERFORMANCE INDICATOR

- 3.2. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Evaluate the quality of written or spoken texts, visual presentations, and experiences, on the basis of criteria such as attractiveness of illustrations, appeal of characters, and believability of story. (L, S, R)

Grade 1

English Level 1: Unit 03-09

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 06-08

English Level 1: Unit 08-11

STRAND / PERFORMANCE INDICATOR

- 3.4. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Evaluate students' own and others' work individually and collaboratively, on the basis of established criteria. Criteria include visual presentation and clarity of ideas. (L, S, R, W)

Grade 1

English Level 1: Unit 02-03

English Level 1: Unit 03-01

English Level 1: Unit 03-09

STRAND / PERFORMANCE INDICATOR

- 3.6. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Speak persuasively and clearly with attention to appropriate grammar, vocabulary, and pronunciation. (S)

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

STRAND / PERFORMANCE
INDICATOR

- 3.7. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Engage in collaborative activities through a variety of student groupings to discuss and share experiences, ideas, information, and opinions. (L, S, R, W)

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

STRAND / PERFORMANCE
INDICATOR

- 3.8. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Apply self-monitoring and self-correcting strategies to adjust language production to effectively express ideas and opinions. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

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

STRAND / PERFORMANCE
 INDICATOR

- 3.9. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Apply learning strategies to explore a variety of materials. Such strategies include asking questions and using



prior knowledge, graphic organizers, context clues, and cognates. (L, S, R, W)

Grade 1

English Level 1: Unit 04-08

STRAND / PERFORMANCE INDICATOR

- 4.2. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences. Such audiences include peers, classes, teachers, and other adults. (L, S, R, W)

Grade 1

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-06

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 1: Unit 08-11

**STRAND / PERFORMANCE
 INDICATOR**

- 4.3. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. (L, S, R, W)

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 04-03
 English Level 1: Unit 04-05
 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 06-11
 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

**STRAND / PERFORMANCE
 INDICATOR**

- 4.4. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics. (L, S)

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



STRAND / PERFORMANCE
INDICATOR

- 4.5. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
Explain actions, choices, and decisions in social and classroom situations. (S)

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
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 English Level 1: Unit 08-11

STRAND / PERFORMANCE
INDICATOR

- 4.6. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Understand and use some basic oral communication strategies in American English. Such strategies include indicating lack of understanding, restating or asking for restatement, requesting clarification, and asking how to say something new. (L, S)

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
 English Level 1: Unit 08-11

STRAND / PERFORMANCE
INDICATOR

- 4.7. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Follow oral and written directions to participate in classroom and social activities. (L, R)

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
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English Level 1: Unit 04-01
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English Level 1: Unit 06-07
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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
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

STRAND / PERFORMANCE
INDICATOR

- 4.8. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Negotiate and manage interactions to accomplish social and classroom tasks. (L, S)

Grade 1

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

STRAND / PERFORMANCE
INDICATOR

- 4.9. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Use appropriate vocabulary, language, and interaction styles for various audiences and social or school situations. Such expressions and routines include asking permission, making and responding to requests, greeting, closing, and thanking, orally or in writing. Such situations include chatting with friends, participating in group discussions, and greeting a principal or other adult. (L, S, R, W)

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

STRAND / PERFORMANCE
INDICATOR

- 4.10. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Demonstrate appropriate classroom behaviors. Such behaviors include participating in small group and whole class discussions, being courteous, and respecting the person and property of others. (L, S, R, W)

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

STRAND / PERFORMANCE
 INDICATOR

- 4.11. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Discover alternative ways of saying things in social and classroom interactions. (L, S, R, W)

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

**STRAND / PERFORMANCE
INDICATOR**

- 4.12. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Apply self-monitoring and self-correcting strategies in social and classroom interactions. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

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
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 English Level 1: Unit 01-10
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English Level 1: Unit 02-04
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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

**STRAND / PERFORMANCE
INDICATOR**

- 5.1. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.
- Demonstrate familiarity with some cultural and language patterns and norms in American English. Such pattern and norms include levels of formality, idioms, and humor. (L, S, R, W)

Grade 1

English Level 1: Unit 02-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-10



STRAND / PERFORMANCE
INDICATOR

- 5.4. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.

Interpret and demonstrate knowledge of nonverbal communication, and understand the contexts in which they are used appropriately. Such means of nonverbal communication include gestures, body language, volume, and stress. (L, S)

Grade 1

English Level 1: Unit 01-09

English Level 1: Unit 02-08

English Level 1: Unit 05-10

English Level 1: Unit 06-05

STRAND / PERFORMANCE
INDICATOR

- 5.5. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.

Listen to, read, and respond to myths, folktales, and literature from the United States and international regions and cultures, including the students' own. (L, S, R, W)

Grade 1

English Level 1: Unit 05-02

English Level 1: Unit 08-11

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Rosetta Stone Version 2 - English Master

English Language Learners

Grade 2

United States Standards - New York Standards

STRAND / PERFORMANCE INDICATOR

- 1.1. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Identify and use reading and listening strategies to make text comprehensible and meaningful. Such strategies include skimming; scanning; previewing; reviewing; discussing; listening selectively; listening for a specific purpose; listening for main ideas and details; using structural and context clues, cognates, format, sequence, and an understanding of letter-sound relationships to decode difficult words. (L, R)

Grade 2

English Level 1: Unit 04-08

English Level 1: Unit 05-11

English Level 1: Unit 08-08

English Level 1: Unit 08-11

STRAND / PERFORMANCE INDICATOR

- 1.2. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Read, gather, view, listen to, organize, discuss, and interpret information related to academic content areas from various sources. Such sources include reference books, magazines, textbooks, the Internet, audio and media presentations, oral interviews, charts, graphs, maps, and diagrams. (L, S, R, W)

Grade 2

English Level 1: Unit 01-05

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-08

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 06-08

English Level 1: Unit 08-10

STRAND / PERFORMANCE INDICATOR

- 1.4. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Compare, contrast, and categorize, to gain a deeper understanding of information and objects. (L, S, R, W)

Grade 2

English Level 1: Unit 01-01

English Level 1: Unit 01-05

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 03-04

English Level 1: Unit 03-06

English Level 1: Unit 03-08

English Level 1: Unit 04-02

English Level 1: Unit 04-10

English Level 1: Unit 05-07

English Level 1: Unit 05-11



English Level 1: Unit 06-03
 English Level 1: Unit 06-08
 English Level 1: Unit 07-03
 English Level 1: Unit 07-11
 English Level 1: Unit 08-03

STRAND / PERFORMANCE INDICATOR

- 1.5. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Formulate, ask, and respond to questions to obtain, clarify, and extend information and meaning. (L, S, R, W)

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 05-04
 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

STRAND / PERFORMANCE INDICATOR

- 1.6. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Make and support inferences about information and ideas with reference to features in oral and written text. Such features include vocabulary, facts, sequence, and details. (L, S, R, W)

Grade 2

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

STRAND / PERFORMANCE INDICATOR

- 1.7. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic content areas. Such forms include retelling, paraphrases, summaries, stories, brief reports, posters, picture summaries, charts, and other graphics. (S, W)

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 02-02
 English Level 1: Unit 02-05



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

STRAND / PERFORMANCE INDICATOR

- 1.8. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Select a focus, organization, and point of view for oral and written presentations. (S, W)

Grade 2

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

STRAND / PERFORMANCE INDICATOR

- 1.9. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Convey information, using a variety of organizational patterns and structures. Such patterns and structures include chronological order, cause and effect, similarities and differences, and general-to-specific presentation. (S, W)

Grade 2

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

STRAND / PERFORMANCE INDICATOR

- 1.11. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret,



apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Use the process of prewriting, drafting, revising, and proofreading (the 'writing process') to produce well-constructed informational texts. (L, S, R, W)

Grade 2

English Level 1: Unit 01-07

English Level 1: Unit 02-05

English Level 1: Unit 04-10

English Level 1: Unit 06-01

English Level 1: Unit 06-06

English Level 1: Unit 07-01

English Level 1: Unit 08-11

STRAND / PERFORMANCE INDICATOR

1.12. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Convey information and ideas through spoken and written language, using conventions and features of American English. Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization, and paragraphing. (L, S, R, W)

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

STRAND / PERFORMANCE INDICATOR

1.13. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, and present information. Such groupings include small groups, cooperative learning groups, process writing groups, research groups, and interest groups. (L, S, R, W)

Grade 2

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

STRAND / PERFORMANCE INDICATOR

- 1.15. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. Such strategies include referring to illustrations, asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

Grade 2

English Level 1: Unit 01-01
 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

STRAND / PERFORMANCE INDICATOR

- 1.16. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful. Such strategies include asking questions; using prior knowledge, graphic organizers, and context cues; planning; note taking; questioning; exploring cognates and root words; and applying ideas to new settings or experiences. (L, S, R, W)

Grade 2

English Level 1: Unit 04-08

STRAND / PERFORMANCE INDICATOR

- 2.1. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Read, listen to, view, write about, and discuss a variety of literature of different genres. Such genres include picture books, poems, articles and stories from children's magazines, fables, myths and legends, songs, plays and media productions, and works of fiction and nonfiction intended for young readers, including works of American popular culture. (L, S, R, W)



Grade 2

English Level 1: Unit 03-08
English Level 1: Unit 05-02
English Level 1: Unit 05-05
English Level 1: Unit 06-08
English Level 1: Unit 06-11
English Level 1: Unit 08-06
English Level 1: Unit 08-10
English Level 1: Unit 08-11

STRAND / PERFORMANCE INDICATOR

- 2.2. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Identify and use reading and listening strategies to make literary text comprehensible and meaningful. Such strategies include skimming, scanning, previewing, reviewing, listening selectively or for a specific purpose, and listening for main ideas and details. (L, R)

Grade 2

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

STRAND / PERFORMANCE INDICATOR

- 2.3. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Recognize some features that distinguish some genres and use those features to aid comprehension. (L, R)

Grade 2

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

STRAND / PERFORMANCE INDICATOR

- 2.4. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Locate and identify key literary elements in texts and relate those elements to those in other works and to students' own experiences. Such elements include setting, character, plot, theme, repetition, and point of view. (L, S, R, W)

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

STRAND / PERFORMANCE INDICATOR

- 2.5. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and



performances represent.

Make predictions, inferences, and deductions, and discuss the meaning of literary works with some attention to meaning beyond the literal level, to understand and interpret text presented orally and in written form. (L, S, R)

Grade 2

English Level 1: Unit 01-09

English Level 1: Unit 02-08

English Level 1: Unit 05-02

English Level 1: Unit 06-02

English Level 1: Unit 06-05

STRAND / PERFORMANCE INDICATOR

- 2.6. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Read aloud with confidence, accuracy, and fluency. (S, R)

Grade 2

English Level 1: Unit 02-02

English Level 1: Unit 04-09

English Level 1: Unit 05-01

English Level 1: Unit 07-01

English Level 1: Unit 07-02

STRAND / PERFORMANCE INDICATOR

- 2.7. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Compose and present personal and formal responses to published literature and the work of peers, referring to details and features of text. Such features include characters, setting, plot, ideas, events, vocabulary, and text structure. (L, S, R, W)

Grade 2

English Level 1: Unit 05-02

English Level 1: Unit 05-05

English Level 1: Unit 05-11

English Level 1: Unit 06-02

English Level 1: Unit 06-03

English Level 1: Unit 06-08

English Level 1: Unit 08-06

English Level 1: Unit 08-10

English Level 1: Unit 08-11

STRAND / PERFORMANCE INDICATOR

- 2.8. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Create personal stories, poems, and songs, including those that reflect traditional and popular American culture; use appropriate vocabulary and elements of the literature students have read or heard. (S, W)

Grade 2

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-04

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 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
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 English Level 1: Unit 08-07
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 English Level 1: Unit 08-11

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INDICATOR

- 2.9. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Engage in collaborative activities through a variety of student groupings to create and respond to literature. Such groupings include small groups, cooperative learning groups, literature circles, and process writing groups. (L, S, R, W)



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 05-02
 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 1: Unit 08-11

STRAND / PERFORMANCE INDICATOR

2.10. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Create, discuss, interpret, and respond to literary works, using appropriate and effective vocabulary, grammar, spelling, and punctuation in writing, and using appropriate vocabulary, grammar, and pronunciation in speaking. (L, S, R, W)

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
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 English Level 1: Unit 04-08



English Level 1: Unit 04-09
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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

STRAND / PERFORMANCE INDICATOR

- 2.11. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

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 06-08
 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

STRAND / PERFORMANCE INDICATOR

- 2.12. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Apply learning strategies to comprehend and make inferences about literature and produce literary responses. Such strategies include asking questions, using prior knowledge, graphic organizers, and context clues; planning; note taking; and exploring cognates and root words. (L, S, R, W)

Grade 2

English Level 1: Unit 05-02

STRAND / PERFORMANCE INDICATOR

- 3.1. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Form and express responses to a variety of literary, informational, and persuasive material through reading, listening, viewing, discussing, and writing; use details and evidence as support. (L, S, R, W)

Grade 2

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

STRAND / PERFORMANCE INDICATOR

- 3.2. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Evaluate the quality and dependability of written or spoken texts and visual presentations, on the basis of established criteria; and evaluate the logic and believability of claims made in persuasive material. (L, S, R, W)

Grade 2

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

STRAND / PERFORMANCE INDICATOR

- 3.4. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Evaluate students' own and others' work, individually and collaboratively, on the basis of a variety of criteria.



Criteria include visual presentation, clarity of ideas, logic, originality, comprehensiveness, and use of English vocabulary, grammar, and register. (L, S, R, W)

Grade 2

English Level 1: Unit 01-10

English Level 1: Unit 02-03

English Level 1: Unit 03-01

English Level 1: Unit 03-09

STRAND / PERFORMANCE INDICATOR

- 3.6. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue). Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. (S, W)

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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**STRAND / PERFORMANCE
 INDICATOR**

- 3.7. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Engage in collaborative activities through a variety of groupings to discuss, share, reflect on, develop, and express, and to interpret opinions and evaluations about a variety of experiences, ideas, and information. Such groupings include small groups, discussion groups, process writing groups, and cooperative learning groups. (L, S, R, W)

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

STRAND / PERFORMANCE INDICATOR

- 3.8. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation and standards for a particular genre (e.g., debate, speech, argument), to adjust presentation and language production to effectively express opinions and evaluations. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

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

STRAND / PERFORMANCE INDICATOR

- 3.9. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Apply learning strategies to examine, interpret, and evaluate a variety of materials. Such strategies include using prior knowledge, graphic organizers, and context clues, planning, note taking, and exploring cognates and root words. (L, S, R, W)

Grade 2

English Level 1: Unit 04-08

STRAND / PERFORMANCE INDICATOR

- 4.1. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
- Use a variety of oral, print, and electronic forms for social communication and for writing to or for self, applying the conventions of social writing. Such forms include friendly notes, invitations, and electronic messages, diary entries, and notes to self. (L, S, R, W)

Grade 2

English Level 1: Unit 04-10

STRAND / PERFORMANCE INDICATOR

- 4.2. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
- Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences. Such audiences include peers, classes, teachers, and other adults. (L, S, R, W)

Grade 2

English Level 1: Unit 01-01



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

STRAND / PERFORMANCE
INDICATOR

- 4.3. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Request and provide information and assistance, orally or in writing, for personal, social, and academic



purposes. (L, S, R, W)

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 04-03
 English Level 1: Unit 04-05
 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 06-11
 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

STRAND / PERFORMANCE
 INDICATOR

- 4.4. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics. (L, S)

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
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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

STRAND / PERFORMANCE
 INDICATOR

- 4.5. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Explain actions, choices, and decisions in social and academic situations. (S, W)

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
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English Level 1: Unit 04-10
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English Level 1: Unit 05-03
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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
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

STRAND / PERFORMANCE
INDICATOR

- 4.6. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Understand and use a variety of oral communication strategies in American English for various social and academic purposes. Such strategies include indicating lack of understanding, clarifying or requesting clarification, restatement, and checking listeners' understanding. (L, S, W)

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
 English Level 1: Unit 08-11

STRAND / PERFORMANCE
INDICATOR

- 4.7. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Follow oral and written directions to participate in classroom and social activities. (L, R)

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
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English Level 1: Unit 03-06
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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



STRAND / PERFORMANCE INDICATOR

- 4.8. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
Negotiate and manage interactions to accomplish social and classroom tasks. (L, S)

Grade 2

English Level 1: Unit 02-06

English Level 1: Unit 04-03

English Level 1: Unit 04-07

STRAND / PERFORMANCE INDICATOR

- 4.9. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations. Such expressions and routines include asking permission, making and responding to requests, greeting, making promises, thanking, and apologizing. Such situations include chatting with friends, participating in group discussions, greeting a principal or other adult, and making purchases. (L, S, R, W)

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

**STRAND / PERFORMANCE
INDICATOR**

- 4.10. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Demonstrate appropriate classroom behaviors (e.g., participating in small group and whole class discussions, being courteous, respecting the person and property of others). (L, S, R, W)

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
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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

STRAND / PERFORMANCE INDICATOR

- 4.11. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
Discover alternative ways of saying things in social and classroom interactions. (L, S, R, W)

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
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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

STRAND / PERFORMANCE
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- 4.12. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Apply self-monitoring and self-correcting strategies in social and classroom interactions. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

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 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-03
 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 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

**STRAND / PERFORMANCE
INDICATOR**

- 5.1. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.

Demonstrate familiarity with cultural and language patterns and norms in American English. Such patterns and norms include levels of formality, slang, humor, idioms, and rhetorical patterns. (L, S, R, W)

Grade 2

English Level 1: Unit 03-08

**STRAND / PERFORMANCE
INDICATOR**

- 5.4. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.

Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately. Such means of nonverbal communication include gestures, body language, volume, stress, and intonation. (L, S)

Grade 2

English Level 1: Unit 01-09

English Level 1: Unit 02-08

English Level 1: Unit 05-10



English Level 1: Unit 06-05

STRAND / PERFORMANCE INDICATOR

- 5.5. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.
- Read, listen to, and discuss myths, folktales, and literature from the United States and international regions and cultures, including the students' own, and identify similarities and differences among them. (L, S, R, W)

Grade 2

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

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Rosetta Stone Version 2 - English Master

English Language Learners

Grade 3

United States Standards - New York Standards

STRAND / PERFORMANCE INDICATOR

- 1.1. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Identify and use reading and listening strategies to make text comprehensible and meaningful. Such strategies include skimming; scanning; previewing; reviewing; discussing; listening selectively; listening for a specific purpose; listening for main ideas and details; using structural and context clues, cognates, format, sequence, and an understanding of letter-sound relationships to decode difficult words. (L, R)

Grade 3

English Level 1: Unit 04-08
English Level 1: Unit 05-11
English Level 1: Unit 08-08
English Level 1: Unit 08-11
English Level 2: Unit 11-08
English Level 2: Unit 12-04
English Level 2: Unit 13-02
English Level 2: Unit 14-10

STRAND / PERFORMANCE INDICATOR

- 1.2. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Read, gather, view, listen to, organize, discuss, and interpret information related to academic content areas from various sources. Such sources include reference books, magazines, textbooks, the Internet, audio and media presentations, oral interviews, charts, graphs, maps, and diagrams. (L, S, R, W)

Grade 3

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

STRAND / PERFORMANCE

- 1.4. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information



INDICATOR

and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Compare, contrast, and categorize, to gain a deeper understanding of information and objects. (L, S, R, W)

Grade 3

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

STRAND / PERFORMANCE INDICATOR

- 1.5. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Formulate, ask, and respond to questions to obtain, clarify, and extend information and meaning. (L, S, R, W)

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 05-04



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

STRAND / PERFORMANCE INDICATOR

- 1.6. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Make and support inferences about information and ideas with reference to features in oral and written text. Such features include vocabulary, facts, sequence, and details. (L, S, R, W)

Grade 3

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

STRAND / PERFORMANCE INDICATOR

- 1.7. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Present information clearly in a variety of oral and written forms for different audiences and purposes related



to all academic content areas. Such forms include retelling, paraphrases, summaries, stories, brief reports, posters, picture summaries, charts, and other graphics. (S, W)

Grade 3

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



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

**STRAND / PERFORMANCE
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- 1.8. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Select a focus, organization, and point of view for oral and written presentations. (S, W)

Grade 3

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

**STRAND / PERFORMANCE
INDICATOR**

- 1.9. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret,



apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Convey information, using a variety of organizational patterns and structures. Such patterns and structures include chronological order, cause and effect, similarities and differences, and general-to-specific presentation. (S, W)

Grade 3

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

STRAND / PERFORMANCE INDICATOR

- 1.10. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Distinguish between fact and opinion, and relevant and irrelevant information. (L, S, R, W)

Grade 3

English Level 2: Unit 12-09
 English Level 2: Unit 16-09

STRAND / PERFORMANCE INDICATOR

- 1.11. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Use the process of prewriting, drafting, revising, and proofreading (the 'writing process') to produce well-constructed informational texts. (L, S, R, W)

Grade 3

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

STRAND / PERFORMANCE INDICATOR

- 1.12. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Convey information and ideas through spoken and written language, using conventions and features of American English. Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization, and paragraphing. (L, S, R, W)

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 06-01
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English Level 1: Unit 06-11
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English Level 1: Unit 07-11
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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

STRAND / PERFORMANCE INDICATOR

- 1.13. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.



Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, and present information. Such groupings include small groups, cooperative learning groups, process writing groups, research groups, and interest groups. (L, S, R, W)

Grade 3

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

STRAND / PERFORMANCE INDICATOR

- 1.15. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. Such strategies include referring to illustrations, asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

Grade 3

English Level 1: Unit 01-01
 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 13-06
 English Level 2: Unit 13-08
 English Level 2: Unit 14-08

**STRAND / PERFORMANCE
INDICATOR**

- 1.16. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful. Such strategies include asking questions; using prior knowledge, graphic organizers, and context cues; planning; note taking; questioning; exploring cognates and root words; and applying ideas to new settings or experiences. (L, S, R, W)

Grade 3

English Level 1: Unit 04-08
 English Level 2: Unit 12-08
 English Level 2: Unit 13-02
 English Level 2: Unit 14-10
 English Level 2: Unit 17-01, 17-02, 17-03

**STRAND / PERFORMANCE
INDICATOR**

- 2.1. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Read, listen to, view, write about, and discuss a variety of literature of different genres. Such genres include picture books, poems, articles and stories from children's magazines, fables, myths and legends, songs, plays and media productions, and works of fiction and nonfiction intended for young readers, including works of American popular culture. (L, S, R, W)

Grade 3

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

**STRAND / PERFORMANCE
INDICATOR**

- 2.2. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other



works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Identify and use reading and listening strategies to make literary text comprehensible and meaningful. Such strategies include skimming, scanning, previewing, reviewing, listening selectively or for a specific purpose, and listening for main ideas and details. (L, R)

Grade 3

English Level 1: Unit 05-11

English Level 1: Unit 08-08

English Level 1: Unit 08-11

English Level 2: Unit 11-08

English Level 2: Unit 12-04

English Level 2: Unit 12-08

STRAND / PERFORMANCE INDICATOR

- 2.3. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Recognize some features that distinguish some genres and use those features to aid comprehension. (L, R)

Grade 3

English Level 1: Unit 05-02

English Level 1: Unit 08-11

STRAND / PERFORMANCE INDICATOR

- 2.4. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Locate and identify key literary elements in texts and relate those elements to those in other works and to students' own experiences. Such elements include setting, character, plot, theme, repetition, and point of view. (L, S, R, W)

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

STRAND / PERFORMANCE INDICATOR

- 2.5. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Make predictions, inferences, and deductions, and discuss the meaning of literary works with some attention to meaning beyond the literal level, to understand and interpret text presented orally and in written form. (L, S, R)

Grade 3

English Level 1: Unit 01-09

English Level 1: Unit 02-08

English Level 1: Unit 05-02

English Level 1: Unit 06-02

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

STRAND / PERFORMANCE
INDICATOR

- 2.6. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Read aloud with confidence, accuracy, and fluency. (S, R)

Grade 3

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

STRAND / PERFORMANCE
INDICATOR

- 2.7. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Compose and present personal and formal responses to published literature and the work of peers, referring to details and features of text. Such features include characters, setting, plot, ideas, events, vocabulary, and text structure. (L, S, R, W)

Grade 3

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



English Level 1: Unit 06-08
 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 11-08
 English Level 2: Unit 11-10
 English Level 2: Unit 14-05
 English Level 2: Unit 15-01

STRAND / PERFORMANCE INDICATOR

- 2.8. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Create personal stories, poems, and songs, including those that reflect traditional and popular American culture; use appropriate vocabulary and elements of the literature students have read or heard. (S, W)

Grade 3

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

STRAND / PERFORMANCE INDICATOR

- 2.9. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Engage in collaborative activities through a variety of student groupings to create and respond to literature. Such groupings include small groups, cooperative learning groups, literature circles, and process writing groups. (L, S, R, W)

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 05-02
 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 1: Unit 08-11
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 11-08
 English Level 2: Unit 14-04

STRAND / PERFORMANCE INDICATOR

- 2.10. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Create, discuss, interpret, and respond to literary works, using appropriate and effective vocabulary, grammar, spelling, and punctuation in writing, and using appropriate vocabulary, grammar, and pronunciation in speaking. (L, S, R, W)



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
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English Level 1: Unit 02-06
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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 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

**STRAND / PERFORMANCE
INDICATOR**

- 2.11. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

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 06-08
 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

**STRAND / PERFORMANCE
INDICATOR**

- 2.12. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Apply learning strategies to comprehend and make inferences about literature and produce literary responses. Such strategies include asking questions, using prior knowledge, graphic organizers, and context clues; planning; note taking; and exploring cognates and root words. (L, S, R, W)

Grade 3

English Level 1: Unit 05-02
 English Level 2: Unit 12-08

**STRAND / PERFORMANCE
INDICATOR**

- 3.1. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Form and express responses to a variety of literary, informational, and persuasive material through reading, listening, viewing, discussing, and writing; use details and evidence as support. (L, S, R, W)

Grade 3

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

**STRAND / PERFORMANCE
INDICATOR**

- 3.2. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Evaluate the quality and dependability of written or spoken texts and visual presentations, on the basis of



established criteria; and evaluate the logic and believability of claims made in persuasive material. (L, S, R, W)

Grade 3

English Level 1: Unit 03-09

English Level 1: Unit 05-02

English Level 1: Unit 06-08

English Level 2: Unit 14-09

STRAND / PERFORMANCE INDICATOR

- 3.4. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Evaluate students' own and others' work, individually and collaboratively, on the basis of a variety of criteria. Criteria include visual presentation, clarity of ideas, logic, originality, comprehensiveness, and use of English vocabulary, grammar, and register. (L, S, R, W)

Grade 3

English Level 1: Unit 01-10

English Level 1: Unit 02-03

English Level 1: Unit 03-01

English Level 1: Unit 03-09

English Level 2: Unit 14-09

STRAND / PERFORMANCE INDICATOR

- 3.6. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue). Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. (S, W)

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
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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 06-09
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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 07-05
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
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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
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
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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
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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
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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

STRAND / PERFORMANCE INDICATOR

- 3.7. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Engage in collaborative activities through a variety of groupings to discuss, share, reflect on, develop, and express, and to interpret opinions and evaluations about a variety of experiences, ideas, and information. Such groupings include small groups, discussion groups, process writing groups, and cooperative learning groups. (L, S, R, W)

Grade 3

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

STRAND / PERFORMANCE INDICATOR

- 3.8. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation and standards for a particular genre (e.g., debate, speech, argument), to adjust presentation and language production to effectively express opinions and evaluations. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

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
 English Level 2: Unit 14-04

STRAND / PERFORMANCE
INDICATOR

- 3.9. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Apply learning strategies to examine, interpret, and evaluate a variety of materials. Such strategies include using prior knowledge, graphic organizers, and context clues, planning, note taking, and exploring cognates and root words. (L, S, R, W)

Grade 3

English Level 1: Unit 04-08
 English Level 2: Unit 12-08
 English Level 2: Unit 13-02
 English Level 2: Unit 14-10
 English Level 2: Unit 17-01, 17-02, 17-03

STRAND / PERFORMANCE
INDICATOR

- 4.1. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
- Use a variety of oral, print, and electronic forms for social communication and for writing to or for self, applying the conventions of social writing. Such forms include friendly notes, invitations, and electronic messages, diary entries, and notes to self. (L, S, R, W)

Grade 3

English Level 1: Unit 04-10

STRAND / PERFORMANCE
INDICATOR

- 4.2. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
- Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences. Such audiences include peers, classes, teachers, and other adults. (L, S, R, W)

Grade 3

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



English Level 1: Unit 01-06
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 1: Unit 08-11
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

STRAND / PERFORMANCE
 INDICATOR

- 4.3. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. (L, S, R, W)

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

STRAND / PERFORMANCE

- 4.4. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom



INDICATOR

and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.

Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics. (L, S)

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

**STRAND / PERFORMANCE
INDICATOR**

- 4.5. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Explain actions, choices, and decisions in social and academic situations. (S, W)

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
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English Level 1: Unit 08-01
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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

**STRAND / PERFORMANCE
INDICATOR**

- 4.6. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Understand and use a variety of oral communication strategies in American English for various social and academic purposes. Such strategies include indicating lack of understanding, clarifying or requesting clarification, restatement, and checking listeners' understanding. (L, S, W)

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 1: Unit 08-11
 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 13-06
 English Level 2: Unit 13-08
 English Level 2: Unit 14-09

STRAND / PERFORMANCE
 INDICATOR

- 4.7. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Follow oral and written directions to participate in classroom and social activities. (L, R)

Grade 3

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
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English Level 2: Unit 12-02
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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

STRAND / PERFORMANCE
INDICATOR

- 4.8. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.



Negotiate and manage interactions to accomplish social and classroom tasks. (L, S)

Grade 3

English Level 1: Unit 02-06
English Level 1: Unit 04-03
English Level 1: Unit 04-07
English Level 2: Unit 09-04
English Level 2: Unit 09-10
English Level 2: Unit 10-02
English Level 2: Unit 10-10
English Level 2: Unit 13-06

STRAND / PERFORMANCE INDICATOR

- 4.9. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
- Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations. Such expressions and routines include asking permission, making and responding to requests, greeting, making promises, thanking, and apologizing. Such situations include chatting with friends, participating in group discussions, greeting a principal or other adult, and making purchases. (L, S, R, W)

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



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

STRAND / PERFORMANCE
INDICATOR

- 4.10. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
Demonstrate appropriate classroom behaviors (e.g., participating in small group and whole class discussions, being courteous, respecting the person and property of others). (L, S, R, W)

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
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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

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- 4.11. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
Discover alternative ways of saying things in social and classroom interactions. (L, S, R, W)

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
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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
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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
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 06-07
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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
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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
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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

**STRAND / PERFORMANCE
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4.12. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Apply self-monitoring and self-correcting strategies in social and classroom interactions. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

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 03-05
English Level 1: Unit 03-09
English Level 1: Unit 04-01
English Level 1: Unit 04-03
English Level 1: Unit 04-08
English Level 1: Unit 05-01
English Level 1: Unit 05-02
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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
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English Level 2: Unit 12-01
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English Level 2: Unit 15-01
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English Level 2: Unit 16-01
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

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- 5.1. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.
- Demonstrate familiarity with cultural and language patterns and norms in American English. Such patterns and norms include levels of formality, slang, humor, idioms, and rhetorical patterns. (L, S, R, W)

Grade 3

English Level 1: Unit 03-08
 English Level 2: Unit 16-07

STRAND / PERFORMANCE
INDICATOR

- 5.4. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.
- Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately. Such means of nonverbal communication include gestures, body language, volume, stress, and intonation. (L, S)

Grade 3

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

STRAND / PERFORMANCE
INDICATOR

- 5.5. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.
- Read, listen to, and discuss myths, folktales, and literature from the United States and international regions and cultures, including the students' own, and identify similarities and differences among them. (L, S, R, W)

Grade 3

English Level 1: Unit 05-02
 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 11-08
English Level 2: Unit 15-05

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Rosetta Stone Version 2 - English Master

English Language Learners

Grade 4

United States Standards - New York Standards

STRAND / PERFORMANCE INDICATOR

- 1.1. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Identify and use reading and listening strategies to make text comprehensible and meaningful. Such strategies include skimming; scanning; previewing; reviewing; discussing; listening selectively; listening for a specific purpose; listening for main ideas and details; using structural and context clues, cognates, format, sequence, and an understanding of letter-sound relationships to decode difficult words. (L, R)

Grade 4

English Level 1: Unit 04-08
English Level 1: Unit 05-11
English Level 1: Unit 08-08
English Level 1: Unit 08-11
English Level 2: Unit 11-08
English Level 2: Unit 12-04
English Level 2: Unit 13-02
English Level 2: Unit 14-10

STRAND / PERFORMANCE INDICATOR

- 1.2. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Read, gather, view, listen to, organize, discuss, and interpret information related to academic content areas from various sources. Such sources include reference books, magazines, textbooks, the Internet, audio and media presentations, oral interviews, charts, graphs, maps, and diagrams. (L, S, R, W)

Grade 4

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

STRAND / PERFORMANCE

- 1.4. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information



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and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Compare, contrast, and categorize, to gain a deeper understanding of information and objects. (L, S, R, W)

Grade 4

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

STRAND / PERFORMANCE INDICATOR

- 1.5. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Formulate, ask, and respond to questions to obtain, clarify, and extend information and meaning. (L, S, R, W)

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 05-04



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
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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 09-05
 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

STRAND / PERFORMANCE
INDICATOR

- 1.6. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Make and support inferences about information and ideas with reference to features in oral and written text. Such features include vocabulary, facts, sequence, and details. (L, S, R, W)

Grade 4

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

STRAND / PERFORMANCE
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- 1.7. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Present information clearly in a variety of oral and written forms for different audiences and purposes related



to all academic content areas. Such forms include retelling, paraphrases, summaries, stories, brief reports, posters, picture summaries, charts, and other graphics. (S, W)

Grade 4

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

**STRAND / PERFORMANCE
INDICATOR**

- 1.8. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Select a focus, organization, and point of view for oral and written presentations. (S, W)

Grade 4

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

**STRAND / PERFORMANCE
INDICATOR**

- 1.9. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret,



apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Convey information, using a variety of organizational patterns and structures. Such patterns and structures include chronological order, cause and effect, similarities and differences, and general-to-specific presentation. (S, W)

Grade 4

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

STRAND / PERFORMANCE INDICATOR

- 1.10. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Distinguish between fact and opinion, and relevant and irrelevant information. (L, S, R, W)

Grade 4

English Level 2: Unit 12-09
 English Level 2: Unit 16-09

STRAND / PERFORMANCE INDICATOR

- 1.11. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Use the process of prewriting, drafting, revising, and proofreading (the 'writing process') to produce well-constructed informational texts. (L, S, R, W)

Grade 4

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

STRAND / PERFORMANCE INDICATOR

- 1.12. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Convey information and ideas through spoken and written language, using conventions and features of American English. Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization, and paragraphing. (L, S, R, W)

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
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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
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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

STRAND / PERFORMANCE INDICATOR

- 1.13. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.



Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, and present information. Such groupings include small groups, cooperative learning groups, process writing groups, research groups, and interest groups. (L, S, R, W)

Grade 4

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

STRAND / PERFORMANCE INDICATOR

- 1.15. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. Such strategies include referring to illustrations, asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

Grade 4

English Level 1: Unit 01-01
 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 13-06
 English Level 2: Unit 13-08
 English Level 2: Unit 14-08

STRAND / PERFORMANCE INDICATOR

- 1.16. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful. Such strategies include asking questions; using prior knowledge, graphic organizers, and context cues; planning; note taking; questioning; exploring cognates and root words; and applying ideas to new settings or experiences. (L, S, R, W)

Grade 4

English Level 1: Unit 04-08
 English Level 2: Unit 12-08
 English Level 2: Unit 13-02
 English Level 2: Unit 14-10
 English Level 2: Unit 17-01, 17-02, 17-03

STRAND / PERFORMANCE INDICATOR

- 2.1. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Read, listen to, view, write about, and discuss a variety of literature of different genres. Such genres include picture books, poems, articles and stories from children's magazines, fables, myths and legends, songs, plays and media productions, and works of fiction and nonfiction intended for young readers, including works of American popular culture. (L, S, R, W)

Grade 4

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

STRAND / PERFORMANCE INDICATOR

- 2.2. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other



works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Identify and use reading and listening strategies to make literary text comprehensible and meaningful. Such strategies include skimming, scanning, previewing, reviewing, listening selectively or for a specific purpose, and listening for main ideas and details. (L, R)

Grade 4

English Level 1: Unit 05-11

English Level 1: Unit 08-08

English Level 1: Unit 08-11

English Level 2: Unit 11-08

English Level 2: Unit 12-04

English Level 2: Unit 12-08

STRAND / PERFORMANCE INDICATOR

- 2.3. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Recognize some features that distinguish some genres and use those features to aid comprehension. (L, R)

Grade 4

English Level 1: Unit 05-02

English Level 1: Unit 08-11

STRAND / PERFORMANCE INDICATOR

- 2.4. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Locate and identify key literary elements in texts and relate those elements to those in other works and to students' own experiences. Such elements include setting, character, plot, theme, repetition, and point of view. (L, S, R, W)

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

STRAND / PERFORMANCE INDICATOR

- 2.5. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Make predictions, inferences, and deductions, and discuss the meaning of literary works with some attention to meaning beyond the literal level, to understand and interpret text presented orally and in written form. (L, S, R)

Grade 4

English Level 1: Unit 01-09

English Level 1: Unit 02-08

English Level 1: Unit 05-02

English Level 1: Unit 06-02

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

**STRAND / PERFORMANCE
INDICATOR**

- 2.6. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Read aloud with confidence, accuracy, and fluency. (S, R)

Grade 4

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

**STRAND / PERFORMANCE
INDICATOR**

- 2.7. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Compose and present personal and formal responses to published literature and the work of peers, referring to details and features of text. Such features include characters, setting, plot, ideas, events, vocabulary, and text structure. (L, S, R, W)

Grade 4

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



English Level 1: Unit 06-08
 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 11-08
 English Level 2: Unit 11-10
 English Level 2: Unit 14-05
 English Level 2: Unit 15-01

STRAND / PERFORMANCE INDICATOR

- 2.8. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Create personal stories, poems, and songs, including those that reflect traditional and popular American culture; use appropriate vocabulary and elements of the literature students have read or heard. (S, W)

Grade 4

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

STRAND / PERFORMANCE INDICATOR

- 2.9. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Engage in collaborative activities through a variety of student groupings to create and respond to literature. Such groupings include small groups, cooperative learning groups, literature circles, and process writing groups. (L, S, R, W)

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 05-02
 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 1: Unit 08-11
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 11-08
 English Level 2: Unit 14-04

STRAND / PERFORMANCE INDICATOR

- 2.10. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Create, discuss, interpret, and respond to literary works, using appropriate and effective vocabulary, grammar, spelling, and punctuation in writing, and using appropriate vocabulary, grammar, and pronunciation in speaking. (L, S, R, W)



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

**STRAND / PERFORMANCE
INDICATOR**

- 2.11. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

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 06-08
 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

**STRAND / PERFORMANCE
INDICATOR**

- 2.12. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Apply learning strategies to comprehend and make inferences about literature and produce literary responses. Such strategies include asking questions, using prior knowledge, graphic organizers, and context clues; planning; note taking; and exploring cognates and root words. (L, S, R, W)

Grade 4

English Level 1: Unit 05-02
 English Level 2: Unit 12-08

**STRAND / PERFORMANCE
INDICATOR**

- 3.1. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Form and express responses to a variety of literary, informational, and persuasive material through reading, listening, viewing, discussing, and writing; use details and evidence as support. (L, S, R, W)

Grade 4

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

**STRAND / PERFORMANCE
INDICATOR**

- 3.2. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Evaluate the quality and dependability of written or spoken texts and visual presentations, on the basis of



established criteria; and evaluate the logic and believability of claims made in persuasive material. (L, S, R, W)

Grade 4

English Level 1: Unit 03-09

English Level 1: Unit 05-02

English Level 1: Unit 06-08

English Level 2: Unit 14-09

STRAND / PERFORMANCE INDICATOR

- 3.4. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Evaluate students' own and others' work, individually and collaboratively, on the basis of a variety of criteria. Criteria include visual presentation, clarity of ideas, logic, originality, comprehensiveness, and use of English vocabulary, grammar, and register. (L, S, R, W)

Grade 4

English Level 1: Unit 01-10

English Level 1: Unit 02-03

English Level 1: Unit 03-01

English Level 1: Unit 03-09

English Level 2: Unit 14-09

STRAND / PERFORMANCE INDICATOR

- 3.6. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue). Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. (S, W)

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
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English Level 1: Unit 04-07
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English Level 1: Unit 04-10
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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 07-07
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
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

STRAND / PERFORMANCE INDICATOR

- 3.7. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Engage in collaborative activities through a variety of groupings to discuss, share, reflect on, develop, and express, and to interpret opinions and evaluations about a variety of experiences, ideas, and information. Such groupings include small groups, discussion groups, process writing groups, and cooperative learning groups. (L, S, R, W)

Grade 4

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

STRAND / PERFORMANCE INDICATOR

- 3.8. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation and standards for a particular genre (e.g., debate, speech, argument), to adjust presentation and language production to effectively express opinions and evaluations. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

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
 English Level 2: Unit 14-04

STRAND / PERFORMANCE INDICATOR

- 3.9. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Apply learning strategies to examine, interpret, and evaluate a variety of materials. Such strategies include using prior knowledge, graphic organizers, and context clues, planning, note taking, and exploring cognates and root words. (L, S, R, W)

Grade 4

English Level 1: Unit 04-08
 English Level 2: Unit 12-08
 English Level 2: Unit 13-02
 English Level 2: Unit 14-10
 English Level 2: Unit 17-01, 17-02, 17-03

STRAND / PERFORMANCE INDICATOR

- 4.1. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
- Use a variety of oral, print, and electronic forms for social communication and for writing to or for self, applying the conventions of social writing. Such forms include friendly notes, invitations, and electronic messages, diary entries, and notes to self. (L, S, R, W)

Grade 4

English Level 1: Unit 04-10

STRAND / PERFORMANCE INDICATOR

- 4.2. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
- Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences. Such audiences include peers, classes, teachers, and other adults. (L, S, R, W)

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
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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 07-11
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 1: Unit 08-11
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

STRAND / PERFORMANCE INDICATOR

- 4.3. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. (L, S, R, W)

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

STRAND / PERFORMANCE

- 4.4. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom



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and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.

Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics. (L, S)

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
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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 06-04
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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 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 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

STRAND / PERFORMANCE
INDICATOR

- 4.5. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
- Explain actions, choices, and decisions in social and academic situations. (S, W)

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
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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
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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
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English Level 2: Unit 14-01
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English Level 2: Unit 14-05



English Level 2: Unit 14-06
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 English Level 2: Unit 15-01
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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 16-05
 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

**STRAND / PERFORMANCE
INDICATOR**

- 4.6. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Understand and use a variety of oral communication strategies in American English for various social and academic purposes. Such strategies include indicating lack of understanding, clarifying or requesting clarification, restatement, and checking listeners' understanding. (L, S, W)

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 1: Unit 08-11
 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 13-06
 English Level 2: Unit 13-08
 English Level 2: Unit 14-09

STRAND / PERFORMANCE
 INDICATOR

- 4.7. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Follow oral and written directions to participate in classroom and social activities. (L, R)

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
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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
 English Level 1: Unit 04-02
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 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



English Level 1: Unit 05-10
English Level 1: Unit 05-11
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English Level 2: Unit 12-01



English Level 2: Unit 12-02
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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

STRAND / PERFORMANCE
INDICATOR

- 4.8. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.



Negotiate and manage interactions to accomplish social and classroom tasks. (L, S)

Grade 4

English Level 1: Unit 02-06
 English Level 1: Unit 04-03
 English Level 1: Unit 04-07
 English Level 2: Unit 09-04
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10
 English Level 2: Unit 13-06

STRAND / PERFORMANCE INDICATOR

- 4.9. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
- Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations. Such expressions and routines include asking permission, making and responding to requests, greeting, making promises, thanking, and apologizing. Such situations include chatting with friends, participating in group discussions, greeting a principal or other adult, and making purchases. (L, S, R, W)

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 05-01
 English Level 1: Unit 05-02



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

STRAND / PERFORMANCE
INDICATOR

- 4.10. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
Demonstrate appropriate classroom behaviors (e.g., participating in small group and whole class discussions, being courteous, respecting the person and property of others). (L, S, R, W)

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
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English Level 1: Unit 03-01
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English Level 1: Unit 06-05
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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

STRAND / PERFORMANCE
INDICATOR

- 4.11. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
Discover alternative ways of saying things in social and classroom interactions. (L, S, R, W)

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 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

**STRAND / PERFORMANCE
INDICATOR**

4.12. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Apply self-monitoring and self-correcting strategies in social and classroom interactions. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

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 02-05



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

**STRAND / PERFORMANCE
INDICATOR**

- 5.1. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.
- Demonstrate familiarity with cultural and language patterns and norms in American English. Such patterns and norms include levels of formality, slang, humor, idioms, and rhetorical patterns. (L, S, R, W)

Grade 4

English Level 1: Unit 03-08
 English Level 2: Unit 16-07

**STRAND / PERFORMANCE
INDICATOR**

- 5.4. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.
- Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately. Such means of nonverbal communication include gestures, body language, volume, stress, and intonation. (L, S)

Grade 4

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

**STRAND / PERFORMANCE
INDICATOR**

- 5.5. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.
- Read, listen to, and discuss myths, folktales, and literature from the United States and international regions and cultures, including the students' own, and identify similarities and differences among them. (L, S, R, W)

Grade 4

English Level 1: Unit 05-02
 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 11-08
English Level 2: Unit 15-05

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Rosetta Stone Version 2 - English Master

English Language Learners

Grade 5

United States Standards - New York Standards

STRAND / PERFORMANCE
INDICATOR

- 1.1. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Identify and use reading and listening strategies to make text comprehensible and meaningful. Such strategies include skimming; scanning; previewing; reviewing; discussing; listening selectively; listening for a specific purpose; listening for main ideas and details; note taking; using structural and context clues, cognates, format, sequence, and an understanding of letter-sound relationships to decode difficult words. (L, R)

Grade 5

English Level 1: Unit 04-04
English Level 1: Unit 04-08
English Level 1: Unit 05-02
English Level 1: Unit 05-11
English Level 1: Unit 08-08
English Level 1: Unit 08-11
English Level 2: Unit 11-08
English Level 2: Unit 12-04
English Level 2: Unit 12-08
English Level 2: Unit 13-02
English Level 2: Unit 14-10
English Level 2: Unit 15-08

STRAND / PERFORMANCE
INDICATOR

- 1.2. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources. Such sources include nonfiction books for young adults, reference books, magazines, textbooks, the Internet, databases, audio and media presentations, oral interviews, charts, graphs, maps, and diagrams. (L, S, R, W)

Grade 5

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

STRAND / PERFORMANCE
 INDICATOR

- 1.4. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Compare, contrast, categorize, and synthesize to gain a deeper understanding of information and objects. (L, S, R, W)

Grade 5

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

STRAND / PERFORMANCE
 INDICATOR

- 1.5. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Formulate, ask, and respond to various question forms to obtain, clarify, and extend information and meaning. (L, S, R, W)

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 05-04
 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

STRAND / PERFORMANCE INDICATOR

- 1.6. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Make and support inferences about information and ideas with reference to features in oral and written text. Such features include vocabulary, format, facts, sequence, and relevance of details. (L, S, R, W)

Grade 5

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

English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02

STRAND / PERFORMANCE INDICATOR

- 1.7. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic content areas. Such forms include paraphrases, summaries, stories, reports, essays, posters, charts, and other graphics. (S, W)

Grade 5

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

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

**STRAND / PERFORMANCE
INDICATOR**

- 1.8. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
 Select a focus, organization, and point of view for oral and written presentations, and justify this selection. (S, W)

Grade 5

English Level 1: Unit 03-02
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08

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

STRAND / PERFORMANCE INDICATOR

- 1.9. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. Such patterns and structures include chronological order, cause and effect, problem and solution, and general-to-specific presentation. (S, W)

Grade 5

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

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

**STRAND / PERFORMANCE
INDICATOR**

- 1.10. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Distinguish between fact and opinion, and relevant and irrelevant information, and exclude nonessential information in oral and written presentations. (L, S, R, W)

Grade 5

English Level 2: Unit 12-09
 English Level 2: Unit 16-09

**STRAND / PERFORMANCE
INDICATOR**

- 1.11. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Use the process of prewriting, drafting, revising, peer editing, and proofreading (the 'writing process') to produce well-constructed informational texts. (L, S, R, W)

Grade 5

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

English Level 2: Unit 16-04
 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

STRAND / PERFORMANCE INDICATOR

1.12. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose. Such spoken language features include appropriate grammar, vocabulary, pronunciation, intonation, and a wide variety of sentence structures. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, capitalization, paragraphing, and a wide variety of sentence structures. (L, S, R, W)

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

INDICATOR

and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, analyze, and present information. Such groupings include small groups, cooperative learning groups, process writing groups, cross-age groups, research groups, and interest groups. (L, S, R, W)

Grade 5

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

STRAND / PERFORMANCE INDICATOR

- 1.15. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. Such strategies include referring to illustrations, asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

Grade 5

English Level 1: Unit 01-01
 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
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 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 13-06
 English Level 2: Unit 13-08
 English Level 2: Unit 14-08

**STRAND / PERFORMANCE
INDICATOR**

- 1.16. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Apply learning strategies to acquire information and make texts comprehensible and meaningful. Such strategies include using prior knowledge, graphic organizers, and context clues; planning; note taking; inferencing; questioning; exploring cognates and root words; and applying ideas to new settings or experiences. (L, S, R, W)

Grade 5

English Level 1: Unit 04-08
 English Level 2: Unit 12-08
 English Level 2: Unit 13-02
 English Level 2: Unit 14-10

**STRAND / PERFORMANCE
INDICATOR**

- 2.1. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Read, listen to, view, write about, and discuss texts and performances from a wide range of authors, subjects, and genres. Such sources include picture books, myths, fables, poems, stories, plays, novels, and other fiction and nonfiction texts in authentic and modified forms, including works of American popular culture. (L, S, R, W)

Grade 5

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

STRAND / PERFORMANCE

- 2.2. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary

INDICATOR

response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Identify and use reading and listening strategies to make literary text comprehensible and meaningful. Such strategies include skimming, scanning, previewing, reviewing, listening selectively, listening for a specific purpose, and listening for main ideas and details. (L, R)

Grade 5

English Level 1: Unit 05-11

English Level 1: Unit 08-08

English Level 1: Unit 08-11

English Level 2: Unit 11-08

English Level 2: Unit 12-04

English Level 2: Unit 12-08

STRAND / PERFORMANCE INDICATOR

- 2.3. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Identify and explain the distinguishing features of the major genres, and use those features to aid comprehension, interpretation, and discussion of literature. (L, S, R, W)

Grade 5

English Level 1: Unit 05-02

STRAND / PERFORMANCE INDICATOR

- 2.4. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Locate and identify selected literary elements and techniques in texts and relate those elements to those in other works and to students' own experiences. Such elements include setting, character, plot, theme, point of view, repetition, characterization, imagery, foreshadowing, and climax. (L, S, R, W)

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

STRAND / PERFORMANCE INDICATOR

- 2.5. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. Strategies include summarizing; explaining; and identifying word choice, point of view, and symbols. (L, S, R, W)

Grade 5

English Level 1: Unit 01-09

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

**STRAND / PERFORMANCE
INDICATOR**

- 2.6. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Read aloud with confidence, accuracy, and fluency. (S, R)

Grade 5

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

**STRAND / PERFORMANCE
INDICATOR**

- 2.7. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Compose and present personal and formal responses to and interpretations of published literary works and the work of peers, referring to details and features of text. Such features include characters, setting, plot, ideas, events, vocabulary, and text structure. (L, S, R, W)

Grade 5

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

**STRAND / PERFORMANCE
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- 2.8. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Create stories, poems, songs, and plays, including those that reflect traditional and popular American culture, observing the conventions of the genre; create an effective voice, using a variety of writing styles appropriate to different audiences, purposes, and settings. (S, W)

Grade 5

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

**STRAND / PERFORMANCE
INDICATOR**

- 2.9. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Engage in collaborative activities through a variety of student groupings to create and respond to literature. Such groupings include small groups, cooperative learning groups, literature circles, and process writing groups. (L, S, R, W)

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 05-02
 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 1: Unit 08-11
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 11-08
 English Level 2: Unit 14-04

STRAND / PERFORMANCE
INDICATOR

- 2.10. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Create, discuss, interpret, and respond to literary works, using appropriate and effective vocabulary, grammar, spelling, and punctuation in writing, and using appropriate vocabulary, grammar, and pronunciation in speaking. (L, S, R, W)

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

STRAND / PERFORMANCE
INDICATOR

2.11. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

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 06-08
 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

STRAND / PERFORMANCE INDICATOR

- 2.12. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Apply learning strategies to comprehend and make inferences about literature and produce literary responses. Such strategies include asking questions, using prior knowledge, graphic organizers, and context clues; planning; note taking; and exploring cognates and root words. (L, S, R, W)

Grade 5

English Level 1: Unit 05-02
 English Level 2: Unit 12-08

STRAND / PERFORMANCE INDICATOR

- 3.1. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.

Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences, supporting positions with well-developed arguments. Forms of such presentations include oral (class presentations, speeches, and debates), visual (posters, graphs, charts, and illustrations), and written (essays, position papers, brochures). (L, S, R, W)

Grade 5

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

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

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

STRAND / PERFORMANCE
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- 3.2. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Assess, compare, and evaluate the quality of spoken or written texts and visual presentations, using different criteria related to the organization, subject area, and purpose of text. Text types include editorials, letters to the editor, political speeches, illustrations, charts, and advertisements. (L, S, R, W)

Grade 5

English Level 1: Unit 05-02
 English Level 1: Unit 06-08
 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 15-05
 English Level 2: Unit 15-09

STRAND / PERFORMANCE
INDICATOR

- 3.3. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Recognize and communicate personal and multiple points of view within and among groups, in discussing, interpreting, and evaluating information in texts and presentations. (L, S, R, W)

Grade 5

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

STRAND / PERFORMANCE INDICATOR

- 3.4. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Evaluate students' own and others' work, individually and collaboratively, on the basis of a variety of criteria. Criteria include visual presentation, clarity of ideas, logic, originality, comprehensiveness, and use of English vocabulary, grammar, and register. (L, S, R, W)

Grade 5

English Level 1: Unit 01-10
 English Level 1: Unit 02-03
 English Level 1: Unit 03-01
 English Level 1: Unit 03-09
 English Level 2: Unit 14-09

STRAND / PERFORMANCE INDICATOR

- 3.6. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue). Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. (S, W)

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
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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
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
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English Level 1: Unit 07-07
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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 08-05
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
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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 11-07
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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 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

STRAND / PERFORMANCE
INDICATOR

- 3.7. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.

Engage in collaborative activities through a variety of groupings to discuss, share, reflect on, develop, and express opinions and evaluations about a variety of experiences, ideas, and information. Such groupings include small groups, discussion groups, process writing groups, and cooperative learning groups. (L, S, R, W)

Grade 5

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

STRAND / PERFORMANCE
INDICATOR

- 3.8. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.

Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written

presentation, to adjust presentation and language production to effectively express opinions and evaluations. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

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
 English Level 2: Unit 14-04

STRAND / PERFORMANCE INDICATOR

- 3.9. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Apply learning strategies to examine and interpret a variety of materials. Such strategies include using prior knowledge, graphic organizers, and context clues; planning; note taking; and exploring cognates and root words. (L, S, R, W)

Grade 5

English Level 1: Unit 04-08
 English Level 2: Unit 12-08
 English Level 2: Unit 13-02
 English Level 2: Unit 14-10
 English Level 2: Unit 17-01, 17-02, 17-03

STRAND / PERFORMANCE INDICATOR

- 4.1. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
- Use a variety of oral, print, and electronic forms for social communication and for writing to or for self, applying the conventions of social writing. Such forms include friendly notes, invitations, and electronic messages, diary entries, and notes to self. (L, S, R, W)

Grade 5

English Level 1: Unit 04-10

STRAND / PERFORMANCE INDICATOR

- 4.2. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
- Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various

audiences. Such audiences include peers, classes, teachers, and other adults. (L, S, R, W)

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

STRAND / PERFORMANCE
INDICATOR

- 4.3. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. (L, S, R, W)

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

STRAND / PERFORMANCE
 INDICATOR

- 4.4. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full-class discussions on personal, social, community, and academic topics. (L, S)

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
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English Level 2: Unit 12-01
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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

STRAND / PERFORMANCE
INDICATOR

- 4.5. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
Explain actions, choices, and decisions in social and academic situations. (S, W)

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 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 2: Unit 10-01
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English Level 2: Unit 11-03
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English Level 2: Unit 13-02
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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 14-06
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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

STRAND / PERFORMANCE
INDICATOR

- 4.6. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Understand and use a variety of oral communication strategies in American English for various social and academic purposes. Such strategies include making confirmation checks, clarifying or requesting clarification, paraphrasing, and repairing miscommunication. (L, S)

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 1: Unit 08-11
 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 13-06
 English Level 2: Unit 13-08
 English Level 2: Unit 14-09

STRAND / PERFORMANCE
INDICATOR

- 4.7. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Follow oral and written directions to participate in classroom and social activities, and provide directions to peers in selected interactions. (L, S, R, W)

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 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 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 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

STRAND / PERFORMANCE INDICATOR

- 4.8. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
Negotiate and manage interactions to accomplish social and classroom tasks. (L, S)

Grade 5

English Level 1: Unit 02-06
English Level 1: Unit 04-03
English Level 1: Unit 04-07
English Level 2: Unit 09-04
English Level 2: Unit 09-10
English Level 2: Unit 10-02
English Level 2: Unit 10-10
English Level 2: Unit 13-06

STRAND / PERFORMANCE INDICATOR

- 4.9. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language. Such expressions and routines include asking permission, making and responding to requests, greeting, making promises, thanking, and apologizing. Such situations include chatting with friends, participating in group discussions, greeting a principal or other adult, making purchases. (L, S, R, W)

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 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

STRAND / PERFORMANCE INDICATOR

- 4.10. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Demonstrate appropriate classroom behaviors (e.g., participating in small group and whole class discussions, being courteous, respecting the person and property of others). (L, S, R, W)

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
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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 05-01
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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 2: Unit 12-01
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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

STRAND / PERFORMANCE
INDICATOR

4.11. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of

English proficiency to communicate effectively with regard to audience, purpose, and setting.
Discover alternative ways of saying things in social and classroom interactions. (L, S, R, W)

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 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 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 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

STRAND / PERFORMANCE
INDICATOR

- 4.12. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Apply self-monitoring and self-correcting strategies in social and classroom interactions. Such strategies include asking questions, starting over, rephrasing, and exploring alternative pronunciations or wording. (L, S, R, W)

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

STRAND / PERFORMANCE
INDICATOR

- 5.1. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.
- Demonstrate an understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English. Such patterns and norms include levels of formality, slang, humor, idioms, rhetorical patterns, and standard versus nonstandard dialects. (L, S, R, W)

Grade 5

English Level 1: Unit 02-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-10
 English Level 2: Unit 12-01
 English Level 2: Unit 16-07
 English Level 2: Unit 17-09, 17-10

STRAND / PERFORMANCE
INDICATOR

- 5.4. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.
- Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately. Such means of nonverbal communication include gestures, body language, volume, stress, intonation, and pace. (L, S)

Grade 5

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

STRAND / PERFORMANCE
INDICATOR

- 5.5. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with

others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.

Compare and contrast oral traditions, myths, folktales, and literature from the United States and international regions and cultures, including the students' own, and identify similarities and differences and universal cultural themes. (L, S, R, W)

Grade 5

English Level 1: Unit 05-11

English Level 2: Unit 09-01

English Level 2: Unit 12-08

Rosetta Stone Version 2 - English Master

English Language Learners

Grade 6

United States Standards - New York Standards

STRAND / PERFORMANCE INDICATOR

- 1.1. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Identify and use reading and listening strategies to make text comprehensible and meaningful. Such strategies include skimming; scanning; previewing; reviewing; discussing; listening selectively; listening for a specific purpose; listening for main ideas and details; note taking; using structural and context clues, cognates, format, sequence, and an understanding of letter-sound relationships to decode difficult words. (L, R)

Grade 6

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

STRAND / PERFORMANCE INDICATOR

- 1.2. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources. Such sources include nonfiction books for young adults, reference books, magazines, textbooks, the Internet, databases, audio and media presentations, oral interviews, charts, graphs, maps, and diagrams. (L, S, R, W)

Grade 6

English Level 1: Unit 01-05

English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-08
 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 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 11-03
 English Level 2: Unit 11-08
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 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 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 12-04
 English Level 3: Unit 12-08

STRAND / PERFORMANCE
INDICATOR

- 1.4. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
 Compare, contrast, categorize, and synthesize to gain a deeper understanding of information and objects. (L, S, R, W)

Grade 6

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

English Level 2: Unit 09-05
 English Level 2: Unit 09-09
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 English Level 2: Unit 12-02
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 English Level 2: Unit 13-05
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 English Level 2: Unit 16-04
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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 01-02
 English Level 3: Unit 01-09
 English Level 3: Unit 02-06
 English Level 3: Unit 03-08
 English Level 3: Unit 04-02
 English Level 3: Unit 04-05
 English Level 3: Unit 05-01
 English Level 3: Unit 06-02
 English Level 3: Unit 07-02
 English Level 3: Unit 07-05
 English Level 3: Unit 08-01
 English Level 3: Unit 08-03
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 10-03
 English Level 3: Unit 10-06
 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 12-09

STRAND / PERFORMANCE INDICATOR

- 1.5. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Formulate, ask, and respond to various question forms to obtain, clarify, and extend information and meaning. (L, S, R, W)

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 05-04
 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 03-01
 English Level 3: Unit 03-04
 English Level 3: Unit 03-08
 English Level 3: Unit 04-06
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 06-03
 English Level 3: Unit 06-07
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-06
 English Level 3: Unit 09-09
 English Level 3: Unit 11-02
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03

STRAND / PERFORMANCE
INDICATOR

- 1.6. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Make and support inferences about information and ideas with reference to features in oral and written text. Such features include vocabulary, format, facts, sequence, and relevance of details. (L, S, R, W)

Grade 6

English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 03-08
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 07-01
 English Level 2: Unit 09-02
 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 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 17-04, 17-05, 17-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 3: Unit 01-06
 English Level 3: Unit 03-01
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 English Level 3: Unit 12-10

**STRAND / PERFORMANCE
INDICATOR**

- 1.7. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic content areas. Such forms include paraphrases, summaries, stories, reports, essays, posters, charts, and other graphics. (S, W)

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-05
 English Level 1: Unit 02-02
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
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English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-02
English Level 2: Unit 09-04
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 10-01
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 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-05
English Level 2: Unit 11-08
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-05
English Level 2: Unit 13-07
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 14-06
English Level 2: Unit 14-08
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 15-07
 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 16-08
 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 18-07, 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 01-02
 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 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 03-02
 English Level 3: Unit 03-05
 English Level 3: Unit 03-06
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 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 05-07
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 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 08-04
 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 10-07
 English Level 3: Unit 11-02
 English Level 3: Unit 11-04
 English Level 3: Unit 12-01

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
 English Level 3: Unit 12-10

STRAND / PERFORMANCE
INDICATOR

- 1.8. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Select a focus, organization, and point of view for oral and written presentations, and justify this selection. (S, W)

Grade 6

English Level 1: Unit 03-02
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 07-02
 English Level 1: Unit 07-10
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-08
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 3: Unit 01-04
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-10
 English Level 3: Unit 09-06
 English Level 3: Unit 12-04

STRAND / PERFORMANCE
INDICATOR

- 1.9. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. Such patterns and structures include chronological order, cause and effect, problem and solution, and general-to-specific presentation. (S, W)

Grade 6

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

English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-11
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 08-02
English Level 1: Unit 08-06
English Level 1: Unit 08-10
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-08
English Level 2: Unit 10-01
English Level 2: Unit 10-04
English Level 2: Unit 10-06
English Level 2: Unit 11-05
English Level 2: Unit 11-08
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-06
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-07
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 14-06
English Level 2: Unit 14-08
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 16-01
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-08
English Level 2: Unit 16-10
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-08
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 03-03
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-07
English Level 3: Unit 05-03
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 07-02
 English Level 3: Unit 07-04
 English Level 3: Unit 07-07
 English Level 3: Unit 07-10
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04

**STRAND / PERFORMANCE
INDICATOR**

- 1.10. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Distinguish between fact and opinion, and relevant and irrelevant information, and exclude nonessential information in oral and written presentations. (L, S, R, W)

Grade 6

English Level 2: Unit 12-09
 English Level 2: Unit 16-09

**STRAND / PERFORMANCE
INDICATOR**

- 1.11. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Use the process of prewriting, drafting, revising, peer editing, and proofreading (the 'writing process') to produce well-constructed informational texts. (L, S, R, W)

Grade 6

English Level 1: Unit 01-07
 English Level 1: Unit 02-03
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 04-10
 English Level 1: Unit 06-01
 English Level 1: Unit 06-06
 English Level 1: Unit 07-01
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 11-02
 English Level 2: Unit 13-01
 English Level 2: Unit 14-03
 English Level 2: Unit 14-06
 English Level 2: Unit 15-09
 English Level 2: Unit 16-04
 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 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 03-06
 English Level 3: Unit 08-04
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06

English Level 3: Unit 12-07

STRAND / PERFORMANCE INDICATOR

- 1.12. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose. Such spoken language features include appropriate grammar, vocabulary, pronunciation, intonation, and a wide variety of sentence structures. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, capitalization, paragraphing, and a wide variety of sentence structures. (L, S, R, W)

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
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 English Level 1: Unit 03-09
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 English Level 1: Unit 04-01
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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
 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
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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 07-10
English Level 1: Unit 07-11
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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
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
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 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
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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
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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 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
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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 16-06
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
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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
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English Level 3: Unit 03-06
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English Level 3: Unit 04-02
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English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-03
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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
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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

STRAND / PERFORMANCE
INDICATOR

- 1.13. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, analyze, and present information. Such groupings include small groups, cooperative learning groups, process writing groups, cross-age groups, research groups, and interest groups. (L, S, R, W)

Grade 6

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 03-03
 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 05-02
 English Level 1: Unit 05-06
 English Level 1: Unit 06-05
 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 1: Unit 08-11
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 11-08
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 14-04
 English Level 2: Unit 14-09
 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 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 3: Unit 01-09
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 English Level 3: Unit 03-05
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04
 English Level 3: Unit 04-09
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 06-03
 English Level 3: Unit 07-01
 English Level 3: Unit 10-04
 English Level 3: Unit 12-04

**STRAND / PERFORMANCE
INDICATOR**

- 1.15. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. Such strategies include referring to illustrations, asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

Grade 6

English Level 1: Unit 01-01
 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
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 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 13-06
 English Level 2: Unit 13-08
 English Level 2: Unit 14-08
 English Level 3: Unit 01-04
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

STRAND / PERFORMANCE

- 1.16. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information

INDICATOR

and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Apply learning strategies to acquire information and make texts comprehensible and meaningful. Such strategies include using prior knowledge, graphic organizers, and context clues; planning; note taking; inferencing; questioning; exploring cognates and root words; and applying ideas to new settings or experiences. (L, S, R, W)

Grade 6

English Level 1: Unit 04-08

English Level 2: Unit 12-08

English Level 2: Unit 13-02

English Level 2: Unit 14-10

English Level 3: Unit 06-01

English Level 3: Unit 06-02

English Level 3: Unit 09-06

English Level 3: Unit 12-03

STRAND / PERFORMANCE INDICATOR

- 2.1. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Read, listen to, view, write about, and discuss texts and performances from a wide range of authors, subjects, and genres. Such sources include picture books, myths, fables, poems, stories, plays, novels, and other fiction and nonfiction texts in authentic and modified forms, including works of American popular culture. (L, S, R, W)

Grade 6

English Level 1: Unit 03-08

English Level 1: Unit 05-02

English Level 1: Unit 05-05

English Level 1: Unit 06-08

English Level 1: Unit 06-11

English Level 1: Unit 08-06

English Level 1: Unit 08-10

English Level 1: Unit 08-11

English Level 2: Unit 10-07

English Level 2: Unit 11-08

English Level 2: Unit 11-10

English Level 2: Unit 14-09

English Level 3: Unit 03-05

English Level 3: Unit 06-04

English Level 3: Unit 07-06

English Level 3: Unit 09-05

English Level 3: Unit 09-06

English Level 3: Unit 12-01

English Level 3: Unit 12-05

English Level 3: Unit 12-06

English Level 3: Unit 12-07

STRAND / PERFORMANCE INDICATOR

- 2.2. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Identify and use reading and listening strategies to make literary text comprehensible and meaningful. Such strategies include skimming, scanning, previewing, reviewing, listening selectively, listening for a specific purpose, and listening for main ideas and details. (L, R)

Grade 6

English Level 1: Unit 05-11
 English Level 1: Unit 08-08
 English Level 1: Unit 08-11
 English Level 2: Unit 11-08
 English Level 2: Unit 12-04
 English Level 2: Unit 12-08
 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 04-09
 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 06-02
 English Level 3: Unit 07-05
 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
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02

STRAND / PERFORMANCE INDICATOR

- 2.3. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Identify and explain the distinguishing features of the major genres, and use those features to aid comprehension, interpretation, and discussion of literature. (L, S, R, W)

Grade 6

English Level 1: Unit 05-02
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05

STRAND / PERFORMANCE INDICATOR

- 2.4. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Locate and identify selected literary elements and techniques in texts and relate those elements to those in other works and to students' own experiences. Such elements include setting, character, plot, theme, point of view, repetition, characterization, imagery, foreshadowing, and climax. (L, S, R, W)

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

STRAND / PERFORMANCE INDICATOR

- 2.5. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. Strategies include summarizing; explaining; and identifying word choice, point of view, and symbols. (L, S, R, W)

Grade 6

English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-08
 English Level 1: Unit 05-02
 English Level 1: Unit 06-02
 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
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 09-06
 English Level 3: Unit 12-03

STRAND / PERFORMANCE INDICATOR

- 2.6. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Read aloud with confidence, accuracy, and fluency. (S, R)

Grade 6

English Level 1: Unit 02-02
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 2: Unit 09-03
 English Level 2: Unit 09-08
 English Level 2: Unit 10-01
 English Level 2: Unit 10-03
 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 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-06
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-07
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 3: Unit 03-07
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STRAND / PERFORMANCE
INDICATOR

- 2.7. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Compose and present personal and formal responses to and interpretations of published literary works and the work of peers, referring to details and features of text. Such features include characters, setting, plot, ideas, events, vocabulary, and text structure. (L, S, R, W)

Grade 6

English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-08
 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 11-08
 English Level 2: Unit 11-10
 English Level 2: Unit 14-05
 English Level 2: Unit 15-01
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05
 English Level 3: Unit 07-06
 English Level 3: Unit 12-01

STRAND / PERFORMANCE
INDICATOR

- 2.8. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Create stories, poems, songs, and plays, including those that reflect traditional and popular American culture, observing the conventions of the genre; create an effective voice, using a variety of writing styles appropriate

to different audiences, purposes, and settings. (S, W)

Grade 6

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

English Level 2: Unit 16-03
 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 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 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 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 01-09
 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 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 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

STRAND / PERFORMANCE INDICATOR

- 2.9. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Engage in collaborative activities through a variety of student groupings to create and respond to literature. Such groupings include small groups, cooperative learning groups, literature circles, and process writing groups. (L, S, R, W)

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 05-02
 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 1: Unit 08-11
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 11-08
 English Level 2: Unit 14-04
 English Level 3: Unit 01-09
 English Level 3: Unit 03-05
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04
 English Level 3: Unit 06-03
 English Level 3: Unit 12-04

**STRAND / PERFORMANCE
INDICATOR**

- 2.10. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Create, discuss, interpret, and respond to literary works, using appropriate and effective vocabulary, grammar, spelling, and punctuation in writing, and using appropriate vocabulary, grammar, and pronunciation in speaking. (L, S, R, W)

Grade 6

English Level 1: Unit 05-02
 English Level 1: Unit 08-11
 English Level 3: Unit 12-04

**STRAND / PERFORMANCE
INDICATOR**

- 2.11. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

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 06-08
 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 01-04
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

STRAND / PERFORMANCE
INDICATOR

- 2.12. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Apply learning strategies to comprehend and make inferences about literature and produce literary responses. Such strategies include asking questions, using prior knowledge, graphic organizers, and context clues; planning; note taking; and exploring cognates and root words. (L, S, R, W)

Grade 6

English Level 1: Unit 05-02
 English Level 2: Unit 12-08
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 09-06
 English Level 3: Unit 12-03

STRAND / PERFORMANCE
INDICATOR

- 3.1. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences, supporting positions with well-developed arguments. Forms of such presentations include oral (class presentations, speeches, and debates), visual (posters, graphs, charts, and illustrations), and written (essays, position papers, brochures). (L, S, R, W)

Grade 6

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

English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 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 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 19-03, 19-04, 19-05
 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 01-10
 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 03-02
 English Level 3: Unit 03-05
 English Level 3: Unit 04-01
 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 05-02
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 06-02
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 07-05
 English Level 3: Unit 07-10
 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 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 10-02
 English Level 3: Unit 10-07
 English Level 3: Unit 12-04
 English Level 3: Unit 12-10

STRAND / PERFORMANCE
INDICATOR

- 3.2. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of

perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.

Assess, compare, and evaluate the quality of spoken or written texts and visual presentations, using different criteria related to the organization, subject area, and purpose of text. Text types include editorials, letters to the editor, political speeches, illustrations, charts, and advertisements. (L, S, R, W)

Grade 6

English Level 1: Unit 05-02
 English Level 1: Unit 06-08
 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 15-05
 English Level 2: Unit 15-09
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 02-03
 English Level 3: Unit 03-08
 English Level 3: Unit 04-01
 English Level 3: Unit 06-04
 English Level 3: Unit 07-07
 English Level 3: Unit 12-10

STRAND / PERFORMANCE INDICATOR

- 3.3. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Recognize and communicate personal and multiple points of view within and among groups, in discussing, interpreting, and evaluating information in texts and presentations. (L, S, R, W)

Grade 6

English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 05-02
 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 03-07
 English Level 3: Unit 04-05
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05

STRAND / PERFORMANCE INDICATOR

- 3.4. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Evaluate students' own and others' work, individually and collaboratively, on the basis of a variety of criteria.

Criteria include visual presentation, clarity of ideas, logic, originality, comprehensiveness, and use of English vocabulary, grammar, and register. (L, S, R, W)

Grade 6

English Level 1: Unit 01-10

English Level 1: Unit 02-03

English Level 1: Unit 03-01

English Level 1: Unit 03-09

English Level 2: Unit 14-09

STRAND / PERFORMANCE INDICATOR

- 3.5. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Recognize, explain, and evaluate how structural features affect readers' and listeners' understanding and appreciation of text. Such features include organization, syntax, repetition of words or ideas, vocabulary, and visuals. (L, S, R, W)

Grade 6

English Level 3: Unit 01-02

English Level 3: Unit 02-05

English Level 3: Unit 07-10

English Level 3: Unit 09-06

English Level 3: Unit 10-06

English Level 3: Unit 10-08

English Level 3: Unit 11-01

STRAND / PERFORMANCE INDICATOR

- 3.6. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue). Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. (S, W)

Grade 6

English Level 1: Unit 01-07

English Level 3: Unit 01-05

English Level 3: Unit 02-01

English Level 3: Unit 03-02

English Level 3: Unit 04-01

English Level 3: Unit 04-04

English Level 3: Unit 04-05

English Level 3: Unit 07-04

STRAND / PERFORMANCE INDICATOR

- 3.7. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Engage in collaborative activities through a variety of groupings to discuss, share, reflect on, develop, and express opinions and evaluations about a variety of experiences, ideas, and information. Such groupings include small groups, discussion groups, process writing groups, and cooperative learning groups. (L, S, R, W)

Grade 6

English Level 1: Unit 01-05

English Level 1: Unit 01-07

English Level 1: Unit 02-10

English Level 1: Unit 03-03

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 05-02
 English Level 1: Unit 05-06
 English Level 1: Unit 05-10
 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 1: Unit 08-11
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 11-08
 English Level 2: Unit 14-04
 English Level 2: Unit 14-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 3: Unit 01-09
 English Level 3: Unit 03-05
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04
 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

STRAND / PERFORMANCE INDICATOR

- 3.8. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation, to adjust presentation and language production to effectively express opinions and evaluations. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

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 2: Unit 14-04
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03
 English Level 3: Unit 10-02

STRAND / PERFORMANCE INDICATOR

- 3.9. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Apply learning strategies to examine and interpret a variety of materials. Such strategies include using prior knowledge, graphic organizers, and context clues; planning; note taking; and exploring cognates and root words. (L, S, R, W)

Grade 6

English Level 1: Unit 04-08
 English Level 2: Unit 12-08
 English Level 2: Unit 13-02
 English Level 2: Unit 14-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05

STRAND / PERFORMANCE INDICATOR

- 4.1. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
- Use a variety of oral, print, and electronic forms for social communication and for writing to or for self, applying the conventions of social writing. Such forms include friendly notes, invitations, and electronic messages, diary entries, and notes to self. (L, S, R, W)

Grade 6

English Level 1: Unit 04-10
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 04-03
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02

STRAND / PERFORMANCE INDICATOR

- 4.2. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
- Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences. Such audiences include peers, classes, teachers, and other adults. (L, S, R, W)

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

English Level 2: Unit 14-09
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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
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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 10-09
English Level 3: Unit 11-01
English Level 3: Unit 12-01

English Level 3: Unit 12-03
English Level 3: Unit 12-07

STRAND / PERFORMANCE
INDICATOR

- 4.3. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. (L, S, R, W)

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 04-03
English Level 1: Unit 04-05
English Level 1: Unit 04-08
English Level 1: Unit 05-01
English Level 1: Unit 05-02
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English Level 2: Unit 10-05
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

STRAND / PERFORMANCE
INDICATOR

- 4.4. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full-class discussions on personal, social, community, and academic topics. (L, S)

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
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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 12-09
 English Level 3: Unit 12-10

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and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
Explain actions, choices, and decisions in social and academic situations. (S, W)

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
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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
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

STRAND / PERFORMANCE
INDICATOR

- 4.6. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Understand and use a variety of oral communication strategies in American English for various social and academic purposes. Such strategies include making confirmation checks, clarifying or requesting clarification, paraphrasing, and repairing miscommunication. (L, S)

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
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 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 13-06
 English Level 2: Unit 13-08
 English Level 2: Unit 14-09
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03
 English Level 3: Unit 04-09
 English Level 3: Unit 07-01
 English Level 3: Unit 10-04

STRAND / PERFORMANCE
INDICATOR

- 4.7. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Follow oral and written directions to participate in classroom and social activities, and provide directions to peers in selected interactions. (L, S, R, W)

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 01-10
 English Level 3: Unit 04-02

STRAND / PERFORMANCE INDICATOR

- 4.8. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Negotiate and manage interactions to accomplish social and classroom tasks. (L, S)

Grade 6

English Level 1: Unit 02-06
 English Level 1: Unit 04-03
 English Level 1: Unit 04-07
 English Level 2: Unit 09-04
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10
 English Level 2: Unit 13-06
 English Level 3: Unit 02-04

STRAND / PERFORMANCE

- 4.9. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom

INDICATOR

and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.

Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language. Such expressions and routines include asking permission, making and responding to requests, greeting, making promises, thanking, and apologizing. Such situations include chatting with friends, participating in group discussions, greeting a principal or other adult, making purchases. (L, S, R, W)

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
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 English Level 3: Unit 12-10

**STRAND / PERFORMANCE
INDICATOR**

- 4.10. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Demonstrate appropriate classroom behaviors (e.g., participating in small group and whole class discussions, being courteous, respecting the person and property of others). (L, S, R, W)

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
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 English Level 3: Unit 12-10

STRAND / PERFORMANCE
INDICATOR

- 4.11. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Discover alternative ways of saying things in social and classroom interactions. (L, S, R, W)

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
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STRAND / PERFORMANCE
INDICATOR

- 4.12. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
- Apply self-monitoring and self-correcting strategies in social and classroom interactions. Such strategies include asking questions, starting over, rephrasing, and exploring alternative pronunciations or wording. (L, S, R, W)

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English Level 1: Unit 01-01
English Level 1: Unit 01-02
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STRAND / PERFORMANCE
INDICATOR

- 5.1. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.
- Demonstrate an understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English. Such patterns and norms include levels of formality, slang,

humor, idioms, rhetorical patterns, and standard versus nonstandard dialects. (L, S, R, W)

Grade 6

English Level 1: Unit 02-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-10
 English Level 2: Unit 12-01
 English Level 2: Unit 16-07
 English Level 2: Unit 17-09, 17-10
 English Level 3: Unit 11-05

STRAND / PERFORMANCE INDICATOR

- 5.4. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.
- Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately. Such means of nonverbal communication include gestures, body language, volume, stress, intonation, and pace. (L, S)

Grade 6

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

STRAND / PERFORMANCE INDICATOR

- 5.5. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.
- Compare and contrast oral traditions, myths, folktales, and literature from the United States and international regions and cultures, including the students' own, and identify similarities and differences and universal cultural themes. (L, S, R, W)

Grade 6

English Level 1: Unit 05-11
 English Level 2: Unit 09-01
 English Level 2: Unit 12-08

Rosetta Stone Version 2 - English Master

English Language Learners

Grade 7

United States Standards - New York Standards

STRAND / PERFORMANCE
INDICATOR

- 1.1. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Identify and use reading and listening strategies to make text comprehensible and meaningful. Such strategies include skimming; scanning; previewing; reviewing; discussing; listening selectively; listening for a specific purpose; listening for main ideas and details; note taking; using structural and context clues, cognates, format, sequence, and an understanding of letter-sound relationships to decode difficult words. (L, R)

Grade 7

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

STRAND / PERFORMANCE
INDICATOR

- 1.2. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources. Such sources include nonfiction books for young adults, reference books, magazines, textbooks, the Internet, databases, audio and media presentations, oral interviews, charts, graphs, maps, and diagrams. (L, S, R, W)

Grade 7

English Level 1: Unit 01-05



English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-08
 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 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 11-03
 English Level 2: Unit 11-08
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 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 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 12-04
 English Level 3: Unit 12-08

**STRAND / PERFORMANCE
INDICATOR**

- 1.4. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
 Compare, contrast, categorize, and synthesize to gain a deeper understanding of information and objects. (L, S, R, W)

Grade 7

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



English Level 2: Unit 09-05
 English Level 2: Unit 09-09
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 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 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 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 01-02
 English Level 3: Unit 01-09
 English Level 3: Unit 02-06
 English Level 3: Unit 03-08
 English Level 3: Unit 04-02
 English Level 3: Unit 04-05
 English Level 3: Unit 05-01
 English Level 3: Unit 06-02
 English Level 3: Unit 07-02
 English Level 3: Unit 07-05
 English Level 3: Unit 08-01
 English Level 3: Unit 08-03
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 10-03
 English Level 3: Unit 10-06
 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 12-09

STRAND / PERFORMANCE
INDICATOR

- 1.5. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Formulate, ask, and respond to various question forms to obtain, clarify, and extend information and meaning. (L, S, R, W)

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 05-04
 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 03-01
 English Level 3: Unit 03-04
 English Level 3: Unit 03-08
 English Level 3: Unit 04-06
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 06-03
 English Level 3: Unit 06-07
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-06
 English Level 3: Unit 09-09
 English Level 3: Unit 11-02
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03

**STRAND / PERFORMANCE
INDICATOR**

- 1.6. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Make and support inferences about information and ideas with reference to features in oral and written text. Such features include vocabulary, format, facts, sequence, and relevance of details. (L, S, R, W)

Grade 7

English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 03-08
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 07-01
 English Level 2: Unit 09-02
 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 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 17-04, 17-05, 17-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 3: Unit 01-06
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 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 05-04
 English Level 3: Unit 05-05
 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

