

**UMass Dartmouth WEP**

**Advanced ESOL SPL6**

Listening Strand, Standard 1: <i>English language learners will Comprehend spoken English from a variety of sources for various purposes.</i>	Methodology	Materials	Done
L1.6a Identify the speaker's intention in spoken messages on less familiar topics (e.g. to persuade; to joke)	Guest Speakers/ Modeling	You Tube/ TV Ads	
L1.6b Listen and understand basic information on new or unfamiliar topics	Summarizing	Randall's Listening Lab/ Tapes	
L1.6c Listen and follow multi-step instructions which include expanded details and sequencing words (e.g. a recipe or operating a cash register)	Active Dictation/ Scavenger hunt		
L1.6d Identify main idea and key details in simple, authentic contexts (e.g. phone conversation, medical instructions)	Question/answer	Randall's Listening Lab/ GIA 3 Tapes	
<b>Listening Strand, Standard 2: <i>English language learners will Acquire vocabulary and apply knowledge of language structure and mechanics to comprehend spoken English.</i></b>			
L2.6a Understand vocabulary related to a variety of topics (e.g. steps for writing on a word processor)	Define vocabulary in context/Dialogs/Role Plays	The Chicken Soup Tastes Good	
L2.6b Comprehend some advanced grammatical structures (e.g. participial adjectives, such as interested vs. interesting; reported speech; adverbial clauses that express unreal condition or opposition: <i>He would go if he had money; He went to work even though he was sick.</i> )	Teacher modeling	GIA 3 Units 14/ GFF 2 Units 13-14	
L2.6c Understand intermediate function words: auxiliary verb and vocabulary that indicates comparisons and contrasts (e.g., as well, such as, similar)	Teacher modeling/ embedded in dialogs	GFF 2 Unit 10	
L2.6d Apply knowledge of inflections, prefixes, and suffixes to infer meaning of unfamiliar words in context	Define words in context/chants	Reading Horizons/GIA 3 tape Conditionals	
L2.6e Comprehend patterns of less frequent reduced speech and linked words (e.g. <i>Itz a girl; did you (didja), don't you (doncha), gimme that</i> )	Chants	Reading Horizons/ Jazz and Grammar chants	
L2.6f Understand idioms and phrasal verbs	Discussion	GFF Unit 7/Idioms for Everyday Use	
<b>Listening Strand, Standard 3: <i>English language learners will use a variety of strategies to acquire and comprehend spoken English.</i></b>			
L3.6a Infer meaning by using available information and/or context clues in face-to-face and/or recorded speech	Discussion/ Guest Speakers	Randall's Listening Lab/ Tapes	
L3.6b Focus on emphasized or repeated words, or paraphrased information in order to identify key ideas in a spoken message (e.g. <i>They are complete opposites! He likes summer but she likes winter!</i> )	Active discussion/following instructions		
L3.6c Focus on speaker's pauses or chunking of words to develop fluency	Paragraph dictation/ chanting/dialogs	Jazz and Grammar Chants/ Hands on English	
L3.6d Vary listening strategies for different tasks and purposes (e.g. guessing, predicting, relating new information to prior knowledge, using imagery)		Rosetta Stone	

Speaking Strand, Standard 1: <i>English language learners will Express themselves orally in English for a variety of purposes.</i>	Methodology	Materials	Done
S1.6a Express themselves on unfamiliar topics and/or in problematic situations (e.g. giving information at the scene of an accident, talking to your child's teacher)	Role play/ discussion	News for You/ Student created dialogues	
S1.6b Elaborate on complex ideas, both their own and others' (e.g. use examples, explanations and descriptions)	Ask probing questions	Taboos and Issues/A Different Angle/Instant Discussions	
S1.6c Express ideas and develop them in an organized manner (e.g. with a main idea, supporting details, and conclusion)	Debate/ oral presentation and summarization/ book discussion	Adventures/True Stories	
<b>Speaking Strand, Standard 2: <i>English language learners will Acquire vocabulary and apply knowledge of English language structure and mechanics to produce comprehensible speech in English.</i></b>			
S2.6a Speak in complex sentences using adjective and noun clauses (e.g. <i>I liked the story we read yesterday; I don't know what you mean by that</i> )	Modeling/ Round Robin	GFF "Your Turn"	
S2.6b Select vocabulary to express shades of meaning (e.g. smell vs. scent, too much vs. so much, <i>I should go vs. I have to go</i> )	Modeling/ correct misuse/ analyze speech	Quick Word/American Vocabulary	
S2.6c Use most verb tenses and forms, including present perfect and past progressive tenses	Round Robin/ask leading questions	GFF "Your Turn"/ Grammar in Context	
S2.6d Adapt tone, register, and expression of vocabulary for audience and context, with awareness of how they affect meaning	Role play with same dialog for different audiences/ pronounce punctuation	Chant/ Amy Tan's "Mother Tongue"	
<b>Speaking Strand, Standard 3: <i>English language learners will Use a variety of strategies to acquire and convey meaning through spoken English.</i></b>			
S3.6a Explain challenging concepts through examples, anecdotes, or circumlocution	Teacher asks, "Tell me about it another way."		
S3.6b Sequence and organize information for the listener (e.g. use of more sophisticated transitional words and phrases such as, <i>here's another example; my point is; in that case</i> )	Directly teach phrases/ ask for examples		
S3.6c Pay attention to the success of the interaction and adjust components of speech such as vocabulary, rate of speech, complexity of grammatical structures to maximize listener comprehension and involvement	T awareness of body language and eye contact/ restate/ slow down/ adjust presentation to audience		