**STRAND / PERFORMANCE
INDICATOR**

- 1.7. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic content areas. Such forms include paraphrases, summaries, stories, reports, essays, posters, charts, and other graphics. (S, W)

Grade 7

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



English Level 1: Unit 03-07
English Level 1: Unit 03-09
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 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 06-01
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-06
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 08-02
English Level 1: Unit 08-04
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-02
English Level 2: Unit 09-04
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 10-01
English Level 2: Unit 10-03
English Level 2: Unit 10-04
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English Level 2: Unit 10-06
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-05
English Level 2: Unit 11-08
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-05
English Level 2: Unit 13-07
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 14-06
English Level 2: Unit 14-08
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 15-07
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 16-08
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 18-07, 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 01-02
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 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 03-02
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
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 05-07
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 07-01
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-10
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 10-07
English Level 3: Unit 11-02
English Level 3: Unit 11-04
English Level 3: Unit 12-01



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
 English Level 3: Unit 12-10

STRAND / PERFORMANCE INDICATOR

- 1.8. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Select a focus, organization, and point of view for oral and written presentations, and justify this selection. (S, W)

Grade 7

English Level 1: Unit 03-02
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 07-02
 English Level 1: Unit 07-10
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-08
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 3: Unit 01-04
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-10
 English Level 3: Unit 09-06
 English Level 3: Unit 12-04

STRAND / PERFORMANCE INDICATOR

- 1.9. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. Such patterns and structures include chronological order, cause and effect, problem and solution, and general-to-specific presentation. (S, W)

Grade 7

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



English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-11
 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 08-02
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 09-04
 English Level 2: Unit 09-08
 English Level 2: Unit 10-01
 English Level 2: Unit 10-04
 English Level 2: Unit 10-06
 English Level 2: Unit 11-05
 English Level 2: Unit 11-08
 English Level 2: Unit 11-10
 English Level 2: Unit 12-01
 English Level 2: Unit 12-02
 English Level 2: Unit 12-06
 English Level 2: Unit 12-09
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-07
 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 14-06
 English Level 2: Unit 14-08
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-10
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-08
 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 03-03
 English Level 3: Unit 03-06
 English Level 3: Unit 03-07
 English Level 3: Unit 03-08
 English Level 3: Unit 04-07
 English Level 3: Unit 05-03
 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 07-02
 English Level 3: Unit 07-04
 English Level 3: Unit 07-07
 English Level 3: Unit 07-10
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04

**STRAND / PERFORMANCE
INDICATOR**

- 1.10. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Distinguish between fact and opinion, and relevant and irrelevant information, and exclude nonessential information in oral and written presentations. (L, S, R, W)

Grade 7

English Level 2: Unit 12-09
 English Level 2: Unit 16-09

**STRAND / PERFORMANCE
INDICATOR**

- 1.11. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Use the process of prewriting, drafting, revising, peer editing, and proofreading (the 'writing process') to produce well-constructed informational texts. (L, S, R, W)

Grade 7

English Level 1: Unit 01-07
 English Level 1: Unit 02-03
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 04-10
 English Level 1: Unit 06-01
 English Level 1: Unit 06-06
 English Level 1: Unit 07-01
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 11-02
 English Level 2: Unit 13-01
 English Level 2: Unit 14-03
 English Level 2: Unit 14-06
 English Level 2: Unit 15-09
 English Level 2: Unit 16-04
 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 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 03-06
 English Level 3: Unit 08-04
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06



English Level 3: Unit 12-07

STRAND / PERFORMANCE INDICATOR

- 1.12. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose. Such spoken language features include appropriate grammar, vocabulary, pronunciation, intonation, and a wide variety of sentence structures. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, capitalization, paragraphing, and a wide variety of sentence structures. (L, S, R, W)

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 05-10



English Level 1: Unit 05-11
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English Level 1: Unit 06-02
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English Level 2: Unit 12-03
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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
English Level 3: Unit 01-01
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English Level 3: Unit 01-08
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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
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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

STRAND / PERFORMANCE
INDICATOR

- 1.13. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, analyze, and present information. Such groupings include small groups, cooperative learning groups, process writing groups, cross-age groups, research groups, and interest groups. (L, S, R, W)

Grade 7

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 03-03
 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 05-02
 English Level 1: Unit 05-06
 English Level 1: Unit 06-05
 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 1: Unit 08-11
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 11-08
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 14-04
 English Level 2: Unit 14-09
 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 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 3: Unit 01-09
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 English Level 3: Unit 03-05
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04
 English Level 3: Unit 04-09
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 06-03
 English Level 3: Unit 07-01
 English Level 3: Unit 10-04
 English Level 3: Unit 12-04

STRAND / PERFORMANCE INDICATOR

- 1.15. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. Such strategies include referring to illustrations, asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

Grade 7

English Level 1: Unit 01-01
 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 13-06
 English Level 2: Unit 13-08
 English Level 2: Unit 14-08
 English Level 3: Unit 01-04
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

STRAND / PERFORMANCE

- 1.16. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information



INDICATOR

and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Apply learning strategies to acquire information and make texts comprehensible and meaningful. Such strategies include using prior knowledge, graphic organizers, and context clues; planning; note taking; inferencing; questioning; exploring cognates and root words; and applying ideas to new settings or experiences. (L, S, R, W)

Grade 7

English Level 1: Unit 04-08

English Level 2: Unit 12-08

English Level 2: Unit 13-02

English Level 2: Unit 14-10

English Level 3: Unit 06-01

English Level 3: Unit 06-02

English Level 3: Unit 09-06

English Level 3: Unit 12-03

STRAND / PERFORMANCE INDICATOR

- 2.1. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Read, listen to, view, write about, and discuss texts and performances from a wide range of authors, subjects, and genres. Such sources include picture books, myths, fables, poems, stories, plays, novels, and other fiction and nonfiction texts in authentic and modified forms, including works of American popular culture. (L, S, R, W)

Grade 7

English Level 1: Unit 03-08

English Level 1: Unit 05-02

English Level 1: Unit 05-05

English Level 1: Unit 06-08

English Level 1: Unit 06-11

English Level 1: Unit 08-06

English Level 1: Unit 08-10

English Level 1: Unit 08-11

English Level 2: Unit 10-07

English Level 2: Unit 11-08

English Level 2: Unit 11-10

English Level 2: Unit 14-09

English Level 3: Unit 03-05

English Level 3: Unit 06-04

English Level 3: Unit 07-06

English Level 3: Unit 09-05

English Level 3: Unit 09-06

English Level 3: Unit 12-01

English Level 3: Unit 12-05

English Level 3: Unit 12-06

English Level 3: Unit 12-07

STRAND / PERFORMANCE INDICATOR

- 2.2. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Identify and use reading and listening strategies to make literary text comprehensible and meaningful. Such strategies include skimming, scanning, previewing, reviewing, listening selectively, listening for a specific purpose, and listening for main ideas and details. (L, R)



Grade 7

English Level 1: Unit 05-11
 English Level 1: Unit 08-08
 English Level 1: Unit 08-11
 English Level 2: Unit 11-08
 English Level 2: Unit 12-04
 English Level 2: Unit 12-08
 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 04-09
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
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 English Level 3: Unit 06-02
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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
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02

STRAND / PERFORMANCE INDICATOR

- 2.3. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Identify and explain the distinguishing features of the major genres, and use those features to aid comprehension, interpretation, and discussion of literature. (L, S, R, W)

Grade 7

English Level 1: Unit 05-02
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05

STRAND / PERFORMANCE INDICATOR

- 2.4. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Locate and identify selected literary elements and techniques in texts and relate those elements to those in other works and to students' own experiences. Such elements include setting, character, plot, theme, point of view, repetition, characterization, imagery, foreshadowing, and climax. (L, S, R, W)

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

STRAND / PERFORMANCE INDICATOR

- 2.5. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. Strategies include summarizing; explaining; and identifying word choice, point of view, and symbols. (L, S, R, W)

Grade 7

English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-08
 English Level 1: Unit 05-02
 English Level 1: Unit 06-02
 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
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 09-06
 English Level 3: Unit 12-03

STRAND / PERFORMANCE INDICATOR

- 2.6. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Read aloud with confidence, accuracy, and fluency. (S, R)

Grade 7

English Level 1: Unit 02-02
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 2: Unit 09-03
 English Level 2: Unit 09-08
 English Level 2: Unit 10-01
 English Level 2: Unit 10-03
 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 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-06
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-07
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 3: Unit 03-07
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

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- 2.7. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Compose and present personal and formal responses to and interpretations of published literary works and the work of peers, referring to details and features of text. Such features include characters, setting, plot, ideas, events, vocabulary, and text structure. (L, S, R, W)

Grade 7

English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-08
 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 11-08
 English Level 2: Unit 11-10
 English Level 2: Unit 14-05
 English Level 2: Unit 15-01
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05
 English Level 3: Unit 07-06
 English Level 3: Unit 12-01

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- 2.8. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Create stories, poems, songs, and plays, including those that reflect traditional and popular American culture, observing the conventions of the genre; create an effective voice, using a variety of writing styles appropriate



to different audiences, purposes, and settings. (S, W)

Grade 7

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-07
English Level 1: Unit 02-01
English Level 1: Unit 02-02
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 03-05
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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 16-05
 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 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 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 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 01-09
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 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 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 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

STRAND / PERFORMANCE INDICATOR

- 2.9. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Engage in collaborative activities through a variety of student groupings to create and respond to literature. Such groupings include small groups, cooperative learning groups, literature circles, and process writing groups. (L, S, R, W)

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 05-02
 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 1: Unit 08-11
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 11-08
 English Level 2: Unit 14-04
 English Level 3: Unit 01-09
 English Level 3: Unit 03-05
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04
 English Level 3: Unit 06-03
 English Level 3: Unit 12-04

STRAND / PERFORMANCE INDICATOR

- 2.10. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Create, discuss, interpret, and respond to literary works, using appropriate and effective vocabulary, grammar, spelling, and punctuation in writing, and using appropriate vocabulary, grammar, and pronunciation in speaking. (L, S, R, W)

Grade 7

English Level 1: Unit 05-02
 English Level 1: Unit 08-11
 English Level 3: Unit 12-04

STRAND / PERFORMANCE INDICATOR

- 2.11. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

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 06-08
 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 01-04
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

STRAND / PERFORMANCE INDICATOR

- 2.12. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Apply learning strategies to comprehend and make inferences about literature and produce literary responses. Such strategies include asking questions, using prior knowledge, graphic organizers, and context clues; planning; note taking; and exploring cognates and root words. (L, S, R, W)

Grade 7

English Level 1: Unit 05-02
 English Level 2: Unit 12-08
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 09-06
 English Level 3: Unit 12-03

STRAND / PERFORMANCE INDICATOR

- 3.1. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences, supporting positions with well-developed arguments. Forms of such presentations include oral (class presentations, speeches, and debates), visual (posters, graphs, charts, and illustrations), and written (essays, position papers, brochures). (L, S, R, W)

Grade 7

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



English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 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 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 19-03, 19-04, 19-05
 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 01-10
 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 03-02
 English Level 3: Unit 03-05
 English Level 3: Unit 04-01
 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 05-02
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 06-02
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 07-05
 English Level 3: Unit 07-10
 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 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 10-02
 English Level 3: Unit 10-07
 English Level 3: Unit 12-04
 English Level 3: Unit 12-10

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- 3.2. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of



perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.

Assess, compare, and evaluate the quality of spoken or written texts and visual presentations, using different criteria related to the organization, subject area, and purpose of text. Text types include editorials, letters to the editor, political speeches, illustrations, charts, and advertisements. (L, S, R, W)

Grade 7

English Level 1: Unit 05-02
 English Level 1: Unit 06-08
 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 15-05
 English Level 2: Unit 15-09
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 02-03
 English Level 3: Unit 03-08
 English Level 3: Unit 04-01
 English Level 3: Unit 06-04
 English Level 3: Unit 07-07
 English Level 3: Unit 12-10

STRAND / PERFORMANCE INDICATOR

- 3.3. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.

Recognize and communicate personal and multiple points of view within and among groups, in discussing, interpreting, and evaluating information in texts and presentations. (L, S, R, W)

Grade 7

English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 05-02
 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 03-07
 English Level 3: Unit 04-05
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05

STRAND / PERFORMANCE INDICATOR

- 3.4. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.

Evaluate students' own and others' work, individually and collaboratively, on the basis of a variety of criteria.



Criteria include visual presentation, clarity of ideas, logic, originality, comprehensiveness, and use of English vocabulary, grammar, and register. (L, S, R, W)

Grade 7

English Level 1: Unit 01-10

English Level 1: Unit 02-03

English Level 1: Unit 03-01

English Level 1: Unit 03-09

English Level 2: Unit 14-09

STRAND / PERFORMANCE INDICATOR

- 3.5. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Recognize, explain, and evaluate how structural features affect readers' and listeners' understanding and appreciation of text. Such features include organization, syntax, repetition of words or ideas, vocabulary, and visuals. (L, S, R, W)

Grade 7

English Level 3: Unit 01-02

English Level 3: Unit 02-05

English Level 3: Unit 07-10

English Level 3: Unit 09-06

English Level 3: Unit 10-06

English Level 3: Unit 10-08

English Level 3: Unit 11-01

STRAND / PERFORMANCE INDICATOR

- 3.6. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue). Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. (S, W)

Grade 7

English Level 1: Unit 01-07

English Level 3: Unit 01-05

English Level 3: Unit 02-01

English Level 3: Unit 03-02

English Level 3: Unit 04-01

English Level 3: Unit 04-04

English Level 3: Unit 04-05

English Level 3: Unit 07-04

STRAND / PERFORMANCE INDICATOR

- 3.7. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Engage in collaborative activities through a variety of groupings to discuss, share, reflect on, develop, and express opinions and evaluations about a variety of experiences, ideas, and information. Such groupings include small groups, discussion groups, process writing groups, and cooperative learning groups. (L, S, R, W)

Grade 7

English Level 1: Unit 01-05

English Level 1: Unit 01-07

English Level 1: Unit 02-10

English Level 1: Unit 03-03



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 05-02
 English Level 1: Unit 05-06
 English Level 1: Unit 05-10
 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 1: Unit 08-11
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 11-08
 English Level 2: Unit 14-04
 English Level 2: Unit 14-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 3: Unit 01-09
 English Level 3: Unit 03-05
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04
 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

STRAND / PERFORMANCE INDICATOR

- 3.8. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation, to adjust presentation and language production to effectively express opinions and evaluations. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

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 2: Unit 14-04
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03
 English Level 3: Unit 10-02

STRAND / PERFORMANCE INDICATOR

- 3.9. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Apply learning strategies to examine and interpret a variety of materials. Such strategies include using prior knowledge, graphic organizers, and context clues; planning; note taking; and exploring cognates and root words. (L, S, R, W)

Grade 7

English Level 1: Unit 04-08
 English Level 2: Unit 12-08
 English Level 2: Unit 13-02
 English Level 2: Unit 14-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05

STRAND / PERFORMANCE INDICATOR

- 4.1. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
- Use a variety of oral, print, and electronic forms for social communication and for writing to or for self, applying the conventions of social writing. Such forms include friendly notes, invitations, and electronic messages, diary entries, and notes to self. (L, S, R, W)

Grade 7

English Level 1: Unit 04-10
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 04-03
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02

STRAND / PERFORMANCE INDICATOR

- 4.2. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
- Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences. Such audiences include peers, classes, teachers, and other adults. (L, S, R, W)

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
 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
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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 07-11
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 1: Unit 08-11
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
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 English Level 3: Unit 01-04
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 English Level 3: Unit 06-05
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 English Level 3: Unit 09-02
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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 10-09
 English Level 3: Unit 11-01
 English Level 3: Unit 12-01



English Level 3: Unit 12-03
English Level 3: Unit 12-07

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- 4.3. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. (L, S, R, W)

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 04-03
English Level 1: Unit 04-05
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English Level 2: Unit 13-08
English Level 3: Unit 01-10
English Level 3: Unit 02-03

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- 4.4. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full-class discussions on personal, social, community, and academic topics. (L, S)

Grade 7

English Level 1: Unit 01-01
English Level 1: Unit 01-02
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and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
Explain actions, choices, and decisions in social and academic situations. (S, W)

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English Level 1: Unit 01-01
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- 4.6. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Understand and use a variety of oral communication strategies in American English for various social and academic purposes. Such strategies include making confirmation checks, clarifying or requesting clarification, paraphrasing, and repairing miscommunication. (L, S)

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
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 English Level 3: Unit 10-04

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- 4.7. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Follow oral and written directions to participate in classroom and social activities, and provide directions to peers in selected interactions. (L, S, R, W)



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English Level 1: Unit 01-01
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English Level 2: Unit 13-04
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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
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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

STRAND / PERFORMANCE INDICATOR

- 4.8. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Negotiate and manage interactions to accomplish social and classroom tasks. (L, S)

Grade 7

English Level 1: Unit 02-06
 English Level 1: Unit 04-03
 English Level 1: Unit 04-07
 English Level 2: Unit 09-04
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10
 English Level 2: Unit 13-06
 English Level 3: Unit 02-04

STRAND / PERFORMANCE

- 4.9. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom



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and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.

Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language. Such expressions and routines include asking permission, making and responding to requests, greeting, making promises, thanking, and apologizing. Such situations include chatting with friends, participating in group discussions, greeting a principal or other adult, making purchases. (L, S, R, W)

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
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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
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 English Level 3: Unit 12-10

**STRAND / PERFORMANCE
INDICATOR**

- 4.10. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Demonstrate appropriate classroom behaviors (e.g., participating in small group and whole class discussions, being courteous, respecting the person and property of others). (L, S, R, W)

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 04-08
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English Level 2: Unit 10-10
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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
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STRAND / PERFORMANCE
INDICATOR

- 4.11. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Discover alternative ways of saying things in social and classroom interactions. (L, S, R, W)

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
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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 13-10
English Level 2: Unit 14-01
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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
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English Level 2: Unit 15-10
English Level 2: Unit 16-01
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English Level 2: Unit 16-08
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 06-01



English Level 3: Unit 06-02
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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

**STRAND / PERFORMANCE
INDICATOR**

- 4.12. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Apply self-monitoring and self-correcting strategies in social and classroom interactions. Such strategies include asking questions, starting over, rephrasing, and exploring alternative pronunciations or wording. (L, S, R, W)



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



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 16-07
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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
English Level 3: Unit 01-04
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English Level 3: Unit 01-06
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English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
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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 04-02
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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
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 11-01
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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

STRAND / PERFORMANCE INDICATOR

- 5.1. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.
- Demonstrate an understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English. Such patterns and norms include levels of formality, slang,



humor, idioms, rhetorical patterns, and standard versus nonstandard dialects. (L, S, R, W)

Grade 7

English Level 1: Unit 02-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-10
 English Level 2: Unit 12-01
 English Level 2: Unit 16-07
 English Level 2: Unit 17-09, 17-10
 English Level 3: Unit 11-05

STRAND / PERFORMANCE INDICATOR

- 5.4. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.
- Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately. Such means of nonverbal communication include gestures, body language, volume, stress, intonation, and pace. (L, S)

Grade 7

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

STRAND / PERFORMANCE INDICATOR

- 5.5. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.
- Compare and contrast oral traditions, myths, folktales, and literature from the United States and international regions and cultures, including the students' own, and identify similarities and differences and universal cultural themes. (L, S, R, W)

Grade 7

English Level 1: Unit 05-11
 English Level 2: Unit 09-01
 English Level 2: Unit 12-08



Rosetta Stone Version 2 - English Master

English Language Learners

Grade 8

United States Standards - New York Standards

STRAND / PERFORMANCE
INDICATOR

- 1.1. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Identify and use reading and listening strategies to make text comprehensible and meaningful. Such strategies include skimming; scanning; previewing; reviewing; discussing; listening selectively; listening for a specific purpose; listening for main ideas and details; note taking; using structural and context clues, cognates, format, sequence, and an understanding of letter-sound relationships to decode difficult words. (L, R)

Grade 8

English Level 1: Unit 04-04
English Level 1: Unit 04-08
English Level 1: Unit 05-02
English Level 1: Unit 05-11
English Level 1: Unit 08-08
English Level 1: Unit 08-11
English Level 2: Unit 11-08
English Level 2: Unit 12-04
English Level 2: Unit 12-08
English Level 2: Unit 13-02
English Level 2: Unit 14-10
English Level 2: Unit 15-08
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
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English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 07-05
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

STRAND / PERFORMANCE
INDICATOR

- 1.2. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources. Such sources include nonfiction books for young adults, reference books, magazines, textbooks, the Internet, databases, audio and media presentations, oral interviews, charts, graphs, maps, and diagrams. (L, S, R, W)

Grade 8

English Level 1: Unit 01-05



English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-08
 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 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 11-03
 English Level 2: Unit 11-08
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 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 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 12-04
 English Level 3: Unit 12-08

**STRAND / PERFORMANCE
INDICATOR**

- 1.4. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
 Compare, contrast, categorize, and synthesize to gain a deeper understanding of information and objects. (L, S, R, W)

Grade 8

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



English Level 2: Unit 09-05
 English Level 2: Unit 09-09
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 English Level 2: Unit 12-02
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
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 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 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 01-02
 English Level 3: Unit 01-09
 English Level 3: Unit 02-06
 English Level 3: Unit 03-08
 English Level 3: Unit 04-02
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 English Level 3: Unit 07-05
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 English Level 3: Unit 08-03
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 10-03
 English Level 3: Unit 10-06
 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 12-09

STRAND / PERFORMANCE INDICATOR

- 1.5. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Formulate, ask, and respond to various question forms to obtain, clarify, and extend information and meaning. (L, S, R, W)

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 05-04
 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
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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 09-05
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 English Level 2: Unit 11-08
 English Level 2: Unit 12-01
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 English Level 3: Unit 01-10
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 English Level 3: Unit 09-06
 English Level 3: Unit 09-09
 English Level 3: Unit 11-02
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03

STRAND / PERFORMANCE
INDICATOR

- 1.6. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Make and support inferences about information and ideas with reference to features in oral and written text. Such features include vocabulary, format, facts, sequence, and relevance of details. (L, S, R, W)

Grade 8

English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 03-08
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 07-01
 English Level 2: Unit 09-02
 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 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 17-04, 17-05, 17-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 3: Unit 01-06
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 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 05-04
 English Level 3: Unit 05-05
 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
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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

**STRAND / PERFORMANCE
INDICATOR**

- 1.7. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic content areas. Such forms include paraphrases, summaries, stories, reports, essays, posters, charts, and other graphics. (S, W)

Grade 8

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



English Level 1: Unit 03-07
English Level 1: Unit 03-09
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 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 06-01
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-06
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 08-02
English Level 1: Unit 08-04
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-02
English Level 2: Unit 09-04
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 10-01
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English Level 2: Unit 10-06
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-05
English Level 2: Unit 11-08
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-05
English Level 2: Unit 13-07
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 14-06
English Level 2: Unit 14-08
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 15-07
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 16-08
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 18-07, 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 01-02
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 01-09
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 06-04
English Level 3: Unit 07-01
English Level 3: Unit 07-03
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English Level 3: Unit 07-06
English Level 3: Unit 07-10
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 10-07
English Level 3: Unit 11-02
English Level 3: Unit 11-04
English Level 3: Unit 12-01



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
 English Level 3: Unit 12-10

STRAND / PERFORMANCE INDICATOR

- 1.8. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Select a focus, organization, and point of view for oral and written presentations, and justify this selection. (S, W)

Grade 8

English Level 1: Unit 03-02
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 07-02
 English Level 1: Unit 07-10
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-08
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 3: Unit 01-04
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-10
 English Level 3: Unit 09-06
 English Level 3: Unit 12-04

STRAND / PERFORMANCE INDICATOR

- 1.9. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. Such patterns and structures include chronological order, cause and effect, problem and solution, and general-to-specific presentation. (S, W)

Grade 8

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



English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-11
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 08-02
English Level 1: Unit 08-06
English Level 1: Unit 08-10
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-08
English Level 2: Unit 10-01
English Level 2: Unit 10-04
English Level 2: Unit 10-06
English Level 2: Unit 11-05
English Level 2: Unit 11-08
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-06
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-07
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 14-06
English Level 2: Unit 14-08
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 16-01
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-08
English Level 2: Unit 16-10
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-08
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 03-03
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-07
English Level 3: Unit 05-03
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 07-02
 English Level 3: Unit 07-04
 English Level 3: Unit 07-07
 English Level 3: Unit 07-10
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04

**STRAND / PERFORMANCE
INDICATOR**

- 1.10. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Distinguish between fact and opinion, and relevant and irrelevant information, and exclude nonessential information in oral and written presentations. (L, S, R, W)

Grade 8

English Level 2: Unit 12-09
 English Level 2: Unit 16-09

**STRAND / PERFORMANCE
INDICATOR**

- 1.11. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Use the process of prewriting, drafting, revising, peer editing, and proofreading (the 'writing process') to produce well-constructed informational texts. (L, S, R, W)

Grade 8

English Level 1: Unit 01-07
 English Level 1: Unit 02-03
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 04-10
 English Level 1: Unit 06-01
 English Level 1: Unit 06-06
 English Level 1: Unit 07-01
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 11-02
 English Level 2: Unit 13-01
 English Level 2: Unit 14-03
 English Level 2: Unit 14-06
 English Level 2: Unit 15-09
 English Level 2: Unit 16-04
 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 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 03-06
 English Level 3: Unit 08-04
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06



English Level 3: Unit 12-07

STRAND / PERFORMANCE INDICATOR

- 1.12. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose. Such spoken language features include appropriate grammar, vocabulary, pronunciation, intonation, and a wide variety of sentence structures. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, capitalization, paragraphing, and a wide variety of sentence structures. (L, S, R, W)

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
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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
 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 06-10
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 08-11
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
English Level 2: Unit 12-02



English Level 2: Unit 12-03
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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 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
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 English Level 3: Unit 01-07



English Level 3: Unit 01-08
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English Level 3: Unit 02-01
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English Level 3: Unit 03-01
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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
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 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 12-04
 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

STRAND / PERFORMANCE
 INDICATOR

- 1.13. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, analyze, and present information. Such groupings include small groups, cooperative learning groups, process writing groups, cross-age groups, research groups, and interest groups. (L, S, R, W)

Grade 8

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 03-03
 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 05-02
 English Level 1: Unit 05-06
 English Level 1: Unit 06-05
 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 1: Unit 08-11
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 11-08
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 14-04
 English Level 2: Unit 14-09
 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 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 3: Unit 01-09
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 English Level 3: Unit 03-05
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04
 English Level 3: Unit 04-09
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 06-03
 English Level 3: Unit 07-01
 English Level 3: Unit 10-04
 English Level 3: Unit 12-04

STRAND / PERFORMANCE INDICATOR

- 1.15. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. Such strategies include referring to illustrations, asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

Grade 8

English Level 1: Unit 01-01
 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 13-06
 English Level 2: Unit 13-08
 English Level 2: Unit 14-08
 English Level 3: Unit 01-04
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

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- 1.16. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information



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and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Apply learning strategies to acquire information and make texts comprehensible and meaningful. Such strategies include using prior knowledge, graphic organizers, and context clues; planning; note taking; inferencing; questioning; exploring cognates and root words; and applying ideas to new settings or experiences. (L, S, R, W)

Grade 8

English Level 1: Unit 04-08

English Level 2: Unit 12-08

English Level 2: Unit 13-02

English Level 2: Unit 14-10

English Level 3: Unit 06-01

English Level 3: Unit 06-02

English Level 3: Unit 09-06

English Level 3: Unit 12-03

STRAND / PERFORMANCE INDICATOR

- 2.1. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Read, listen to, view, write about, and discuss texts and performances from a wide range of authors, subjects, and genres. Such sources include picture books, myths, fables, poems, stories, plays, novels, and other fiction and nonfiction texts in authentic and modified forms, including works of American popular culture. (L, S, R, W)

Grade 8

English Level 1: Unit 03-08

English Level 1: Unit 05-02

English Level 1: Unit 05-05

English Level 1: Unit 06-08

English Level 1: Unit 06-11

English Level 1: Unit 08-06

English Level 1: Unit 08-10

English Level 1: Unit 08-11

English Level 2: Unit 10-07

English Level 2: Unit 11-08

English Level 2: Unit 11-10

English Level 2: Unit 14-09

English Level 3: Unit 03-05

English Level 3: Unit 06-04

English Level 3: Unit 07-06

English Level 3: Unit 09-05

English Level 3: Unit 09-06

English Level 3: Unit 12-01

English Level 3: Unit 12-05

English Level 3: Unit 12-06

English Level 3: Unit 12-07

STRAND / PERFORMANCE INDICATOR

- 2.2. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Identify and use reading and listening strategies to make literary text comprehensible and meaningful. Such strategies include skimming, scanning, previewing, reviewing, listening selectively, listening for a specific purpose, and listening for main ideas and details. (L, R)



Grade 8

English Level 1: Unit 05-11
 English Level 1: Unit 08-08
 English Level 1: Unit 08-11
 English Level 2: Unit 11-08
 English Level 2: Unit 12-04
 English Level 2: Unit 12-08
 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 04-09
 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 06-02
 English Level 3: Unit 07-05
 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
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02

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- 2.3. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Identify and explain the distinguishing features of the major genres, and use those features to aid comprehension, interpretation, and discussion of literature. (L, S, R, W)

Grade 8

English Level 1: Unit 05-02
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05

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- 2.4. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Locate and identify selected literary elements and techniques in texts and relate those elements to those in other works and to students' own experiences. Such elements include setting, character, plot, theme, point of view, repetition, characterization, imagery, foreshadowing, and climax. (L, S, R, W)

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

STRAND / PERFORMANCE INDICATOR

- 2.5. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. Strategies include summarizing; explaining; and identifying word choice, point of view, and symbols. (L, S, R, W)

Grade 8

English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-08
 English Level 1: Unit 05-02
 English Level 1: Unit 06-02
 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
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 09-06
 English Level 3: Unit 12-03

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- 2.6. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Read aloud with confidence, accuracy, and fluency. (S, R)

Grade 8

English Level 1: Unit 02-02
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 2: Unit 09-03
 English Level 2: Unit 09-08
 English Level 2: Unit 10-01
 English Level 2: Unit 10-03
 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 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-06
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-07
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 3: Unit 03-07
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

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- 2.7. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Compose and present personal and formal responses to and interpretations of published literary works and the work of peers, referring to details and features of text. Such features include characters, setting, plot, ideas, events, vocabulary, and text structure. (L, S, R, W)

Grade 8

English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-08
 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 11-08
 English Level 2: Unit 11-10
 English Level 2: Unit 14-05
 English Level 2: Unit 15-01
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05
 English Level 3: Unit 07-06
 English Level 3: Unit 12-01

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- 2.8. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Create stories, poems, songs, and plays, including those that reflect traditional and popular American culture, observing the conventions of the genre; create an effective voice, using a variety of writing styles appropriate



to different audiences, purposes, and settings. (S, W)

Grade 8

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



English Level 2: Unit 16-03
 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 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 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 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 01-09
 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 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 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

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- 2.9. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Engage in collaborative activities through a variety of student groupings to create and respond to literature. Such groupings include small groups, cooperative learning groups, literature circles, and process writing groups. (L, S, R, W)

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 05-02
 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 1: Unit 08-11
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 11-08
 English Level 2: Unit 14-04
 English Level 3: Unit 01-09
 English Level 3: Unit 03-05
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04
 English Level 3: Unit 06-03
 English Level 3: Unit 12-04

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- 2.10. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Create, discuss, interpret, and respond to literary works, using appropriate and effective vocabulary, grammar, spelling, and punctuation in writing, and using appropriate vocabulary, grammar, and pronunciation in speaking. (L, S, R, W)

Grade 8

English Level 1: Unit 05-02
 English Level 1: Unit 08-11
 English Level 3: Unit 12-04

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- 2.11. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

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 06-08
 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 01-04
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

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- 2.12. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Apply learning strategies to comprehend and make inferences about literature and produce literary responses. Such strategies include asking questions, using prior knowledge, graphic organizers, and context clues; planning; note taking; and exploring cognates and root words. (L, S, R, W)

Grade 8

English Level 1: Unit 05-02
 English Level 2: Unit 12-08
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 09-06
 English Level 3: Unit 12-03

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- 3.1. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences, supporting positions with well-developed arguments. Forms of such presentations include oral (class presentations, speeches, and debates), visual (posters, graphs, charts, and illustrations), and written (essays, position papers, brochures). (L, S, R, W)

Grade 8

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



English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 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 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 19-03, 19-04, 19-05
 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 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 03-02
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 English Level 3: Unit 04-01
 English Level 3: Unit 04-03
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 English Level 3: Unit 04-09
 English Level 3: Unit 05-02
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 English Level 3: Unit 09-03
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 10-02
 English Level 3: Unit 10-07
 English Level 3: Unit 12-04
 English Level 3: Unit 12-10

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- 3.2. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of



perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.

Assess, compare, and evaluate the quality of spoken or written texts and visual presentations, using different criteria related to the organization, subject area, and purpose of text. Text types include editorials, letters to the editor, political speeches, illustrations, charts, and advertisements. (L, S, R, W)

Grade 8

English Level 1: Unit 05-02
 English Level 1: Unit 06-08
 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 15-05
 English Level 2: Unit 15-09
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 02-03
 English Level 3: Unit 03-08
 English Level 3: Unit 04-01
 English Level 3: Unit 06-04
 English Level 3: Unit 07-07
 English Level 3: Unit 12-10

STRAND / PERFORMANCE INDICATOR

- 3.3. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.

Recognize and communicate personal and multiple points of view within and among groups, in discussing, interpreting, and evaluating information in texts and presentations. (L, S, R, W)

Grade 8

English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 05-02
 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 03-07
 English Level 3: Unit 04-05
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05

STRAND / PERFORMANCE INDICATOR

- 3.4. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.

Evaluate students' own and others' work, individually and collaboratively, on the basis of a variety of criteria.



Criteria include visual presentation, clarity of ideas, logic, originality, comprehensiveness, and use of English vocabulary, grammar, and register. (L, S, R, W)

Grade 8

English Level 1: Unit 01-10

English Level 1: Unit 02-03

English Level 1: Unit 03-01

English Level 1: Unit 03-09

English Level 2: Unit 14-09

STRAND / PERFORMANCE INDICATOR

- 3.5. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Recognize, explain, and evaluate how structural features affect readers' and listeners' understanding and appreciation of text. Such features include organization, syntax, repetition of words or ideas, vocabulary, and visuals. (L, S, R, W)

Grade 8

English Level 3: Unit 01-02

English Level 3: Unit 02-05

English Level 3: Unit 07-10

English Level 3: Unit 09-06

English Level 3: Unit 10-06

English Level 3: Unit 10-08

English Level 3: Unit 11-01

STRAND / PERFORMANCE INDICATOR

- 3.6. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue). Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. (S, W)

Grade 8

English Level 1: Unit 01-07

English Level 3: Unit 01-05

English Level 3: Unit 02-01

English Level 3: Unit 03-02

English Level 3: Unit 04-01

English Level 3: Unit 04-04

English Level 3: Unit 04-05

English Level 3: Unit 07-04

STRAND / PERFORMANCE INDICATOR

- 3.7. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Engage in collaborative activities through a variety of groupings to discuss, share, reflect on, develop, and express opinions and evaluations about a variety of experiences, ideas, and information. Such groupings include small groups, discussion groups, process writing groups, and cooperative learning groups. (L, S, R, W)

Grade 8

English Level 1: Unit 01-05

English Level 1: Unit 01-07

English Level 1: Unit 02-10

English Level 1: Unit 03-03



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 05-02
 English Level 1: Unit 05-06
 English Level 1: Unit 05-10
 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 1: Unit 08-11
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 11-08
 English Level 2: Unit 14-04
 English Level 2: Unit 14-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 3: Unit 01-09
 English Level 3: Unit 03-05
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04
 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

STRAND / PERFORMANCE INDICATOR

- 3.8. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation, to adjust presentation and language production to effectively express opinions and evaluations. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

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 2: Unit 14-04
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03
 English Level 3: Unit 10-02

STRAND / PERFORMANCE INDICATOR

- 3.9. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Apply learning strategies to examine and interpret a variety of materials. Such strategies include using prior knowledge, graphic organizers, and context clues; planning; note taking; and exploring cognates and root words. (L, S, R, W)

Grade 8

English Level 1: Unit 04-08
 English Level 2: Unit 12-08
 English Level 2: Unit 13-02
 English Level 2: Unit 14-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05

STRAND / PERFORMANCE INDICATOR

- 4.1. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
- Use a variety of oral, print, and electronic forms for social communication and for writing to or for self, applying the conventions of social writing. Such forms include friendly notes, invitations, and electronic messages, diary entries, and notes to self. (L, S, R, W)

Grade 8

English Level 1: Unit 04-10
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 04-03
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02

STRAND / PERFORMANCE INDICATOR

- 4.2. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
- Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences. Such audiences include peers, classes, teachers, and other adults. (L, S, R, W)

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
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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
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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 10-09
 English Level 3: Unit 11-01
 English Level 3: Unit 12-01



English Level 3: Unit 12-03
English Level 3: Unit 12-07

STRAND / PERFORMANCE INDICATOR

- 4.3. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. (L, S, R, W)

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

STRAND / PERFORMANCE INDICATOR

- 4.4. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full-class discussions on personal, social, community, and academic topics. (L, S)

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
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English Level 1: Unit 02-06
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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
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English Level 2: Unit 09-02
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English Level 2: Unit 12-01
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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
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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
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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
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English Level 3: Unit 01-06
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English Level 3: Unit 01-08
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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 04-10
English Level 3: Unit 05-01



English Level 3: Unit 05-02
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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



INDICATOR

and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
Explain actions, choices, and decisions in social and academic situations. (S, W)

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
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STRAND / PERFORMANCE
INDICATOR

- 4.6. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Understand and use a variety of oral communication strategies in American English for various social and academic purposes. Such strategies include making confirmation checks, clarifying or requesting clarification, paraphrasing, and repairing miscommunication. (L, S)

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
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 English Level 2: Unit 14-09
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03
 English Level 3: Unit 04-09
 English Level 3: Unit 07-01
 English Level 3: Unit 10-04

STRAND / PERFORMANCE
INDICATOR

- 4.7. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Follow oral and written directions to participate in classroom and social activities, and provide directions to peers in selected interactions. (L, S, R, W)



Grade 8

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

STRAND / PERFORMANCE INDICATOR

- 4.8. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Negotiate and manage interactions to accomplish social and classroom tasks. (L, S)

Grade 8

English Level 1: Unit 02-06
 English Level 1: Unit 04-03
 English Level 1: Unit 04-07
 English Level 2: Unit 09-04
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10
 English Level 2: Unit 13-06
 English Level 3: Unit 02-04

STRAND / PERFORMANCE

- 4.9. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom



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and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.

Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language. Such expressions and routines include asking permission, making and responding to requests, greeting, making promises, thanking, and apologizing. Such situations include chatting with friends, participating in group discussions, greeting a principal or other adult, making purchases. (L, S, R, W)

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
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 English Level 3: Unit 12-10

**STRAND / PERFORMANCE
INDICATOR**

- 4.10. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Demonstrate appropriate classroom behaviors (e.g., participating in small group and whole class discussions, being courteous, respecting the person and property of others). (L, S, R, W)

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 1: Unit 04-08
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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
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 English Level 3: Unit 12-10

STRAND / PERFORMANCE
INDICATOR

- 4.11. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Discover alternative ways of saying things in social and classroom interactions. (L, S, R, W)

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English Level 1: Unit 01-01
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**STRAND / PERFORMANCE
INDICATOR**

- 4.12. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Apply self-monitoring and self-correcting strategies in social and classroom interactions. Such strategies include asking questions, starting over, rephrasing, and exploring alternative pronunciations or wording. (L, S, R, W)



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

STRAND / PERFORMANCE
INDICATOR

- 5.1. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.
- Demonstrate an understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English. Such patterns and norms include levels of formality, slang,



humor, idioms, rhetorical patterns, and standard versus nonstandard dialects. (L, S, R, W)

Grade 8

English Level 1: Unit 02-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-10
 English Level 2: Unit 12-01
 English Level 2: Unit 16-07
 English Level 2: Unit 17-09, 17-10
 English Level 3: Unit 11-05

STRAND / PERFORMANCE INDICATOR

- 5.4. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.
- Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately. Such means of nonverbal communication include gestures, body language, volume, stress, intonation, and pace. (L, S)

Grade 8

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

STRAND / PERFORMANCE INDICATOR

- 5.5. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.
- Compare and contrast oral traditions, myths, folktales, and literature from the United States and international regions and cultures, including the students' own, and identify similarities and differences and universal cultural themes. (L, S, R, W)

Grade 8

English Level 1: Unit 05-11
 English Level 2: Unit 09-01
 English Level 2: Unit 12-08



Rosetta Stone Version 2 - English Master

English Language Learners

Grade 9

United States Standards - New York Standards

STRAND / PERFORMANCE INDICATOR

- 1.1. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Identify and use reading and listening strategies to make text comprehensible and meaningful. Such strategies include skimming; scanning; previewing; reviewing; discussing; listening selectively; listening for a specific purpose; listening for main ideas and details; note taking; using structural and context clues, cognates, format, sequence, and an understanding of letter-sound relationships to decode difficult words. (L, R)

Grade 9

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

STRAND / PERFORMANCE INDICATOR

- 1.2. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources. Such sources include nonfiction books for young adults, reference books, magazines, textbooks, the Internet, databases, audio and media presentations, oral interviews, charts, graphs, maps, and diagrams. (L, S, R, W)

Grade 9

English Level 1: Unit 01-05



English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-08
 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 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 11-03
 English Level 2: Unit 11-08
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 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 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 12-04
 English Level 3: Unit 12-08

**STRAND / PERFORMANCE
INDICATOR**

- 1.3. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Select information appropriate to the purpose of the investigation with suitable supporting material. Such material includes facts, details, illustrative examples, anecdotes, and personal experiences. (L, S, R, W)

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 01-08
 English Level 1: Unit 02-03
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-10
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 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 05-06
English Level 1: Unit 06-02
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 07-01
English Level 1: Unit 07-04
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
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 08-10
English Level 2: Unit 09-05
English Level 2: Unit 09-09
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 11-02
English Level 2: Unit 11-07
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-04
English Level 2: Unit 13-08
English Level 2: Unit 13-09
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 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-05
English Level 2: Unit 15-08
English Level 2: Unit 16-01
English Level 2: Unit 16-04
English Level 2: Unit 17-01, 17-02, 17-03
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 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 02-01
English Level 3: Unit 02-04
English Level 3: Unit 03-03
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 05-04
English Level 3: Unit 05-05



English Level 3: Unit 06-02
 English Level 3: Unit 07-04
 English Level 3: Unit 07-07
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-02
 English Level 3: Unit 10-04
 English Level 3: Unit 12-04

STRAND / PERFORMANCE INDICATOR

- 1.4. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Compare, contrast, categorize, and synthesize information and objects, and identify complexities and discrepancies in the information. (L, S, R, W)

Grade 9

English Level 1: Unit 01-01
 English Level 1: Unit 01-05
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-02
 English Level 1: Unit 04-08
 English Level 1: Unit 04-10
 English Level 1: Unit 05-07
 English Level 1: Unit 05-11
 English Level 1: Unit 06-03
 English Level 1: Unit 06-08
 English Level 1: Unit 06-11
 English Level 1: Unit 07-03
 English Level 1: Unit 07-11
 English Level 1: Unit 08-03
 English Level 2: Unit 09-01
 English Level 2: Unit 09-03
 English Level 2: Unit 09-05
 English Level 2: Unit 09-09
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 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 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 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 01-02
 English Level 3: Unit 01-09
 English Level 3: Unit 02-06
 English Level 3: Unit 03-08



English Level 3: Unit 04-02
 English Level 3: Unit 04-05
 English Level 3: Unit 05-01
 English Level 3: Unit 06-02
 English Level 3: Unit 07-02
 English Level 3: Unit 07-05
 English Level 3: Unit 08-01
 English Level 3: Unit 08-03
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 10-03
 English Level 3: Unit 10-06
 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 12-09

STRAND / PERFORMANCE
 INDICATOR

- 1.5. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Formulate, ask, and respond to various questions forms to obtain, clarify, and extend information and meaning. (L, S, R, W)

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 03-01
 English Level 3: Unit 03-04
 English Level 3: Unit 03-08



English Level 3: Unit 04-06
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 06-03
 English Level 3: Unit 06-07
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-06
 English Level 3: Unit 09-09
 English Level 3: Unit 11-02
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03

STRAND / PERFORMANCE INDICATOR

- 1.6. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Make and support inferences about information and ideas with reference to features in oral and written text. Such features include vocabulary, format, facts, sequence, register, and relevance of details. (L, S, R, W)

Grade 9

English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 03-08
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 07-01
 English Level 2: Unit 09-02
 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 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 17-04, 17-05, 17-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 3: Unit 01-06
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 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 05-04
 English Level 3: Unit 05-05
 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
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 English Level 3: Unit 09-08
 English Level 3: Unit 12-01
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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

STRAND / PERFORMANCE
 INDICATOR

- 1.7. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic content areas. Such forms include paraphrases, summaries, stories, research reports, essays, articles, posters, charts, and other graphics. (S, W)

Grade 9

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



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 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 03-02
 English Level 3: Unit 03-05
 English Level 3: Unit 03-06
 English Level 3: Unit 03-07
 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 05-07
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-01
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 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-07
 English Level 3: Unit 11-02
 English Level 3: Unit 11-04
 English Level 3: Unit 12-01
 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
 English Level 3: Unit 12-10

STRAND / PERFORMANCE INDICATOR

- 1.8. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
 Select a focus, organization, and point of view for oral and written presentations, and justify this selection. (S, W)

Grade 9

English Level 1: Unit 03-02
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 07-02
 English Level 1: Unit 07-10
 English Level 2: Unit 12-10



English Level 2: Unit 13-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-08
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 3: Unit 01-04
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-10
 English Level 3: Unit 09-06
 English Level 3: Unit 12-04

STRAND / PERFORMANCE INDICATOR

- 1.9. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. Such patterns and structures include chronological order, cause and effect, problem and solution, and general-to-specific presentation. (S, W)

Grade 9

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



English Level 2: Unit 12-02
 English Level 2: Unit 12-06
 English Level 2: Unit 12-09
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-07
 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 14-06
 English Level 2: Unit 14-08
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-10
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-08
 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 03-08
 English Level 3: Unit 04-07
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 English Level 3: Unit 05-07
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-02
 English Level 3: Unit 07-04
 English Level 3: Unit 07-07
 English Level 3: Unit 07-10
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04

STRAND / PERFORMANCE INDICATOR

- 1.10. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Distinguish between fact and opinion, and relevant and irrelevant information, and exclude nonessential information in oral and written presentations. (L, S, R, W)



Grade 9

English Level 2: Unit 12-09

English Level 2: Unit 16-09

STRAND / PERFORMANCE INDICATOR

- 1.11. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Use the process of prewriting, drafting, revising, peer editing, and proofreading (the 'writing process') to produce well-constructed informational texts. (L, S, R, W)

Grade 9

English Level 1: Unit 01-07

English Level 1: Unit 02-03

English Level 1: Unit 02-05

English Level 1: Unit 03-01

English Level 1: Unit 04-10

English Level 1: Unit 06-01

English Level 1: Unit 06-06

English Level 1: Unit 07-01

English Level 1: Unit 08-11

English Level 2: Unit 09-02

English Level 2: Unit 11-02

English Level 2: Unit 13-01

English Level 2: Unit 14-03

English Level 2: Unit 14-06

English Level 2: Unit 15-09

English Level 2: Unit 16-04

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 3: Unit 02-03

English Level 3: Unit 02-04

English Level 3: Unit 03-06

English Level 3: Unit 08-04

English Level 3: Unit 10-09

English Level 3: Unit 10-10

English Level 3: Unit 12-05

English Level 3: Unit 12-06

English Level 3: Unit 12-07

STRAND / PERFORMANCE INDICATOR

- 1.12. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose. Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, capitalization, paragraphing, and a wide variety of sentence structures. (L, S, R, W)

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
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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
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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
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English Level 2: Unit 13-10
English Level 2: Unit 14-01
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English Level 2: Unit 14-03
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 16-01
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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 01-01
 English Level 3: Unit 01-02
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 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
 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
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English Level 3: Unit 08-02
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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

STRAND / PERFORMANCE INDICATOR

- 1.13. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, analyze, synthesize, and present information. Such groupings include small groups, cooperative learning groups, process writing groups, cross-age groups, research groups, and interest groups. (L, S, R, W)

Grade 9

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 03-03
 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 05-02
 English Level 1: Unit 05-06
 English Level 1: Unit 06-05
 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 1: Unit 08-11
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 11-08
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 14-04
 English Level 2: Unit 14-09
 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 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 3: Unit 01-09
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 English Level 3: Unit 03-05
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04
 English Level 3: Unit 04-09
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 06-03
 English Level 3: Unit 07-01
 English Level 3: Unit 10-04
 English Level 3: Unit 12-04

STRAND / PERFORMANCE INDICATOR

- 1.15. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills



and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. (L, S, R, W)

Grade 9

English Level 2: Unit 13-06

English Level 3: Unit 01-04

STRAND / PERFORMANCE INDICATOR

- 1.16. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Apply learning strategies to acquire information and make texts comprehensible and meaningful. Such strategies include using prior knowledge, graphic organizers, reference materials, and context cues; planning; note taking; questioning; exploring cognates and root words; and applying ideas to new settings or experiences. (L, S, R, W)

Grade 9

English Level 1: Unit 04-08

English Level 2: Unit 12-08

English Level 2: Unit 13-02

English Level 2: Unit 14-10

English Level 2: Unit 15-04

English Level 2: Unit 16-04

STRAND / PERFORMANCE INDICATOR

- 2.1. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Read, listen to, view, write about, and discuss a variety of texts from a wide range of authors, subjects, genres, cultures, and historical periods. Such sources include poems, stories, myths, fables, plays, novels, and other fiction and nonfiction texts, in authentic and modified forms, including works of American popular culture. (L, S, R, W)

Grade 9

English Level 1: Unit 03-08

English Level 1: Unit 05-02

English Level 1: Unit 05-05

English Level 1: Unit 06-08

English Level 1: Unit 06-11

English Level 1: Unit 08-06

English Level 1: Unit 08-10

English Level 1: Unit 08-11

English Level 2: Unit 10-07

English Level 2: Unit 11-08

English Level 2: Unit 11-10

English Level 2: Unit 14-09

English Level 3: Unit 03-05

English Level 3: Unit 06-04

English Level 3: Unit 07-06

English Level 3: Unit 09-05

English Level 3: Unit 09-06

English Level 3: Unit 12-01

English Level 3: Unit 12-05

English Level 3: Unit 12-06

English Level 3: Unit 12-07

STRAND / PERFORMANCE

- 2.2. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary



INDICATOR

response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Apply reading and listening strategies to make literary text comprehensible and meaningful. Such strategies include skimming, scanning, previewing, reviewing, listening selectively, listening for a specific purpose, and listening for main ideas and details. (L, R)

Grade 9

English Level 1: Unit 05-11
 English Level 1: Unit 08-08
 English Level 2: Unit 11-08
 English Level 2: Unit 12-04
 English Level 2: Unit 12-08
 English Level 2: Unit 13-06
 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 04-09
 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 06-02
 English Level 3: Unit 07-05
 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
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02

STRAND / PERFORMANCE INDICATOR

- 2.3. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Identify and explain the distinguishing features of different literary genres, periods, and traditions, and use those features to aid comprehension, interpretation, and discussion of literature. (L, S, R, W)

Grade 9

English Level 1: Unit 05-02
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05

STRAND / PERFORMANCE INDICATOR

- 2.4. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and



strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Locate and identify a wide range of significant literary elements and techniques in texts and use those elements to interpret the work, comparing and contrasting the work to other works and to students' own experiences. Such elements include setting, character, plot, theme, point of view, figurative language, text structure, repetition, characterization, imagery, foreshadowing, and climax. (L, S, R, W)

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

STRAND / PERFORMANCE INDICATOR

- 2.5. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. Strategies include summarizing; explaining; and identifying word choice, point of view, and symbols. (L, S, R, W)

Grade 9

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-08

English Level 1: Unit 05-02

English Level 1: Unit 06-02

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

English Level 3: Unit 06-01

English Level 3: Unit 06-02

English Level 3: Unit 09-06

English Level 3: Unit 12-03

STRAND / PERFORMANCE INDICATOR

- 2.6. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Read aloud with confidence, accuracy, fluency, and expression to demonstrate understanding and to convey an interpretation of meaning. (S, R)



Grade 9

English Level 1: Unit 02-02
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 08-11
 English Level 2: Unit 09-03
 English Level 2: Unit 09-08
 English Level 2: Unit 10-01
 English Level 2: Unit 10-03
 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 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-06
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-07
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STRAND / PERFORMANCE INDICATOR

- 2.7. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Compose and present personal and formal responses to and interpretations of published literary works and the work of peers, referring to details and features of text. Such features include characters, setting, plot, ideas, events, vocabulary, and text structure. (L, S, R, W)

Grade 9

English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-08
 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 11-08
 English Level 2: Unit 11-10
 English Level 2: Unit 14-05
 English Level 2: Unit 15-01
 English Level 3: Unit 03-07



English Level 3: Unit 04-05
English Level 3: Unit 07-06
English Level 3: Unit 12-01

STRAND / PERFORMANCE INDICATOR

- 2.8. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Create stories, poems, sketches, songs, and plays, including those that reflect traditional and popular American culture, using typical features of a given genre; create an effective voice, using a variety of writing styles appropriate to different audiences, purposes, and settings. (S, W)

Grade 9

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-07
English Level 1: Unit 02-01
English Level 1: Unit 02-02
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 03-05
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 04-10
English Level 1: Unit 05-06
English Level 1: Unit 05-08
English Level 1: Unit 05-10
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-05
English Level 1: Unit 07-11
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 09-04
English Level 2: Unit 09-06
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 10-04
English Level 2: Unit 10-05
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 11-03
English Level 2: Unit 11-05
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 13-02
English Level 2: Unit 13-05
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 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 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 16-02
 English Level 2: Unit 16-03
 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 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 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 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 01-09
 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 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 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

STRAND / PERFORMANCE
INDICATOR

2.9. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and



strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Engage in collaborative activities through a variety of student groupings to create and respond to literature. Such groupings include small groups, cooperative learning groups, literature circles, and process writing groups. (L, S, R, W)

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 05-02
 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 1: Unit 08-11
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 11-08
 English Level 2: Unit 14-04
 English Level 3: Unit 01-09
 English Level 3: Unit 03-05
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04
 English Level 3: Unit 06-03
 English Level 3: Unit 12-04

STRAND / PERFORMANCE INDICATOR

- 2.10. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Create, discuss, interpret, and respond to literary works, using appropriate and effective vocabulary, grammar, spelling, and punctuation in writing, and using appropriate vocabulary, grammar, and pronunciation in speaking. (L, S, R, W)

Grade 9

English Level 1: Unit 05-02
 English Level 1: Unit 08-11
 English Level 3: Unit 12-04

STRAND / PERFORMANCE INDICATOR

- 2.11. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

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 06-08
 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 01-04
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

STRAND / PERFORMANCE INDICATOR

- 2.12. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Apply learning strategies to comprehend, make inferences about, and analyze literature, and to produce literary responses. Such strategies include asking questions; using prior knowledge, graphic organizers, and context cues; planning; note taking; and exploring cognates and root words. (L, S, R, W)

Grade 9

English Level 1: Unit 04-08
 English Level 1: Unit 05-02
 English Level 2: Unit 12-08
 English Level 2: Unit 13-02
 English Level 2: Unit 14-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 12-03

STRAND / PERFORMANCE INDICATOR

- 3.1. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.

Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences; justify and explain the rationale for positions, using persuasive language, tone, evidence, and well-developed arguments. Forms of such presentations include oral (class presentations, speeches, and debates), visual (posters, graphs, charts, political cartoons, and illustrations), and written (essays, editorials, movie/textbook/book reviews, position papers, and brochures). (L, S, R, W)

Grade 9

English Level 1: Unit 01-02
 English Level 1: Unit 01-07
 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 05-02
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 06-08
 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 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-08
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 11-08
 English Level 2: Unit 11-10
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 15-07
 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 01-02
 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 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 03-03
 English Level 3: Unit 03-05
 English Level 3: Unit 03-08
 English Level 3: Unit 04-01
 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 04-09



English Level 3: Unit 05-02
 English Level 3: Unit 05-06
 English Level 3: Unit 06-04
 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 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 10-02
 English Level 3: Unit 10-04
 English Level 3: Unit 10-07
 English Level 3: Unit 12-01
 English Level 3: Unit 12-10

STRAND / PERFORMANCE
INDICATOR

- 3.2. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.

Assess, compare, and evaluate the quality of spoken or written texts and visual presentations, using different criteria related to the organization, subject area, and purpose of text. Text types include editorials, letters to the editor, political speeches, illustrations, charts, movie/textbook/book reviews, and advertisements. (L, S, R, W)

Grade 9

English Level 1: Unit 05-02
 English Level 1: Unit 06-08
 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 15-05
 English Level 2: Unit 15-09
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 02-03
 English Level 3: Unit 03-08
 English Level 3: Unit 04-01
 English Level 3: Unit 06-04
 English Level 3: Unit 07-07
 English Level 3: Unit 12-10

STRAND / PERFORMANCE
INDICATOR

- 3.3. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.

Recognize and communicate personal and multiple points of view within and among groups, in discussing, interpreting, and evaluating information; make inferences about a writer's or speaker's point of view. (L, S, R, W)

Grade 9

English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 05-02
 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 03-07
 English Level 3: Unit 04-05
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 09-06
 English Level 3: Unit 12-03

**STRAND / PERFORMANCE
INDICATOR**

- 3.4. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Evaluate students' own and others' work, individually and collaboratively, on the basis of a variety of criteria, and recognize how chosen criteria affect evaluation. Criteria include visual presentation; clarity of ideas; logic; originality; comprehensiveness; and use of English vocabulary, grammar, and register. (L, S, R, W)

Grade 9

English Level 1: Unit 01-10
 English Level 1: Unit 02-03
 English Level 1: Unit 03-01
 English Level 1: Unit 03-09
 English Level 2: Unit 14-09

**STRAND / PERFORMANCE
INDICATOR**

- 3.5. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Recognize, explain, evaluate, and analyze how structural features affect readers' and listeners' understanding and appreciation of text. Such features include organization, syntax, repetition of words or ideas, vocabulary, and visuals. (L, S, R, W)

Grade 9

English Level 3: Unit 01-02
 English Level 3: Unit 02-05
 English Level 3: Unit 07-10
 English Level 3: Unit 09-06
 English Level 3: Unit 10-06
 English Level 3: Unit 10-08
 English Level 3: Unit 11-01

**STRAND / PERFORMANCE
INDICATOR**

- 3.6. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue). Such spoken language features include appropriate grammar, precise vocabulary, pronunciation, intonation, and presentation strategies. Such written language features



include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. (S, W)

Grade 9

English Level 1: Unit 01-07
 English Level 3: Unit 01-05
 English Level 3: Unit 02-01
 English Level 3: Unit 03-02
 English Level 3: Unit 04-01
 English Level 3: Unit 04-04
 English Level 3: Unit 04-05
 English Level 3: Unit 07-04

STRAND / PERFORMANCE INDICATOR

- 3.7. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Engage in collaborative activities through a variety of groupings to discuss, share, reflect on, develop, and express, and to interpret opinions and evaluations about a variety of experiences, ideas, and information. Such groupings include small groups, discussion groups, process writing groups, and cooperative learning groups. (L, S, R, W)

Grade 9

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 02-10
 English Level 1: Unit 03-03
 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 05-02
 English Level 1: Unit 05-06
 English Level 1: Unit 05-10
 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 1: Unit 08-11
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 11-08
 English Level 2: Unit 14-04
 English Level 2: Unit 14-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 3: Unit 01-09
 English Level 3: Unit 03-05
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04
 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

STRAND / PERFORMANCE INDICATOR

- 3.8. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation and standards for a particular genre (e.g., debate, speech, argument), to adjust presentation and



language production to effectively express opinions and evaluations. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

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 2: Unit 14-04
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03
 English Level 3: Unit 10-02

STRAND / PERFORMANCE INDICATOR

- 3.1. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Apply learning strategies to examine, interpret, analyze, synthesize, and evaluate a variety of materials. Such strategies include using prior knowledge, graphic organizers, context cues; planning; note taking; and exploring cognates and root words. (L, S, R, W)

Grade 9

English Level 1: Unit 04-08
 English Level 2: Unit 12-08
 English Level 2: Unit 13-02
 English Level 2: Unit 14-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05

STRAND / PERFORMANCE INDICATOR

- 4.1. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
- Use a variety of oral, print, and electronic forms for social communication and for writing to or for self, applying the conventions of social writing. Such forms include friendly notes, invitations, and electronic messages, diary entries, and notes to self. (L, S, R, W)

Grade 9

English Level 1: Unit 04-10



English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 04-03
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02

STRAND / PERFORMANCE
 INDICATOR

- 4.2. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences. Such audiences include peers, classes, teachers, and other adults. (L, S, R, W)

Grade 9

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-01
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English Level 1: Unit 07-08
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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
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English Level 3: Unit 05-05
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 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 12-07

STRAND / PERFORMANCE INDICATOR

- 4.3. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. (L, S, R, W)

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 04-03
 English Level 1: Unit 04-05
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
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 English Level 2: Unit 10-02
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English Level 2: Unit 10-05
 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

STRAND / PERFORMANCE INDICATOR

- 4.4. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full-class discussions on personal, social, community, and academic topics. (L, S)

Grade 9

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
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English Level 2: Unit 12-01
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 English Level 3: Unit 12-10

STRAND / PERFORMANCE
INDICATOR

- 4.5. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Explain actions, choices, and decisions in social and academic situations. (S, W)

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
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English Level 1: Unit 04-01
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English Level 2: Unit 16-09
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**STRAND / PERFORMANCE
INDICATOR**

- 4.6. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
- Understand and use a variety of context-specific oral communication strategies in American English for a range of personal and academic purposes. Such strategies include making confirmation checks, clarifying or requesting clarification, paraphrasing, and repairing miscommunication. (L, S)

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
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 English Level 1: Unit 08-07
 English Level 1: Unit 08-11
 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
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 English Level 2: Unit 13-03
 English Level 2: Unit 13-06
 English Level 2: Unit 13-08
 English Level 2: Unit 14-09
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03
 English Level 3: Unit 04-09
 English Level 3: Unit 07-01
 English Level 3: Unit 10-04

STRAND / PERFORMANCE INDICATOR

- 4.7. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Follow oral and written directions to participate in classroom activities, and provide directions to peers in selected interactions. (L, S, R, W)

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 04-04



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
 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 01-03
 English Level 3: Unit 01-10
 English Level 3: Unit 04-02

STRAND / PERFORMANCE INDICATOR

- 4.8. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Negotiate and manage interactions to accomplish social and classroom tasks. (L, S)

Grade 9

English Level 1: Unit 02-06
 English Level 1: Unit 04-03
 English Level 1: Unit 04-07
 English Level 2: Unit 09-04
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10
 English Level 2: Unit 13-06
 English Level 3: Unit 02-04

STRAND / PERFORMANCE INDICATOR

- 4.9. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is communicated in different ways through language in various contexts. Such expressions and routines include asking permission, making and responding to requests, greeting, making promises, thanking, apologizing. Such situations include chatting with friends, participating in group discussions, greeting a principal or other adult, making purchases, interviewing for a job, and applying to college. (L, S, R, W)

Grade 9

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
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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
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English Level 2: Unit 19-03, 19-04, 19-05
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 English Level 3: Unit 12-10

**STRAND / PERFORMANCE
INDICATOR**

- 4.10. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Demonstrate appropriate classroom behaviors (e.g., participating in small group and whole class discussions, being courteous, respecting the person and property of others). (L, S, R, W)

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 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 10-10
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

STRAND / PERFORMANCE INDICATOR

- 4.11. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Discover alternative ways of saying things in social and classroom interactions. (L, S, R, W)

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 1: Unit 02-03
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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
 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
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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
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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
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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
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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 12-03
English Level 2: Unit 12-04



English Level 2: Unit 12-05
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 English Level 2: Unit 14-01
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 English Level 2: Unit 15-01
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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
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English Level 3: Unit 03-01
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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 10-10
 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
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 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STRAND / PERFORMANCE
INDICATOR

- 4.12. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
- Apply self-monitoring and self-correcting strategies in social and classroom interactions. Such strategies include asking questions, starting over, rephrasing, and exploring alternative pronunciations or wording. (L, S, R, W)

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
 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 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-03
 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 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 2: Unit 12-01
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English Level 2: Unit 12-04
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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
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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
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English Level 3: Unit 03-01
English Level 3: Unit 03-02
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English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
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English Level 3: Unit 04-02
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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 09-09
English Level 3: Unit 10-01



English Level 3: Unit 10-02
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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

**STRAND / PERFORMANCE
INDICATOR**

- 5.1. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.
- Demonstrate an understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English, and identify and interpret how these patterns and norms are used. Such patterns and norms include levels of formality, slang, humor, idioms, rhetorical patterns, and standard versus nonstandard dialects (L, S, R, W)

Grade 9

English Level 1: Unit 03-08
 English Level 2: Unit 16-07
 English Level 3: Unit 11-05

**STRAND / PERFORMANCE
INDICATOR**

- 5.4. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.
- Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately. Such means of nonverbal communication include gestures, body language, volume, stress, intonation, pace, rhythm, and pauses. (L, S)

Grade 9

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

STRAND / PERFORMANCE INDICATOR

5.5. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.

Compare and contrast oral traditions, myths, folktales, and literature from different national and international regions and cultures, including the students' own, identifying similarities and differences and universal cultural themes, and exploring how language and literature transmit culture. (L, S, R, W)

Grade 9
English Level 1: Unit 05-11
English Level 2: Unit 09-01
English Level 2: Unit 12-08

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Rosetta Stone Version 2 - English Master

English Language Learners

Grade 10

United States Standards - New York Standards

STRAND / PERFORMANCE INDICATOR

- 1.1. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Identify and use reading and listening strategies to make text comprehensible and meaningful. Such strategies include skimming; scanning; previewing; reviewing; discussing; listening selectively; listening for a specific purpose; listening for main ideas and details; note taking; using structural and context clues, cognates, format, sequence, and an understanding of letter-sound relationships to decode difficult words. (L, R)

Grade 10

English Level 1: Unit 04-04
 English Level 1: Unit 04-08
 English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 1: Unit 08-08
 English Level 1: Unit 08-11
 English Level 2: Unit 11-08
 English Level 2: Unit 12-04
 English Level 2: Unit 12-08
 English Level 2: Unit 13-02
 English Level 2: Unit 14-10
 English Level 2: Unit 15-08
 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 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 07-05
 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

STRAND / PERFORMANCE INDICATOR

- 1.2. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources. Such sources include nonfiction books for young adults, reference books, magazines, textbooks, the Internet, databases, audio and media presentations, oral interviews, charts, graphs, maps, and diagrams. (L, S, R, W)

Grade 10

English Level 1: Unit 01-05



English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-08
 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 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 11-03
 English Level 2: Unit 11-08
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 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 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 12-04
 English Level 3: Unit 12-08

**STRAND / PERFORMANCE
INDICATOR**

- 1.3. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Select information appropriate to the purpose of the investigation with suitable supporting material. Such material includes facts, details, illustrative examples, anecdotes, and personal experiences. (L, S, R, W)

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 01-08
 English Level 1: Unit 02-03
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-10
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 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 05-06
English Level 1: Unit 06-02
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 07-01
English Level 1: Unit 07-04
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
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 08-10
English Level 2: Unit 09-05
English Level 2: Unit 09-09
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 11-02
English Level 2: Unit 11-07
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-04
English Level 2: Unit 13-08
English Level 2: Unit 13-09
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 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-05
English Level 2: Unit 15-08
English Level 2: Unit 16-01
English Level 2: Unit 16-04
English Level 2: Unit 17-01, 17-02, 17-03
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 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 02-01
English Level 3: Unit 02-04
English Level 3: Unit 03-03
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 05-04
English Level 3: Unit 05-05



English Level 3: Unit 06-02
 English Level 3: Unit 07-04
 English Level 3: Unit 07-07
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-02
 English Level 3: Unit 10-04
 English Level 3: Unit 12-04

STRAND / PERFORMANCE
 INDICATOR

- 1.4. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Compare, contrast, categorize, and synthesize information and objects, and identify complexities and discrepancies in the information. (L, S, R, W)

Grade 10

English Level 1: Unit 01-01
 English Level 1: Unit 01-05
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-02
 English Level 1: Unit 04-08
 English Level 1: Unit 04-10
 English Level 1: Unit 05-07
 English Level 1: Unit 05-11
 English Level 1: Unit 06-03
 English Level 1: Unit 06-08
 English Level 1: Unit 06-11
 English Level 1: Unit 07-03
 English Level 1: Unit 07-11
 English Level 1: Unit 08-03
 English Level 2: Unit 09-01
 English Level 2: Unit 09-03
 English Level 2: Unit 09-05
 English Level 2: Unit 09-09
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 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 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 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 01-02
 English Level 3: Unit 01-09
 English Level 3: Unit 02-06
 English Level 3: Unit 03-08



English Level 3: Unit 04-02
 English Level 3: Unit 04-05
 English Level 3: Unit 05-01
 English Level 3: Unit 06-02
 English Level 3: Unit 07-02
 English Level 3: Unit 07-05
 English Level 3: Unit 08-01
 English Level 3: Unit 08-03
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 10-03
 English Level 3: Unit 10-06
 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 12-09

STRAND / PERFORMANCE
 INDICATOR

- 1.5. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Formulate, ask, and respond to various questions forms to obtain, clarify, and extend information and meaning. (L, S, R, W)

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 03-01
 English Level 3: Unit 03-04
 English Level 3: Unit 03-08



English Level 3: Unit 04-06
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 06-03
 English Level 3: Unit 06-07
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-06
 English Level 3: Unit 09-09
 English Level 3: Unit 11-02
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03

STRAND / PERFORMANCE INDICATOR

- 1.6. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Make and support inferences about information and ideas with reference to features in oral and written text. Such features include vocabulary, format, facts, sequence, register, and relevance of details. (L, S, R, W)

Grade 10

English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 03-08
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 07-01
 English Level 2: Unit 09-02
 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 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 17-04, 17-05, 17-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 3: Unit 01-06
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 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 05-04
 English Level 3: Unit 05-05
 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

STRAND / PERFORMANCE
 INDICATOR

- 1.7. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic content areas. Such forms include paraphrases, summaries, stories, research reports, essays, articles, posters, charts, and other graphics. (S, W)

Grade 10

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



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 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 03-02
 English Level 3: Unit 03-05
 English Level 3: Unit 03-06
 English Level 3: Unit 03-07
 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 05-07
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-01
 English Level 3: Unit 07-03
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 English Level 3: Unit 07-06
 English Level 3: Unit 07-10
 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 10-07
 English Level 3: Unit 11-02
 English Level 3: Unit 11-04
 English Level 3: Unit 12-01
 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
 English Level 3: Unit 12-10

STRAND / PERFORMANCE INDICATOR

- 1.8. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
 Select a focus, organization, and point of view for oral and written presentations, and justify this selection. (S, W)

Grade 10

English Level 1: Unit 03-02
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 07-02
 English Level 1: Unit 07-10
 English Level 2: Unit 12-10



English Level 2: Unit 13-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-08
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 3: Unit 01-04
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-10
 English Level 3: Unit 09-06
 English Level 3: Unit 12-04

STRAND / PERFORMANCE
 INDICATOR

- 1.9. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. Such patterns and structures include chronological order, cause and effect, problem and solution, and general-to-specific presentation. (S, W)

Grade 10

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



English Level 2: Unit 12-02
 English Level 2: Unit 12-06
 English Level 2: Unit 12-09
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-07
 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 14-06
 English Level 2: Unit 14-08
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-10
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-08
 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 03-03
 English Level 3: Unit 03-06
 English Level 3: Unit 03-07
 English Level 3: Unit 03-08
 English Level 3: Unit 04-07
 English Level 3: Unit 05-03
 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 07-02
 English Level 3: Unit 07-04
 English Level 3: Unit 07-07
 English Level 3: Unit 07-10
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04

STRAND / PERFORMANCE INDICATOR

- 1.10. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Distinguish between fact and opinion, and relevant and irrelevant information, and exclude nonessential information in oral and written presentations. (L, S, R, W)



Grade 10

English Level 2: Unit 12-09

English Level 2: Unit 16-09

STRAND / PERFORMANCE INDICATOR

- 1.11. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Use the process of prewriting, drafting, revising, peer editing, and proofreading (the 'writing process') to produce well-constructed informational texts. (L, S, R, W)

Grade 10

English Level 1: Unit 01-07

English Level 1: Unit 02-03

English Level 1: Unit 02-05

English Level 1: Unit 03-01

English Level 1: Unit 04-10

English Level 1: Unit 06-01

English Level 1: Unit 06-06

English Level 1: Unit 07-01

English Level 1: Unit 08-11

English Level 2: Unit 09-02

English Level 2: Unit 11-02

English Level 2: Unit 13-01

English Level 2: Unit 14-03

English Level 2: Unit 14-06

English Level 2: Unit 15-09

English Level 2: Unit 16-04

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 3: Unit 02-03

English Level 3: Unit 02-04

English Level 3: Unit 03-06

English Level 3: Unit 08-04

English Level 3: Unit 10-09

English Level 3: Unit 10-10

English Level 3: Unit 12-05

English Level 3: Unit 12-06

English Level 3: Unit 12-07

STRAND / PERFORMANCE INDICATOR

- 1.12. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose. Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, capitalization, paragraphing, and a wide variety of sentence structures. (L, S, R, W)

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
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
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English Level 2: Unit 13-10
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English Level 2: Unit 14-06



English Level 2: Unit 14-07
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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 04-07



English Level 3: Unit 04-08
English Level 3: Unit 04-09
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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

STRAND / PERFORMANCE INDICATOR

- 1.13. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, analyze, synthesize, and present information. Such groupings include small groups, cooperative learning groups, process writing groups, cross-age groups, research groups, and interest groups. (L, S, R, W)

Grade 10

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 03-03
 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 05-02
 English Level 1: Unit 05-06
 English Level 1: Unit 06-05
 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 1: Unit 08-11
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 11-08
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 14-04
 English Level 2: Unit 14-09
 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 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 3: Unit 01-09
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 English Level 3: Unit 03-05
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04
 English Level 3: Unit 04-09
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 06-03
 English Level 3: Unit 07-01
 English Level 3: Unit 10-04
 English Level 3: Unit 12-04

STRAND / PERFORMANCE INDICATOR

- 1.15. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills



and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. (L, S, R, W)

Grade 10

English Level 2: Unit 13-06

English Level 3: Unit 01-04

STRAND / PERFORMANCE INDICATOR

- 1.16. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Apply learning strategies to acquire information and make texts comprehensible and meaningful. Such strategies include using prior knowledge, graphic organizers, reference materials, and context cues; planning; note taking; questioning; exploring cognates and root words; and applying ideas to new settings or experiences. (L, S, R, W)

Grade 10

English Level 1: Unit 04-08

English Level 2: Unit 12-08

English Level 2: Unit 13-02

English Level 2: Unit 14-10

English Level 2: Unit 15-04

English Level 2: Unit 16-04

STRAND / PERFORMANCE INDICATOR

- 2.1. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Read, listen to, view, write about, and discuss a variety of texts from a wide range of authors, subjects, genres, cultures, and historical periods. Such sources include poems, stories, myths, fables, plays, novels, and other fiction and nonfiction texts, in authentic and modified forms, including works of American popular culture. (L, S, R, W)

Grade 10

English Level 1: Unit 03-08

English Level 1: Unit 05-02

English Level 1: Unit 05-05

English Level 1: Unit 06-08

English Level 1: Unit 06-11

English Level 1: Unit 08-06

English Level 1: Unit 08-10

English Level 1: Unit 08-11

English Level 2: Unit 10-07

English Level 2: Unit 11-08

English Level 2: Unit 11-10

English Level 2: Unit 14-09

English Level 3: Unit 03-05

English Level 3: Unit 06-04

English Level 3: Unit 07-06

English Level 3: Unit 09-05

English Level 3: Unit 09-06

English Level 3: Unit 12-01

English Level 3: Unit 12-05

English Level 3: Unit 12-06

English Level 3: Unit 12-07

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- 2.2. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary



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response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Apply reading and listening strategies to make literary text comprehensible and meaningful. Such strategies include skimming, scanning, previewing, reviewing, listening selectively, listening for a specific purpose, and listening for main ideas and details. (L, R)

Grade 10

English Level 1: Unit 05-11
 English Level 1: Unit 08-08
 English Level 2: Unit 11-08
 English Level 2: Unit 12-04
 English Level 2: Unit 12-08
 English Level 2: Unit 13-06
 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 04-09
 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 06-02
 English Level 3: Unit 07-05
 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
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02

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- 2.3. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Identify and explain the distinguishing features of different literary genres, periods, and traditions, and use those features to aid comprehension, interpretation, and discussion of literature. (L, S, R, W)

Grade 10

English Level 1: Unit 05-02
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05

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- 2.4. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and



strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Locate and identify a wide range of significant literary elements and techniques in texts and use those elements to interpret the work, comparing and contrasting the work to other works and to students' own experiences. Such elements include setting, character, plot, theme, point of view, figurative language, text structure, repetition, characterization, imagery, foreshadowing, and climax. (L, S, R, W)

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

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- 2.5. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. Strategies include summarizing; explaining; and identifying word choice, point of view, and symbols. (L, S, R, W)

Grade 10

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-08

English Level 1: Unit 05-02

English Level 1: Unit 06-02

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

English Level 3: Unit 06-01

English Level 3: Unit 06-02

English Level 3: Unit 09-06

English Level 3: Unit 12-03

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- 2.6. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Read aloud with confidence, accuracy, fluency, and expression to demonstrate understanding and to convey an interpretation of meaning. (S, R)



Grade 10

English Level 1: Unit 02-02
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 08-11
 English Level 2: Unit 09-03
 English Level 2: Unit 09-08
 English Level 2: Unit 10-01
 English Level 2: Unit 10-03
 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 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-06
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-07
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

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- 2.7. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Compose and present personal and formal responses to and interpretations of published literary works and the work of peers, referring to details and features of text. Such features include characters, setting, plot, ideas, events, vocabulary, and text structure. (L, S, R, W)

Grade 10

English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-08
 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 11-08
 English Level 2: Unit 11-10
 English Level 2: Unit 14-05
 English Level 2: Unit 15-01
 English Level 3: Unit 03-07



English Level 3: Unit 04-05
English Level 3: Unit 07-06
English Level 3: Unit 12-01

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- 2.8. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Create stories, poems, sketches, songs, and plays, including those that reflect traditional and popular American culture, using typical features of a given genre; create an effective voice, using a variety of writing styles appropriate to different audiences, purposes, and settings. (S, W)

Grade 10

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



English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
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 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 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-02
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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

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2.9. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and



strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Engage in collaborative activities through a variety of student groupings to create and respond to literature. Such groupings include small groups, cooperative learning groups, literature circles, and process writing groups. (L, S, R, W)

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 05-02
 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 1: Unit 08-11
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 11-08
 English Level 2: Unit 14-04
 English Level 3: Unit 01-09
 English Level 3: Unit 03-05
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04
 English Level 3: Unit 06-03
 English Level 3: Unit 12-04

STRAND / PERFORMANCE INDICATOR

- 2.10. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Create, discuss, interpret, and respond to literary works, using appropriate and effective vocabulary, grammar, spelling, and punctuation in writing, and using appropriate vocabulary, grammar, and pronunciation in speaking. (L, S, R, W)

Grade 10

English Level 1: Unit 05-02
 English Level 1: Unit 08-11
 English Level 3: Unit 12-04

STRAND / PERFORMANCE INDICATOR

- 2.11. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

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 06-08
 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 01-04
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

STRAND / PERFORMANCE
INDICATOR

2.12. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Apply learning strategies to comprehend, make inferences about, and analyze literature, and to produce literary responses. Such strategies include asking questions; using prior knowledge, graphic organizers, and context cues; planning; note taking; and exploring cognates and root words. (L, S, R, W)

Grade 10

English Level 1: Unit 04-08
 English Level 1: Unit 05-02
 English Level 2: Unit 12-08
 English Level 2: Unit 13-02
 English Level 2: Unit 14-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 12-03

STRAND / PERFORMANCE
INDICATOR

3.1. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.

Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences; justify and explain the rationale for positions, using persuasive language, tone, evidence, and well-developed arguments. Forms of such presentations include oral (class presentations, speeches, and debates), visual (posters, graphs, charts, political cartoons, and illustrations), and written (essays, editorials, movie/textbook/book reviews, position papers, and brochures). (L, S, R, W)

Grade 10

English Level 1: Unit 01-02
 English Level 1: Unit 01-07
 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 05-02
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 06-08
 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 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-08
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 11-08
 English Level 2: Unit 11-10
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 15-07
 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 01-02
 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 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 03-03
 English Level 3: Unit 03-05
 English Level 3: Unit 03-08
 English Level 3: Unit 04-01
 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 04-09



English Level 3: Unit 05-02
 English Level 3: Unit 05-06
 English Level 3: Unit 06-04
 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 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 10-02
 English Level 3: Unit 10-04
 English Level 3: Unit 10-07
 English Level 3: Unit 12-01
 English Level 3: Unit 12-10

STRAND / PERFORMANCE
INDICATOR

- 3.2. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.

Assess, compare, and evaluate the quality of spoken or written texts and visual presentations, using different criteria related to the organization, subject area, and purpose of text. Text types include editorials, letters to the editor, political speeches, illustrations, charts, movie/textbook/book reviews, and advertisements. (L, S, R, W)

Grade 10

English Level 1: Unit 05-02
 English Level 1: Unit 06-08
 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 15-05
 English Level 2: Unit 15-09
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 02-03
 English Level 3: Unit 03-08
 English Level 3: Unit 04-01
 English Level 3: Unit 06-04
 English Level 3: Unit 07-07
 English Level 3: Unit 12-10

STRAND / PERFORMANCE
INDICATOR

- 3.3. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.