Reading Strand, Standard 1: <i>English language learners will read and comprehend a variety of English texts for various purposes.</i>	Methodology	Materials	Done
R1.6a Read, comprehend, and analyze multi-paragraph materials on everyday subjects (e.g. health brochure from a doctor, newspaper article, work newsletter, short story)	Preview vocabulary/pre-read/ask comprehension questions	News for You/ newspaper/magazines/ Parade	
R1.6b Skim (to determine purpose of text) authentic prose or informational text	Predict content and outcome/identify title/ask pertinent questions		
R1.6c Scan (for specific details) for information in authentic prose or informational text	Ask leading questions/find title and heading/find certain facts	Steck-Vaughn Pre-GED materials	
R1.6d Make inferences and draw conclusions	Directly teach	Steck-Vaughn Pre-GED materials/ Adventures	
R1.6e Compare/contrast information with other texts/sources	Provide two texts on similar topic	Newspaper editorial/ Columbus Day curriculum/ Steck-Vaughn Pre-GED materials	
<b>Reading Strand, Standard 2: <i>English language learners will Acquire vocabulary and apply knowledge of English language structure and mechanics to read and comprehend written text.</i></b>			
R2.6a Read orally with expression (with appropriate pausing, stress, and intonation)	Read aloud in turn/read punctuation/provide texts with different vocabulary	Chanting/dialogs/Mango Street	
R2.6b Develop vocabulary including antonyms and synonyms, acronyms, common collocations, idioms, and phrasal verbs	Worksheets	GFF/ American vocabulary/ dictionaries/ Reading Horizons	
R2.6c Distinguish between literal and figurative language (e.g. <i>My job stinks.</i> )	Directly teach as the language arises in context	Mango Street/ Seedfolk	
R2.6d Recognize advanced function words: pronouns, prepositions, conjunctions, auxiliary verbs (e.g. <i>which, in spite of, although, neither/nor, would</i> )		GFF/ grammar books	
R2.6e Understand the differences in meaning for most verb tenses and forms, including the perfect tenses and active/passive voice		GFF/ grammar books	
R2.6f Recognize all forms of punctuation (e.g. ellipses, colon)		GFF appendix	
<b>Reading Strand, Standard 3: <i>English language learners will Use a variety of strategies to comprehend written English.</i></b>			
R3.6a Vary reading strategies for different texts and for different purposes	Skim/scan	Teach from a variety of genres	
R3.6b Take notes while reading (e.g. paraphrase in the margins, outline)	Model		

Writing Strand, Standard 1: <i>English language learners will: Express themselves in written English for a variety of purposes.</i>	Methodology	Materials	Done
W1.6a Elaborate ideas in a clear, cohesive passage	Process writing/drafting/editing		
W1.6b Describe a procedure (e.g. how to obtain a loan, how to perform a task at work)		Writing and Reading the Essay	
W1.6c Address an unfamiliar audience in writing (e.g. letters to editor or legislator, letter of complaint)	Teach letter format/provide mock topics		
W1.6d Paraphrase or summarize information received orally, graphically, or from a written text	Teach key points/main idea	Graphic organizer	
<b>Writing Strand, Standard 2: <i>English language learners will Acquire vocabulary and apply knowledge of English language structure and mechanics in writing.</i></b>			
W2.6a Use a range of simple, compound and complex sentences	Teach identifies repetitive form and student rewrites		GFF
W2.6b Demonstrate varied and effective word choice and some figurative language (e.g. house vs. home; play it by ear)	Highlight overused words	Idioms	
W2.6c Write several related, organized paragraphs with an introduction, developed ideas, and conclusion	Process writing/ teach essay format	REEP Practice/ Writing and Reading the Essay	
W2.6d Use advanced grammatical structures (e.g. present perfect progressive tense, passive voice; participial adjectives; conditionals)	Provide prompts requiring response in different tense	GFF My Turn	
W2.6e Use punctuation and capitalization correctly	Counseling/revision/drafting/self-editing/checklists/practice editing others' work	GFF appendix	
<b>Writing Strand, Standard 3: <i>English language learners will Use a variety of strategies to acquire language and convey meaning through written English.</i></b>			
W3.6a Rewrite several drafts of own writing, as needed, basing revisions on feedback from others and from self. (The final draft does not need to be perfect)			
W3.6b Attempt to identify and self-edit own errors (e.g. using spell checker, dictionary) in order to develop independent writing			