Recognize and communicate personal and multiple points of view within and among groups, in discussing, interpreting, and evaluating information; make inferences about a writer's or speaker's point of view. (L, S, R, W)

Grade 10

English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 05-02
 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 03-07
 English Level 3: Unit 04-05
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 09-06
 English Level 3: Unit 12-03

STRAND / PERFORMANCE INDICATOR

- 3.4. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Evaluate students' own and others' work, individually and collaboratively, on the basis of a variety of criteria, and recognize how chosen criteria affect evaluation. Criteria include visual presentation; clarity of ideas; logic; originality; comprehensiveness; and use of English vocabulary, grammar, and register. (L, S, R, W)

Grade 10

English Level 1: Unit 01-10
 English Level 1: Unit 02-03
 English Level 1: Unit 03-01
 English Level 1: Unit 03-09
 English Level 2: Unit 14-09

STRAND / PERFORMANCE INDICATOR

- 3.5. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Recognize, explain, evaluate, and analyze how structural features affect readers' and listeners' understanding and appreciation of text. Such features include organization, syntax, repetition of words or ideas, vocabulary, and visuals. (L, S, R, W)

Grade 10

English Level 3: Unit 01-02
 English Level 3: Unit 02-05
 English Level 3: Unit 07-10
 English Level 3: Unit 09-06
 English Level 3: Unit 10-06
 English Level 3: Unit 10-08
 English Level 3: Unit 11-01

STRAND / PERFORMANCE INDICATOR

- 3.6. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue). Such spoken language features include appropriate grammar, precise vocabulary, pronunciation, intonation, and presentation strategies. Such written language features



include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. (S, W)

Grade 10

English Level 1: Unit 01-07
English Level 3: Unit 01-05
English Level 3: Unit 02-01
English Level 3: Unit 03-02
English Level 3: Unit 04-01
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 07-04

STRAND / PERFORMANCE INDICATOR

- 3.7. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Engage in collaborative activities through a variety of groupings to discuss, share, reflect on, develop, and express, and to interpret opinions and evaluations about a variety of experiences, ideas, and information. Such groupings include small groups, discussion groups, process writing groups, and cooperative learning groups. (L, S, R, W)

Grade 10

English Level 1: Unit 01-05
English Level 1: Unit 01-07
English Level 1: Unit 02-10
English Level 1: Unit 03-03
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 05-02
English Level 1: Unit 05-06
English Level 1: Unit 05-10
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 1: Unit 08-11
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-08
English Level 2: Unit 11-08
English Level 2: Unit 14-04
English Level 2: Unit 14-09
English Level 2: Unit 18-01, 18-02, 18-03
English Level 3: Unit 01-09
English Level 3: Unit 03-05
English Level 3: Unit 03-08
English Level 3: Unit 04-04
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

STRAND / PERFORMANCE INDICATOR

- 3.8. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation and standards for a particular genre (e.g., debate, speech, argument), to adjust presentation and



language production to effectively express opinions and evaluations. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

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 2: Unit 14-04
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03
 English Level 3: Unit 10-02

STRAND / PERFORMANCE INDICATOR

- 3.1. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Apply learning strategies to examine, interpret, analyze, synthesize, and evaluate a variety of materials. Such strategies include using prior knowledge, graphic organizers, context cues; planning; note taking; and exploring cognates and root words. (L, S, R, W)

Grade 10

English Level 1: Unit 04-08
 English Level 2: Unit 12-08
 English Level 2: Unit 13-02
 English Level 2: Unit 14-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05

STRAND / PERFORMANCE INDICATOR

- 4.1. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
- Use a variety of oral, print, and electronic forms for social communication and for writing to or for self, applying the conventions of social writing. Such forms include friendly notes, invitations, and electronic messages, diary entries, and notes to self. (L, S, R, W)

Grade 10

English Level 1: Unit 04-10



English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 04-03
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02

STRAND / PERFORMANCE
 INDICATOR

- 4.2. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences. Such audiences include peers, classes, teachers, and other adults. (L, S, R, W)

Grade 10

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 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 1: Unit 08-11
 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
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 English Level 3: Unit 06-07
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 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 08-01
 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 12-07

STRAND / PERFORMANCE
INDICATOR

- 4.3. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. (L, S, R, W)

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



English Level 2: Unit 10-05
 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

STRAND / PERFORMANCE INDICATOR

- 4.4. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full-class discussions on personal, social, community, and academic topics. (L, S)

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 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 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
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English Level 1: Unit 08-07
English Level 1: Unit 08-08
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English Level 2: Unit 12-01
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 English Level 3: Unit 12-10

STRAND / PERFORMANCE
INDICATOR

- 4.5. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Explain actions, choices, and decisions in social and academic situations. (S, W)

Grade 10

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 04-01
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English Level 2: Unit 10-02



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English Level 2: Unit 16-09
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 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

**STRAND / PERFORMANCE
INDICATOR**

- 4.6. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
- Understand and use a variety of context-specific oral communication strategies in American English for a range of personal and academic purposes. Such strategies include making confirmation checks, clarifying or requesting clarification, paraphrasing, and repairing miscommunication. (L, S)

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
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 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 1: Unit 08-11
 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 13-06
 English Level 2: Unit 13-08
 English Level 2: Unit 14-09
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03
 English Level 3: Unit 04-09
 English Level 3: Unit 07-01
 English Level 3: Unit 10-04

STRAND / PERFORMANCE
INDICATOR

- 4.7. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Follow oral and written directions to participate in classroom activities, and provide directions to peers in selected interactions. (L, S, R, W)

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 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
 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 01-03
 English Level 3: Unit 01-10
 English Level 3: Unit 04-02

STRAND / PERFORMANCE
INDICATOR

- 4.8. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Negotiate and manage interactions to accomplish social and classroom tasks. (L, S)

Grade 10

English Level 1: Unit 02-06
 English Level 1: Unit 04-03
 English Level 1: Unit 04-07
 English Level 2: Unit 09-04
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10
 English Level 2: Unit 13-06
 English Level 3: Unit 02-04

STRAND / PERFORMANCE
INDICATOR

- 4.9. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is communicated in different ways through language in various contexts. Such expressions and routines include asking permission, making and responding to requests, greeting, making promises, thanking, apologizing. Such situations include chatting with friends, participating in group discussions, greeting a principal or other adult, making purchases, interviewing for a job, and applying to college. (L, S, R, W)

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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**STRAND / PERFORMANCE
INDICATOR**

- 4.10. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Demonstrate appropriate classroom behaviors (e.g., participating in small group and whole class discussions, being courteous, respecting the person and property of others). (L, S, R, W)

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English Level 1: Unit 01-01
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- 4.11. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Discover alternative ways of saying things in social and classroom interactions. (L, S, R, W)

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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

STRAND / PERFORMANCE
 INDICATOR

- 4.12. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
- Apply self-monitoring and self-correcting strategies in social and classroom interactions. Such strategies include asking questions, starting over, rephrasing, and exploring alternative pronunciations or wording. (L, S, R, W)

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 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-03
 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 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
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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 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
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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
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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
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English Level 3: Unit 02-06
English Level 3: Unit 03-01
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English Level 3: Unit 03-07
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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
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 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

**STRAND / PERFORMANCE
INDICATOR**

- 5.1. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.
- Demonstrate an understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English, and identify and interpret how these patterns and norms are used. Such patterns and norms include levels of formality, slang, humor, idioms, rhetorical patterns, and standard versus nonstandard dialects (L, S, R, W)

Grade 10

English Level 1: Unit 03-08
 English Level 2: Unit 16-07
 English Level 3: Unit 11-05

**STRAND / PERFORMANCE
INDICATOR**

- 5.4. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.
- Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately. Such means of nonverbal communication include gestures, body language, volume, stress, intonation, pace, rhythm, and pauses. (L, S)

Grade 10

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

STRAND / PERFORMANCE INDICATOR	5.5. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment. Compare and contrast oral traditions, myths, folktales, and literature from different national and international regions and cultures, including the students' own, identifying similarities and differences and universal cultural themes, and exploring how language and literature transmit culture. (L, S, R, W)
	Grade 10 English Level 1: Unit 05-11 English Level 2: Unit 09-01 English Level 2: Unit 12-08

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Rosetta Stone Version 2 - English Master

English Language Learners

Grade 11

United States Standards - New York Standards

STRAND / PERFORMANCE INDICATOR

- 1.1. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Identify and use reading and listening strategies to make text comprehensible and meaningful. Such strategies include skimming; scanning; previewing; reviewing; discussing; listening selectively; listening for a specific purpose; listening for main ideas and details; note taking; using structural and context clues, cognates, format, sequence, and an understanding of letter-sound relationships to decode difficult words. (L, R)

Grade 11

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

STRAND / PERFORMANCE INDICATOR

- 1.2. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources. Such sources include nonfiction books for young adults, reference books, magazines, textbooks, the Internet, databases, audio and media presentations, oral interviews, charts, graphs, maps, and diagrams. (L, S, R, W)

Grade 11

English Level 1: Unit 01-05



English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-08
 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 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 11-03
 English Level 2: Unit 11-08
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 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 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 12-04
 English Level 3: Unit 12-08

**STRAND / PERFORMANCE
INDICATOR**

- 1.3. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Select information appropriate to the purpose of the investigation with suitable supporting material. Such material includes facts, details, illustrative examples, anecdotes, and personal experiences. (L, S, R, W)

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 01-08
 English Level 1: Unit 02-03
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-10
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 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 05-06
 English Level 1: Unit 06-02
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 07-01
 English Level 1: Unit 07-04
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 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 08-10
 English Level 2: Unit 09-05
 English Level 2: Unit 09-09
 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 11-02
 English Level 2: Unit 11-07
 English Level 2: Unit 11-09
 English Level 2: Unit 11-10
 English Level 2: Unit 12-04
 English Level 2: Unit 12-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-09
 English Level 2: Unit 12-10
 English Level 2: Unit 13-04
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 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 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-05
 English Level 2: Unit 15-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 17-01, 17-02, 17-03
 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 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 02-01
 English Level 3: Unit 02-04
 English Level 3: Unit 03-03
 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 05-04
 English Level 3: Unit 05-05



English Level 3: Unit 06-02
 English Level 3: Unit 07-04
 English Level 3: Unit 07-07
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-02
 English Level 3: Unit 10-04
 English Level 3: Unit 12-04

STRAND / PERFORMANCE INDICATOR

- 1.4. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Compare, contrast, categorize, and synthesize information and objects, and identify complexities and discrepancies in the information. (L, S, R, W)

Grade 11

English Level 1: Unit 01-01
 English Level 1: Unit 01-05
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-02
 English Level 1: Unit 04-08
 English Level 1: Unit 04-10
 English Level 1: Unit 05-07
 English Level 1: Unit 05-11
 English Level 1: Unit 06-03
 English Level 1: Unit 06-08
 English Level 1: Unit 06-11
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 English Level 1: Unit 08-03
 English Level 2: Unit 09-01
 English Level 2: Unit 09-03
 English Level 2: Unit 09-05
 English Level 2: Unit 09-09
 English Level 2: Unit 10-04
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 English Level 2: Unit 12-02
 English Level 2: Unit 12-08
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 English Level 2: Unit 13-05
 English Level 2: Unit 14-09
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 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 01-02
 English Level 3: Unit 01-09
 English Level 3: Unit 02-06
 English Level 3: Unit 03-08



English Level 3: Unit 04-02
 English Level 3: Unit 04-05
 English Level 3: Unit 05-01
 English Level 3: Unit 06-02
 English Level 3: Unit 07-02
 English Level 3: Unit 07-05
 English Level 3: Unit 08-01
 English Level 3: Unit 08-03
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 10-03
 English Level 3: Unit 10-06
 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 12-09

STRAND / PERFORMANCE
 INDICATOR

- 1.5. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Formulate, ask, and respond to various questions forms to obtain, clarify, and extend information and meaning. (L, S, R, W)

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
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 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
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 English Level 3: Unit 03-08



English Level 3: Unit 04-06
 English Level 3: Unit 06-01
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 English Level 3: Unit 09-06
 English Level 3: Unit 09-09
 English Level 3: Unit 11-02
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03

STRAND / PERFORMANCE INDICATOR

- 1.6. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Make and support inferences about information and ideas with reference to features in oral and written text. Such features include vocabulary, format, facts, sequence, register, and relevance of details. (L, S, R, W)

Grade 11

English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 03-08
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 07-01
 English Level 2: Unit 09-02
 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 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 17-04, 17-05, 17-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 3: Unit 01-06
 English Level 3: Unit 03-01
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 English Level 3: Unit 03-06
 English Level 3: Unit 03-07
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 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

STRAND / PERFORMANCE
 INDICATOR

- 1.7. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic content areas. Such forms include paraphrases, summaries, stories, research reports, essays, articles, posters, charts, and other graphics. (S, W)

Grade 11

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



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 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
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 English Level 3: Unit 11-02
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 English Level 3: Unit 12-01
 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
 English Level 3: Unit 12-10

STRAND / PERFORMANCE INDICATOR

- 1.8. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
 Select a focus, organization, and point of view for oral and written presentations, and justify this selection. (S, W)

Grade 11

English Level 1: Unit 03-02
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 07-02
 English Level 1: Unit 07-10
 English Level 2: Unit 12-10



English Level 2: Unit 13-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-08
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 3: Unit 01-04
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-10
 English Level 3: Unit 09-06
 English Level 3: Unit 12-04

STRAND / PERFORMANCE
INDICATOR

- 1.9. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. Such patterns and structures include chronological order, cause and effect, problem and solution, and general-to-specific presentation. (S, W)

Grade 11

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



English Level 2: Unit 12-02
 English Level 2: Unit 12-06
 English Level 2: Unit 12-09
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-07
 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 14-06
 English Level 2: Unit 14-08
 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 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-10
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-08
 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 07-02
 English Level 3: Unit 07-04
 English Level 3: Unit 07-07
 English Level 3: Unit 07-10
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04

STRAND / PERFORMANCE INDICATOR

- 1.10. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Distinguish between fact and opinion, and relevant and irrelevant information, and exclude nonessential information in oral and written presentations. (L, S, R, W)



Grade 11

English Level 2: Unit 12-09

English Level 2: Unit 16-09

STRAND / PERFORMANCE INDICATOR

- 1.11. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Use the process of prewriting, drafting, revising, peer editing, and proofreading (the 'writing process') to produce well-constructed informational texts. (L, S, R, W)

Grade 11

English Level 1: Unit 01-07

English Level 1: Unit 02-03

English Level 1: Unit 02-05

English Level 1: Unit 03-01

English Level 1: Unit 04-10

English Level 1: Unit 06-01

English Level 1: Unit 06-06

English Level 1: Unit 07-01

English Level 1: Unit 08-11

English Level 2: Unit 09-02

English Level 2: Unit 11-02

English Level 2: Unit 13-01

English Level 2: Unit 14-03

English Level 2: Unit 14-06

English Level 2: Unit 15-09

English Level 2: Unit 16-04

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 3: Unit 02-03

English Level 3: Unit 02-04

English Level 3: Unit 03-06

English Level 3: Unit 08-04

English Level 3: Unit 10-09

English Level 3: Unit 10-10

English Level 3: Unit 12-05

English Level 3: Unit 12-06

English Level 3: Unit 12-07

STRAND / PERFORMANCE INDICATOR

- 1.12. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose. Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, capitalization, paragraphing, and a wide variety of sentence structures. (L, S, R, W)

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 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
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English Level 2: Unit 14-06



English Level 2: Unit 14-07
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 English Level 2: Unit 16-07
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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
 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 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 03-01
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 English Level 3: Unit 03-08
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 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 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

STRAND / PERFORMANCE INDICATOR

- 1.13. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, analyze, synthesize, and present information. Such groupings include small groups, cooperative learning groups, process writing groups, cross-age groups, research groups, and interest groups. (L, S, R, W)

Grade 11

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 03-03
 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 05-02
 English Level 1: Unit 05-06
 English Level 1: Unit 06-05
 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 1: Unit 08-11
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
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 English Level 2: Unit 12-06
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 English Level 2: Unit 13-02
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 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 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 3: Unit 01-09
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 English Level 3: Unit 03-05
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04
 English Level 3: Unit 04-09
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 06-03
 English Level 3: Unit 07-01
 English Level 3: Unit 10-04
 English Level 3: Unit 12-04

STRAND / PERFORMANCE INDICATOR

- 1.15. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills



and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. (L, S, R, W)

Grade 11

English Level 2: Unit 13-06

English Level 3: Unit 01-04

STRAND / PERFORMANCE INDICATOR

- 1.16. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Apply learning strategies to acquire information and make texts comprehensible and meaningful. Such strategies include using prior knowledge, graphic organizers, reference materials, and context cues; planning; note taking; questioning; exploring cognates and root words; and applying ideas to new settings or experiences. (L, S, R, W)

Grade 11

English Level 1: Unit 04-08

English Level 2: Unit 12-08

English Level 2: Unit 13-02

English Level 2: Unit 14-10

English Level 2: Unit 15-04

English Level 2: Unit 16-04

STRAND / PERFORMANCE INDICATOR

- 2.1. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Read, listen to, view, write about, and discuss a variety of texts from a wide range of authors, subjects, genres, cultures, and historical periods. Such sources include poems, stories, myths, fables, plays, novels, and other fiction and nonfiction texts, in authentic and modified forms, including works of American popular culture. (L, S, R, W)

Grade 11

English Level 1: Unit 03-08

English Level 1: Unit 05-02

English Level 1: Unit 05-05

English Level 1: Unit 06-08

English Level 1: Unit 06-11

English Level 1: Unit 08-06

English Level 1: Unit 08-10

English Level 1: Unit 08-11

English Level 2: Unit 10-07

English Level 2: Unit 11-08

English Level 2: Unit 11-10

English Level 2: Unit 14-09

English Level 3: Unit 03-05

English Level 3: Unit 06-04

English Level 3: Unit 07-06

English Level 3: Unit 09-05

English Level 3: Unit 09-06

English Level 3: Unit 12-01

English Level 3: Unit 12-05

English Level 3: Unit 12-06

English Level 3: Unit 12-07

STRAND / PERFORMANCE

- 2.2. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary



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response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Apply reading and listening strategies to make literary text comprehensible and meaningful. Such strategies include skimming, scanning, previewing, reviewing, listening selectively, listening for a specific purpose, and listening for main ideas and details. (L, R)

Grade 11

English Level 1: Unit 05-11
 English Level 1: Unit 08-08
 English Level 2: Unit 11-08
 English Level 2: Unit 12-04
 English Level 2: Unit 12-08
 English Level 2: Unit 13-06
 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 04-09
 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 06-02
 English Level 3: Unit 07-05
 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
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02

STRAND / PERFORMANCE INDICATOR

- 2.3. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Identify and explain the distinguishing features of different literary genres, periods, and traditions, and use those features to aid comprehension, interpretation, and discussion of literature. (L, S, R, W)

Grade 11

English Level 1: Unit 05-02
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05

STRAND / PERFORMANCE INDICATOR

- 2.4. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and



strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Locate and identify a wide range of significant literary elements and techniques in texts and use those elements to interpret the work, comparing and contrasting the work to other works and to students' own experiences. Such elements include setting, character, plot, theme, point of view, figurative language, text structure, repetition, characterization, imagery, foreshadowing, and climax. (L, S, R, W)

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

STRAND / PERFORMANCE INDICATOR

- 2.5. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. Strategies include summarizing; explaining; and identifying word choice, point of view, and symbols. (L, S, R, W)

Grade 11

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-08

English Level 1: Unit 05-02

English Level 1: Unit 06-02

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

English Level 3: Unit 06-01

English Level 3: Unit 06-02

English Level 3: Unit 09-06

English Level 3: Unit 12-03

STRAND / PERFORMANCE INDICATOR

- 2.6. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Read aloud with confidence, accuracy, fluency, and expression to demonstrate understanding and to convey an interpretation of meaning. (S, R)



Grade 11

English Level 1: Unit 02-02
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 08-11
 English Level 2: Unit 09-03
 English Level 2: Unit 09-08
 English Level 2: Unit 10-01
 English Level 2: Unit 10-03
 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 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-06
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-07
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

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- 2.7. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Compose and present personal and formal responses to and interpretations of published literary works and the work of peers, referring to details and features of text. Such features include characters, setting, plot, ideas, events, vocabulary, and text structure. (L, S, R, W)

Grade 11

English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-08
 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 11-08
 English Level 2: Unit 11-10
 English Level 2: Unit 14-05
 English Level 2: Unit 15-01
 English Level 3: Unit 03-07



English Level 3: Unit 04-05

English Level 3: Unit 07-06

English Level 3: Unit 12-01

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- 2.8. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Create stories, poems, sketches, songs, and plays, including those that reflect traditional and popular American culture, using typical features of a given genre; create an effective voice, using a variety of writing styles appropriate to different audiences, purposes, and settings. (S, W)

Grade 11

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-07

English Level 1: Unit 02-01

English Level 1: Unit 02-02

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 03-05

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 04-10

English Level 1: Unit 05-06

English Level 1: Unit 05-08

English Level 1: Unit 05-10

English Level 1: Unit 06-01

English Level 1: Unit 06-02

English Level 1: Unit 06-05

English Level 1: Unit 07-11

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 09-04

English Level 2: Unit 09-06

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 10-04

English Level 2: Unit 10-05

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 11-03

English Level 2: Unit 11-05

English Level 2: Unit 12-03

English Level 2: Unit 12-04

English Level 2: Unit 12-06

English Level 2: Unit 12-07

English Level 2: Unit 13-02

English Level 2: Unit 13-05

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 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 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 16-02
 English Level 2: Unit 16-03
 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 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 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 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 01-09
 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 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 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

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2.9. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and



strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Engage in collaborative activities through a variety of student groupings to create and respond to literature. Such groupings include small groups, cooperative learning groups, literature circles, and process writing groups. (L, S, R, W)

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 05-02
 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 1: Unit 08-11
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 11-08
 English Level 2: Unit 14-04
 English Level 3: Unit 01-09
 English Level 3: Unit 03-05
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04
 English Level 3: Unit 06-03
 English Level 3: Unit 12-04

STRAND / PERFORMANCE INDICATOR

- 2.10. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Create, discuss, interpret, and respond to literary works, using appropriate and effective vocabulary, grammar, spelling, and punctuation in writing, and using appropriate vocabulary, grammar, and pronunciation in speaking. (L, S, R, W)

Grade 11

English Level 1: Unit 05-02
 English Level 1: Unit 08-11
 English Level 3: Unit 12-04

STRAND / PERFORMANCE INDICATOR

- 2.11. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

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 06-08
 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 01-04
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

STRAND / PERFORMANCE INDICATOR

- 2.12. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Apply learning strategies to comprehend, make inferences about, and analyze literature, and to produce literary responses. Such strategies include asking questions; using prior knowledge, graphic organizers, and context cues; planning; note taking; and exploring cognates and root words. (L, S, R, W)

Grade 11

English Level 1: Unit 04-08
 English Level 1: Unit 05-02
 English Level 2: Unit 12-08
 English Level 2: Unit 13-02
 English Level 2: Unit 14-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 12-03

STRAND / PERFORMANCE INDICATOR

- 3.1. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.

Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences; justify and explain the rationale for positions, using persuasive language, tone, evidence, and well-developed arguments. Forms of such presentations include oral (class presentations, speeches, and debates), visual (posters, graphs, charts, political cartoons, and illustrations), and written (essays, editorials, movie/textbook/book reviews, position papers, and brochures). (L, S, R, W)

Grade 11

English Level 1: Unit 01-02
 English Level 1: Unit 01-07
 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 05-02
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 06-08
 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 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-08
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 11-08
 English Level 2: Unit 11-10
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 15-07
 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 01-02
 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 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 03-03
 English Level 3: Unit 03-05
 English Level 3: Unit 03-08
 English Level 3: Unit 04-01
 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 04-09



English Level 3: Unit 05-02
 English Level 3: Unit 05-06
 English Level 3: Unit 06-04
 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 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 10-02
 English Level 3: Unit 10-04
 English Level 3: Unit 10-07
 English Level 3: Unit 12-01
 English Level 3: Unit 12-10

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- 3.2. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.

Assess, compare, and evaluate the quality of spoken or written texts and visual presentations, using different criteria related to the organization, subject area, and purpose of text. Text types include editorials, letters to the editor, political speeches, illustrations, charts, movie/textbook/book reviews, and advertisements. (L, S, R, W)

Grade 11

English Level 1: Unit 05-02
 English Level 1: Unit 06-08
 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 15-05
 English Level 2: Unit 15-09
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 02-03
 English Level 3: Unit 03-08
 English Level 3: Unit 04-01
 English Level 3: Unit 06-04
 English Level 3: Unit 07-07
 English Level 3: Unit 12-10

**STRAND / PERFORMANCE
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- 3.3. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.

Recognize and communicate personal and multiple points of view within and among groups, in discussing, interpreting, and evaluating information; make inferences about a writer's or speaker's point of view. (L, S, R, W)

Grade 11

English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 05-02
 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 03-07
 English Level 3: Unit 04-05
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 09-06
 English Level 3: Unit 12-03

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- 3.4. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Evaluate students' own and others' work, individually and collaboratively, on the basis of a variety of criteria, and recognize how chosen criteria affect evaluation. Criteria include visual presentation; clarity of ideas; logic; originality; comprehensiveness; and use of English vocabulary, grammar, and register. (L, S, R, W)

Grade 11

English Level 1: Unit 01-10
 English Level 1: Unit 02-03
 English Level 1: Unit 03-01
 English Level 1: Unit 03-09
 English Level 2: Unit 14-09

**STRAND / PERFORMANCE
INDICATOR**

- 3.5. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Recognize, explain, evaluate, and analyze how structural features affect readers' and listeners' understanding and appreciation of text. Such features include organization, syntax, repetition of words or ideas, vocabulary, and visuals. (L, S, R, W)

Grade 11

English Level 3: Unit 01-02
 English Level 3: Unit 02-05
 English Level 3: Unit 07-10
 English Level 3: Unit 09-06
 English Level 3: Unit 10-06
 English Level 3: Unit 10-08
 English Level 3: Unit 11-01

**STRAND / PERFORMANCE
INDICATOR**

- 3.6. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue). Such spoken language features include appropriate grammar, precise vocabulary, pronunciation, intonation, and presentation strategies. Such written language features



include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. (S, W)

Grade 11

English Level 1: Unit 01-07
 English Level 3: Unit 01-05
 English Level 3: Unit 02-01
 English Level 3: Unit 03-02
 English Level 3: Unit 04-01
 English Level 3: Unit 04-04
 English Level 3: Unit 04-05
 English Level 3: Unit 07-04

STRAND / PERFORMANCE INDICATOR

- 3.7. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Engage in collaborative activities through a variety of groupings to discuss, share, reflect on, develop, and express, and to interpret opinions and evaluations about a variety of experiences, ideas, and information. Such groupings include small groups, discussion groups, process writing groups, and cooperative learning groups. (L, S, R, W)

Grade 11

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 02-10
 English Level 1: Unit 03-03
 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 05-02
 English Level 1: Unit 05-06
 English Level 1: Unit 05-10
 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 1: Unit 08-11
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 11-08
 English Level 2: Unit 14-04
 English Level 2: Unit 14-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 3: Unit 01-09
 English Level 3: Unit 03-05
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04
 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

STRAND / PERFORMANCE INDICATOR

- 3.8. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation and standards for a particular genre (e.g., debate, speech, argument), to adjust presentation and



language production to effectively express opinions and evaluations. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

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 2: Unit 14-04
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03
 English Level 3: Unit 10-02

STRAND / PERFORMANCE INDICATOR

- 3.1. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Apply learning strategies to examine, interpret, analyze, synthesize, and evaluate a variety of materials. Such strategies include using prior knowledge, graphic organizers, context cues; planning; note taking; and exploring cognates and root words. (L, S, R, W)

Grade 11

English Level 1: Unit 04-08
 English Level 2: Unit 12-08
 English Level 2: Unit 13-02
 English Level 2: Unit 14-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05

STRAND / PERFORMANCE INDICATOR

- 4.1. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
- Use a variety of oral, print, and electronic forms for social communication and for writing to or for self, applying the conventions of social writing. Such forms include friendly notes, invitations, and electronic messages, diary entries, and notes to self. (L, S, R, W)

Grade 11

English Level 1: Unit 04-10



English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 04-03
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02

STRAND / PERFORMANCE
 INDICATOR

- 4.2. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences. Such audiences include peers, classes, teachers, and other adults. (L, S, R, W)

Grade 11

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 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
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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 07-11
 English Level 1: Unit 08-02
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 English Level 2: Unit 09-05
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 English Level 2: Unit 09-09
 English Level 2: Unit 10-01
 English Level 2: Unit 10-04
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 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 02-03
 English Level 3: Unit 02-04
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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
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English Level 3: Unit 05-05
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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 12-07

STRAND / PERFORMANCE
INDICATOR

- 4.3. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. (L, S, R, W)

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



English Level 2: Unit 10-05
 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

STRAND / PERFORMANCE INDICATOR

- 4.4. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full-class discussions on personal, social, community, and academic topics. (L, S)

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
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English Level 1: Unit 05-09
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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 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
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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
 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 09-07



English Level 3: Unit 09-08
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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

STRAND / PERFORMANCE
INDICATOR

- 4.5. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Explain actions, choices, and decisions in social and academic situations. (S, W)

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
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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 03-07
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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
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English Level 1: Unit 04-06
English Level 1: Unit 04-07
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English Level 1: Unit 08-11
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English Level 2: Unit 09-02
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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
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 English Level 2: Unit 18-01, 18-02, 18-03
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 English Level 3: Unit 12-10

**STRAND / PERFORMANCE
INDICATOR**

- 4.6. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
- Understand and use a variety of context-specific oral communication strategies in American English for a range of personal and academic purposes. Such strategies include making confirmation checks, clarifying or requesting clarification, paraphrasing, and repairing miscommunication. (L, S)

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 1: Unit 08-11
 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 13-06
 English Level 2: Unit 13-08
 English Level 2: Unit 14-09
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03
 English Level 3: Unit 04-09
 English Level 3: Unit 07-01
 English Level 3: Unit 10-04

STRAND / PERFORMANCE
INDICATOR

- 4.7. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Follow oral and written directions to participate in classroom activities, and provide directions to peers in selected interactions. (L, S, R, W)

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 04-04



English Level 1: Unit 04-05
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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 01-03
 English Level 3: Unit 01-10
 English Level 3: Unit 04-02

STRAND / PERFORMANCE INDICATOR

- 4.8. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Negotiate and manage interactions to accomplish social and classroom tasks. (L, S)

Grade 11

English Level 1: Unit 02-06
 English Level 1: Unit 04-03
 English Level 1: Unit 04-07
 English Level 2: Unit 09-04
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10
 English Level 2: Unit 13-06
 English Level 3: Unit 02-04

STRAND / PERFORMANCE INDICATOR

- 4.9. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is communicated in different ways through language in various contexts. Such expressions and routines include asking permission, making and responding to requests, greeting, making promises, thanking, apologizing. Such situations include chatting with friends, participating in group discussions, greeting a principal or other adult, making purchases, interviewing for a job, and applying to college. (L, S, R, W)

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



English Level 1: Unit 03-04
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 English Level 3: Unit 12-10

**STRAND / PERFORMANCE
INDICATOR**

- 4.10. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Demonstrate appropriate classroom behaviors (e.g., participating in small group and whole class discussions, being courteous, respecting the person and property of others). (L, S, R, W)

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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- 4.11. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Discover alternative ways of saying things in social and classroom interactions. (L, S, R, W)

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 INDICATOR

- 4.12. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Apply self-monitoring and self-correcting strategies in social and classroom interactions. Such strategies include asking questions, starting over, rephrasing, and exploring alternative pronunciations or wording. (L, S, R, W)

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English Level 1: Unit 01-01
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**STRAND / PERFORMANCE
INDICATOR**

- 5.1. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.
- Demonstrate an understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English, and identify and interpret how these patterns and norms are used. Such patterns and norms include levels of formality, slang, humor, idioms, rhetorical patterns, and standard versus nonstandard dialects (L, S, R, W)

Grade 11

English Level 1: Unit 03-08
 English Level 2: Unit 16-07
 English Level 3: Unit 11-05

**STRAND / PERFORMANCE
INDICATOR**

- 5.4. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.
- Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately. Such means of nonverbal communication include gestures, body language, volume, stress, intonation, pace, rhythm, and pauses. (L, S)

Grade 11

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

STRAND / PERFORMANCE
 INDICATOR

- 5.5. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.

Compare and contrast oral traditions, myths, folktales, and literature from different national and international regions and cultures, including the students' own, identifying similarities and differences and universal cultural themes, and exploring how language and literature transmit culture. (L, S, R, W)

Grade 11

English Level 1: Unit 05-11
 English Level 2: Unit 09-01
 English Level 2: Unit 12-08

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Rosetta Stone Version 2 - English Master

English Language Learners

Grade 12

United States Standards - New York Standards

STRAND / PERFORMANCE INDICATOR

- 1.1. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Identify and use reading and listening strategies to make text comprehensible and meaningful. Such strategies include skimming; scanning; previewing; reviewing; discussing; listening selectively; listening for a specific purpose; listening for main ideas and details; note taking; using structural and context clues, cognates, format, sequence, and an understanding of letter-sound relationships to decode difficult words. (L, R)

Grade 12

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

STRAND / PERFORMANCE INDICATOR

- 1.2. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources. Such sources include nonfiction books for young adults, reference books, magazines, textbooks, the Internet, databases, audio and media presentations, oral interviews, charts, graphs, maps, and diagrams. (L, S, R, W)

Grade 12

English Level 1: Unit 01-05



English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-08
 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 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 11-03
 English Level 2: Unit 11-08
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 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 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 12-04
 English Level 3: Unit 12-08

**STRAND / PERFORMANCE
INDICATOR**

- 1.3. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Select information appropriate to the purpose of the investigation with suitable supporting material. Such material includes facts, details, illustrative examples, anecdotes, and personal experiences. (L, S, R, W)

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 01-08
 English Level 1: Unit 02-03
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-10
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 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 05-06
 English Level 1: Unit 06-02
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 07-01
 English Level 1: Unit 07-04
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 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 08-10
 English Level 2: Unit 09-05
 English Level 2: Unit 09-09
 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 11-02
 English Level 2: Unit 11-07
 English Level 2: Unit 11-09
 English Level 2: Unit 11-10
 English Level 2: Unit 12-04
 English Level 2: Unit 12-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-09
 English Level 2: Unit 12-10
 English Level 2: Unit 13-04
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 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 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-05
 English Level 2: Unit 15-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 17-01, 17-02, 17-03
 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 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 02-01
 English Level 3: Unit 02-04
 English Level 3: Unit 03-03
 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 05-04
 English Level 3: Unit 05-05



English Level 3: Unit 06-02
 English Level 3: Unit 07-04
 English Level 3: Unit 07-07
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-02
 English Level 3: Unit 10-04
 English Level 3: Unit 12-04

STRAND / PERFORMANCE INDICATOR

- 1.4. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Compare, contrast, categorize, and synthesize information and objects, and identify complexities and discrepancies in the information. (L, S, R, W)

Grade 12

English Level 1: Unit 01-01
 English Level 1: Unit 01-05
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-02
 English Level 1: Unit 04-08
 English Level 1: Unit 04-10
 English Level 1: Unit 05-07
 English Level 1: Unit 05-11
 English Level 1: Unit 06-03
 English Level 1: Unit 06-08
 English Level 1: Unit 06-11
 English Level 1: Unit 07-03
 English Level 1: Unit 07-11
 English Level 1: Unit 08-03
 English Level 2: Unit 09-01
 English Level 2: Unit 09-03
 English Level 2: Unit 09-05
 English Level 2: Unit 09-09
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 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 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 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 01-02
 English Level 3: Unit 01-09
 English Level 3: Unit 02-06
 English Level 3: Unit 03-08



English Level 3: Unit 04-02
 English Level 3: Unit 04-05
 English Level 3: Unit 05-01
 English Level 3: Unit 06-02
 English Level 3: Unit 07-02
 English Level 3: Unit 07-05
 English Level 3: Unit 08-01
 English Level 3: Unit 08-03
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 10-03
 English Level 3: Unit 10-06
 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 12-09

STRAND / PERFORMANCE
 INDICATOR

- 1.5. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Formulate, ask, and respond to various questions forms to obtain, clarify, and extend information and meaning. (L, S, R, W)

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 03-01
 English Level 3: Unit 03-04
 English Level 3: Unit 03-08



English Level 3: Unit 04-06
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 06-03
 English Level 3: Unit 06-07
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-06
 English Level 3: Unit 09-09
 English Level 3: Unit 11-02
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03

STRAND / PERFORMANCE INDICATOR

- 1.6. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Make and support inferences about information and ideas with reference to features in oral and written text. Such features include vocabulary, format, facts, sequence, register, and relevance of details. (L, S, R, W)

Grade 12

English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 03-08
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 07-01
 English Level 2: Unit 09-02
 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 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 17-04, 17-05, 17-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 3: Unit 01-06
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 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 05-04
 English Level 3: Unit 05-05
 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

STRAND / PERFORMANCE
 INDICATOR

- 1.7. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic content areas. Such forms include paraphrases, summaries, stories, research reports, essays, articles, posters, charts, and other graphics. (S, W)

Grade 12

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



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 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 03-02
 English Level 3: Unit 03-05
 English Level 3: Unit 03-06
 English Level 3: Unit 03-07
 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
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 English Level 3: Unit 10-07
 English Level 3: Unit 11-02
 English Level 3: Unit 11-04
 English Level 3: Unit 12-01
 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
 English Level 3: Unit 12-10

STRAND / PERFORMANCE INDICATOR

- 1.8. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
 Select a focus, organization, and point of view for oral and written presentations, and justify this selection. (S, W)

Grade 12

English Level 1: Unit 03-02
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 07-02
 English Level 1: Unit 07-10
 English Level 2: Unit 12-10



English Level 2: Unit 13-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-08
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 3: Unit 01-04
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-10
 English Level 3: Unit 09-06
 English Level 3: Unit 12-04

STRAND / PERFORMANCE
INDICATOR

- 1.9. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. Such patterns and structures include chronological order, cause and effect, problem and solution, and general-to-specific presentation. (S, W)

Grade 12

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



English Level 2: Unit 12-02
 English Level 2: Unit 12-06
 English Level 2: Unit 12-09
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-07
 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 14-06
 English Level 2: Unit 14-08
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-10
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-08
 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 03-03
 English Level 3: Unit 03-06
 English Level 3: Unit 03-07
 English Level 3: Unit 03-08
 English Level 3: Unit 04-07
 English Level 3: Unit 05-03
 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 07-02
 English Level 3: Unit 07-04
 English Level 3: Unit 07-07
 English Level 3: Unit 07-10
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04

STRAND / PERFORMANCE INDICATOR

- 1.10. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Distinguish between fact and opinion, and relevant and irrelevant information, and exclude nonessential information in oral and written presentations. (L, S, R, W)



Grade 12

English Level 2: Unit 12-09

English Level 2: Unit 16-09

STRAND / PERFORMANCE INDICATOR

- 1.11. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Use the process of prewriting, drafting, revising, peer editing, and proofreading (the 'writing process') to produce well-constructed informational texts. (L, S, R, W)

Grade 12

English Level 1: Unit 01-07

English Level 1: Unit 02-03

English Level 1: Unit 02-05

English Level 1: Unit 03-01

English Level 1: Unit 04-10

English Level 1: Unit 06-01

English Level 1: Unit 06-06

English Level 1: Unit 07-01

English Level 1: Unit 08-11

English Level 2: Unit 09-02

English Level 2: Unit 11-02

English Level 2: Unit 13-01

English Level 2: Unit 14-03

English Level 2: Unit 14-06

English Level 2: Unit 15-09

English Level 2: Unit 16-04

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 3: Unit 02-03

English Level 3: Unit 02-04

English Level 3: Unit 03-06

English Level 3: Unit 08-04

English Level 3: Unit 10-09

English Level 3: Unit 10-10

English Level 3: Unit 12-05

English Level 3: Unit 12-06

English Level 3: Unit 12-07

STRAND / PERFORMANCE INDICATOR

- 1.12. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose. Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, capitalization, paragraphing, and a wide variety of sentence structures. (L, S, R, W)

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

STRAND / PERFORMANCE INDICATOR

- 1.13. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, analyze, synthesize, and present information. Such groupings include small groups, cooperative learning groups, process writing groups, cross-age groups, research groups, and interest groups. (L, S, R, W)

Grade 12

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 03-03
 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 05-02
 English Level 1: Unit 05-06
 English Level 1: Unit 06-05
 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 1: Unit 08-11
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 11-08
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 14-04
 English Level 2: Unit 14-09
 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 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 3: Unit 01-09
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 English Level 3: Unit 03-05
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04
 English Level 3: Unit 04-09
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 06-03
 English Level 3: Unit 07-01
 English Level 3: Unit 10-04
 English Level 3: Unit 12-04

STRAND / PERFORMANCE INDICATOR

- 1.15. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills



and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. (L, S, R, W)

Grade 12

English Level 2: Unit 13-06

English Level 3: Unit 01-04

STRAND / PERFORMANCE INDICATOR

- 1.16. NY.1. - English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Apply learning strategies to acquire information and make texts comprehensible and meaningful. Such strategies include using prior knowledge, graphic organizers, reference materials, and context cues; planning; note taking; questioning; exploring cognates and root words; and applying ideas to new settings or experiences. (L, S, R, W)

Grade 12

English Level 1: Unit 04-08

English Level 2: Unit 12-08

English Level 2: Unit 13-02

English Level 2: Unit 14-10

English Level 2: Unit 15-04

English Level 2: Unit 16-04

STRAND / PERFORMANCE INDICATOR

- 2.1. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Read, listen to, view, write about, and discuss a variety of texts from a wide range of authors, subjects, genres, cultures, and historical periods. Such sources include poems, stories, myths, fables, plays, novels, and other fiction and nonfiction texts, in authentic and modified forms, including works of American popular culture. (L, S, R, W)

Grade 12

English Level 1: Unit 03-08

English Level 1: Unit 05-02

English Level 1: Unit 05-05

English Level 1: Unit 06-08

English Level 1: Unit 06-11

English Level 1: Unit 08-06

English Level 1: Unit 08-10

English Level 1: Unit 08-11

English Level 2: Unit 10-07

English Level 2: Unit 11-08

English Level 2: Unit 11-10

English Level 2: Unit 14-09

English Level 3: Unit 03-05

English Level 3: Unit 06-04

English Level 3: Unit 07-06

English Level 3: Unit 09-05

English Level 3: Unit 09-06

English Level 3: Unit 12-01

English Level 3: Unit 12-05

English Level 3: Unit 12-06

English Level 3: Unit 12-07

STRAND / PERFORMANCE

- 2.2. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary



INDICATOR

response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Apply reading and listening strategies to make literary text comprehensible and meaningful. Such strategies include skimming, scanning, previewing, reviewing, listening selectively, listening for a specific purpose, and listening for main ideas and details. (L, R)

Grade 12

English Level 1: Unit 05-11
 English Level 1: Unit 08-08
 English Level 2: Unit 11-08
 English Level 2: Unit 12-04
 English Level 2: Unit 12-08
 English Level 2: Unit 13-06
 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 04-09
 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 06-02
 English Level 3: Unit 07-05
 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
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02

STRAND / PERFORMANCE INDICATOR

- 2.3. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Identify and explain the distinguishing features of different literary genres, periods, and traditions, and use those features to aid comprehension, interpretation, and discussion of literature. (L, S, R, W)

Grade 12

English Level 1: Unit 05-02
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05

STRAND / PERFORMANCE INDICATOR

- 2.4. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and



strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Locate and identify a wide range of significant literary elements and techniques in texts and use those elements to interpret the work, comparing and contrasting the work to other works and to students' own experiences. Such elements include setting, character, plot, theme, point of view, figurative language, text structure, repetition, characterization, imagery, foreshadowing, and climax. (L, S, R, W)

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

STRAND / PERFORMANCE INDICATOR

- 2.5. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. Strategies include summarizing; explaining; and identifying word choice, point of view, and symbols. (L, S, R, W)

Grade 12

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-08

English Level 1: Unit 05-02

English Level 1: Unit 06-02

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

English Level 3: Unit 06-01

English Level 3: Unit 06-02

English Level 3: Unit 09-06

English Level 3: Unit 12-03

STRAND / PERFORMANCE INDICATOR

- 2.6. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Read aloud with confidence, accuracy, fluency, and expression to demonstrate understanding and to convey an interpretation of meaning. (S, R)



Grade 12

English Level 1: Unit 02-02
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 08-11
 English Level 2: Unit 09-03
 English Level 2: Unit 09-08
 English Level 2: Unit 10-01
 English Level 2: Unit 10-03
 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 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-06
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-07
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STRAND / PERFORMANCE INDICATOR

- 2.7. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Compose and present personal and formal responses to and interpretations of published literary works and the work of peers, referring to details and features of text. Such features include characters, setting, plot, ideas, events, vocabulary, and text structure. (L, S, R, W)

Grade 12

English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-08
 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 11-08
 English Level 2: Unit 11-10
 English Level 2: Unit 14-05
 English Level 2: Unit 15-01
 English Level 3: Unit 03-07



English Level 3: Unit 04-05
English Level 3: Unit 07-06
English Level 3: Unit 12-01

STRAND / PERFORMANCE INDICATOR

- 2.8. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Create stories, poems, sketches, songs, and plays, including those that reflect traditional and popular American culture, using typical features of a given genre; create an effective voice, using a variety of writing styles appropriate to different audiences, purposes, and settings. (S, W)

Grade 12

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-07
English Level 1: Unit 02-01
English Level 1: Unit 02-02
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 03-05
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 04-10
English Level 1: Unit 05-06
English Level 1: Unit 05-08
English Level 1: Unit 05-10
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-05
English Level 1: Unit 07-11
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 09-04
English Level 2: Unit 09-06
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 10-04
English Level 2: Unit 10-05
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 11-03
English Level 2: Unit 11-05
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 13-02
English Level 2: Unit 13-05
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 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 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 16-02
 English Level 2: Unit 16-03
 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 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 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 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 01-09
 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 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 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

STRAND / PERFORMANCE
INDICATOR

2.9. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and



strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Engage in collaborative activities through a variety of student groupings to create and respond to literature. Such groupings include small groups, cooperative learning groups, literature circles, and process writing groups. (L, S, R, W)

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 05-02
 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 1: Unit 08-11
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 11-08
 English Level 2: Unit 14-04
 English Level 3: Unit 01-09
 English Level 3: Unit 03-05
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04
 English Level 3: Unit 06-03
 English Level 3: Unit 12-04

STRAND / PERFORMANCE INDICATOR

- 2.10. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Create, discuss, interpret, and respond to literary works, using appropriate and effective vocabulary, grammar, spelling, and punctuation in writing, and using appropriate vocabulary, grammar, and pronunciation in speaking. (L, S, R, W)

Grade 12

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



English Level 1: Unit 07-05
English Level 1: Unit 08-01
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
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 11-01
English Level 2: Unit 11-03
English Level 2: Unit 11-04
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 12-03
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 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-10
English Level 2: Unit 14-03
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 14-10
English Level 2: Unit 15-04
English Level 2: Unit 15-05
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 16-05
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 01-08
English Level 3: Unit 02-01
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 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07



English Level 3: Unit 04-09
 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 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 06-05
 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 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 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 11-04
 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

STRAND / PERFORMANCE INDICATOR

- 2.11. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

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 06-08
 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 01-04
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03

STRAND / PERFORMANCE
INDICATOR

- 2.12. NY.2. - English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Apply learning strategies to comprehend, make inferences about, and analyze literature, and to produce literary responses. Such strategies include asking questions; using prior knowledge, graphic organizers, and context cues; planning; note taking; and exploring cognates and root words. (L, S, R, W)

Grade 12

English Level 1: Unit 04-08
 English Level 1: Unit 05-02
 English Level 2: Unit 12-08
 English Level 2: Unit 13-02
 English Level 2: Unit 14-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 12-03

STRAND / PERFORMANCE
INDICATOR

- 3.1. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences; justify and explain the rationale for positions, using persuasive language, tone, evidence, and well-developed arguments. Forms of such presentations include oral (class presentations, speeches, and debates), visual (posters, graphs, charts, political cartoons, and illustrations), and written (essays, editorials, movie/textbook/book reviews, position papers, and brochures). (L, S, R, W)

Grade 12

English Level 1: Unit 01-02
 English Level 1: Unit 01-07
 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 05-02
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 06-08
 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 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-08
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 11-08
 English Level 2: Unit 11-10
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 15-07
 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 01-02
 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 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 03-03
 English Level 3: Unit 03-05
 English Level 3: Unit 03-08
 English Level 3: Unit 04-01
 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 04-09
 English Level 3: Unit 05-02
 English Level 3: Unit 05-06



English Level 3: Unit 06-04
 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 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 10-02
 English Level 3: Unit 10-04
 English Level 3: Unit 10-07
 English Level 3: Unit 12-01
 English Level 3: Unit 12-10

STRAND / PERFORMANCE
INDICATOR

- 3.2. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Assess, compare, and evaluate the quality of spoken or written texts and visual presentations, using different criteria related to the organization, subject area, and purpose of text. Text types include editorials, letters to the editor, political speeches, illustrations, charts, movie/textbook/book reviews, and advertisements. (L, S, R, W)

Grade 12

English Level 1: Unit 05-02
 English Level 1: Unit 06-08
 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 15-05
 English Level 2: Unit 15-09
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 02-03
 English Level 3: Unit 03-08
 English Level 3: Unit 04-01
 English Level 3: Unit 06-04
 English Level 3: Unit 07-07
 English Level 3: Unit 12-10

STRAND / PERFORMANCE
INDICATOR

- 3.3. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Recognize and communicate personal and multiple points of view within and among groups, in discussing, interpreting, and evaluating information; make inferences about a writer's or speaker's point of view. (L, S, R, W)

Grade 12

English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 05-02
 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 03-07
 English Level 3: Unit 04-05
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 09-06
 English Level 3: Unit 12-03

STRAND / PERFORMANCE INDICATOR

- 3.4. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Evaluate students' own and others' work, individually and collaboratively, on the basis of a variety of criteria, and recognize how chosen criteria affect evaluation. Criteria include visual presentation; clarity of ideas; logic; originality; comprehensiveness; and use of English vocabulary, grammar, and register. (L, S, R, W)

Grade 12

English Level 1: Unit 01-10
 English Level 1: Unit 02-03
 English Level 1: Unit 03-01
 English Level 1: Unit 03-09
 English Level 2: Unit 14-09

STRAND / PERFORMANCE INDICATOR

- 3.5. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Recognize, explain, evaluate, and analyze how structural features affect readers' and listeners' understanding and appreciation of text. Such features include organization, syntax, repetition of words or ideas, vocabulary, and visuals. (L, S, R, W)

Grade 12

English Level 3: Unit 01-02
 English Level 3: Unit 02-05
 English Level 3: Unit 07-10
 English Level 3: Unit 09-06
 English Level 3: Unit 10-06
 English Level 3: Unit 10-08
 English Level 3: Unit 11-01

STRAND / PERFORMANCE INDICATOR

- 3.6. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue). Such spoken language features include appropriate grammar, precise vocabulary, pronunciation, intonation, and presentation strategies. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. (S, W)



Grade 12

English Level 1: Unit 01-07
 English Level 3: Unit 01-05
 English Level 3: Unit 02-01
 English Level 3: Unit 03-02
 English Level 3: Unit 04-01
 English Level 3: Unit 04-04
 English Level 3: Unit 04-05
 English Level 3: Unit 07-04

STRAND / PERFORMANCE INDICATOR

- 3.7. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Engage in collaborative activities through a variety of groupings to discuss, share, reflect on, develop, and express, and to interpret opinions and evaluations about a variety of experiences, ideas, and information. Such groupings include small groups, discussion groups, process writing groups, and cooperative learning groups. (L, S, R, W)

Grade 12

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 02-10
 English Level 1: Unit 03-03
 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 05-02
 English Level 1: Unit 05-06
 English Level 1: Unit 05-10
 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 1: Unit 08-11
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 11-08
 English Level 2: Unit 14-04
 English Level 2: Unit 14-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 3: Unit 01-09
 English Level 3: Unit 03-05
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04
 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

STRAND / PERFORMANCE INDICATOR

- 3.8. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation and standards for a particular genre (e.g., debate, speech, argument), to adjust presentation and language production to effectively express opinions and evaluations. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)



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 2: Unit 14-04
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03
 English Level 3: Unit 10-02

STRAND / PERFORMANCE INDICATOR

- 3.9. NY.3. - English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.
- Apply learning strategies to examine, interpret, analyze, synthesize, and evaluate a variety of materials. Such strategies include using prior knowledge, graphic organizers, context cues; planning; note taking; and exploring cognates and root words. (L, S, R, W)

Grade 12

English Level 1: Unit 04-08
 English Level 2: Unit 12-08
 English Level 2: Unit 13-02
 English Level 2: Unit 14-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05

STRAND / PERFORMANCE INDICATOR

- 4.1. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
- Use a variety of oral, print, and electronic forms for social communication and for writing to or for self, applying the conventions of social writing. Such forms include friendly notes, invitations, and electronic messages, diary entries, and notes to self. (L, S, R, W)

Grade 12

English Level 1: Unit 04-10
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02



English Level 3: Unit 04-03
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02

STRAND / PERFORMANCE INDICATOR

- 4.2. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences. Such audiences include peers, classes, teachers, and other adults. (L, S, R, W)

Grade 12

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 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
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 English Level 1: Unit 04-02
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 English Level 1: Unit 05-11
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 English Level 1: Unit 07-04
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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
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 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-09, 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
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 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
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English Level 3: Unit 06-01
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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 12-07

STRAND / PERFORMANCE
 INDICATOR

- 4.3. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. (L, S, R, W)

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

STRAND / PERFORMANCE INDICATOR

- 4.4. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full-class discussions on personal, social, community, and academic topics. (L, S)

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
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English Level 1: Unit 05-11
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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 10-01
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 English Level 3: Unit 12-10

STRAND / PERFORMANCE
 INDICATOR

- 4.5. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Explain actions, choices, and decisions in social and academic situations. (S, W)

Grade 12

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
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English Level 2: Unit 17-01, 17-02, 17-03
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 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

STRAND / PERFORMANCE
INDICATOR

- 4.6. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
- Understand and use a variety of context-specific oral communication strategies in American English for a range of personal and academic purposes. Such strategies include making confirmation checks, clarifying or requesting clarification, paraphrasing, and repairing miscommunication. (L, S)

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 1: Unit 08-11
 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 13-06
 English Level 2: Unit 13-08
 English Level 2: Unit 14-09
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03
 English Level 3: Unit 04-09
 English Level 3: Unit 07-01
 English Level 3: Unit 10-04

STRAND / PERFORMANCE
INDICATOR

- 4.7. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Follow oral and written directions to participate in classroom activities, and provide directions to peers in selected interactions. (L, S, R, W)

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
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 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 10-09
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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 01-03
 English Level 3: Unit 01-10
 English Level 3: Unit 04-02

STRAND / PERFORMANCE INDICATOR

- 4.8. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting. Negotiate and manage interactions to accomplish social and classroom tasks. (L, S)

Grade 12

English Level 1: Unit 02-06
 English Level 1: Unit 04-03
 English Level 1: Unit 04-07
 English Level 2: Unit 09-04
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10
 English Level 2: Unit 13-06
 English Level 3: Unit 02-04

STRAND / PERFORMANCE INDICATOR

- 4.9. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is communicated in different ways through language in various contexts. Such expressions and routines include asking permission, making and responding to requests, greeting, making promises, thanking, apologizing. Such situations include chatting with friends, participating in group discussions, greeting a principal or other adult, making purchases, interviewing for a job, and applying to college. (L, S, R, W)

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 02-10
 English Level 1: Unit 03-01
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English Level 1: Unit 03-06
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English Level 2: Unit 16-04
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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 06-07



English Level 3: Unit 07-01
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 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STRAND / PERFORMANCE INDICATOR

- 4.10. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Demonstrate appropriate classroom behaviors (e.g., participating in small group and whole class discussions, being courteous, respecting the person and property of others). (L, S, R, W)

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 07-11
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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 12-06
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English Level 3: Unit 12-08

English Level 3: Unit 12-09

English Level 3: Unit 12-10

STRAND / PERFORMANCE INDICATOR

- 4.11. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
Discover alternative ways of saying things in social and classroom interactions. (L, S, R, W)

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 02-07

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English Level 1: Unit 02-09

English Level 1: Unit 02-10

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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 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

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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

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 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

STRAND / PERFORMANCE
 INDICATOR

- 4.12. NY.4. - English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
 Apply self-monitoring and self-correcting strategies in social and classroom interactions. Such strategies include asking questions, starting over, rephrasing, and exploring alternative pronunciations or wording. (L, S, R, W)

Grade 12

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
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English Level 3: Unit 02-01
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 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STRAND / PERFORMANCE
INDICATOR

- 5.1. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.
- Demonstrate an understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English, and identify and interpret how these patterns and norms are used. Such patterns and norms include levels of formality, slang, humor, idioms, rhetorical patterns, and standard versus nonstandard dialects (L, S, R, W)

Grade 12

English Level 1: Unit 03-08
 English Level 2: Unit 16-07
 English Level 3: Unit 11-05

STRAND / PERFORMANCE
INDICATOR

- 5.4. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.
- Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately. Such means of nonverbal communication include gestures, body language, volume, stress, intonation, pace, rhythm, and pauses. (L, S)

Grade 12

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

STRAND / PERFORMANCE
INDICATOR

- 5.5. NY.5. - English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.
- Compare and contrast oral traditions, myths, folktales, and literature from different national and international regions and cultures, including the students' own, identifying similarities and differences and universal cultural themes, and exploring how language and literature transmit culture. (L, S, R, W)

Grade 12

English Level 1: Unit 05-11
English Level 2: Unit 09-01
English Level 2: Unit 12-08

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