

**Brockton Public Schools - Department of Bilingual/ESL Services
Grades 5-8**

Content Applicable Outcomes (including but not limited to)

Speaking and Listening (S)	Reading (R)	Writing (W)
<p>S.1 Vocabulary</p> <ul style="list-style-type: none"> ❑ S.1.25 Demonstrate comprehension in a variety of settings of specific, technical, and/or abstract words and phrases of grade-level, academic content in various Massachusetts Curriculum Frameworks. ❑ S.1.28 Communicate academic knowledge orally, using specific, technical, and abstract vocabulary of grade-level, academic content in various Massachusetts Curriculum Frameworks. ❑ S.1.29 Demonstrate knowledge of spoken vocabulary, using specific, technical, and/or abstract vocabulary of grade-level, academic content. ❑ S.1.33 Clarify meanings of words, using glossaries, thesaurus, and other resources. <p>S.2 Social Interaction</p> <ul style="list-style-type: none"> ❑ S.2.67 Compare, contrast, and exchange opinions in discussions on issues that are of contemporary or historical interest and represent a variety of cultural perspectives. ❑ S.2.68 Identify and analyze cultural perspectives in literature, popular periodicals, music, theater, visual arts, commercials, films, and videos. ❑ S.2.69 Describe and discuss how conflicts in points of view and proposed resolutions reflect cultural and individual perspectives. <p>S.3 Academic Interaction</p> <ul style="list-style-type: none"> ❑ S.3.52 Demonstrate comprehension of inferential or abstract questions that are based on academic content. ❑ S.3.53 Demonstrate comprehension of the use of referents (such as pronouns, demonstrative adjectives) in academic discourse. ❑ S.3.58 Demonstrate comprehension of specialized language structures from varied academic content (such as frequent use of the passive in science; frequent use of the passive voice in science; frequent use of specialized vocabulary to refer to abstract concepts and frequent use of pronouns in history/social science). ❑ S.3.59 Demonstrate comprehension of classroom discussions, extended classroom discourse, and other academic interactions that include basic and complex sentence structures. ❑ S.3.62 Summarize information that is heard during a class or lesson. ❑ S.3.63 Critique information that is heard in extended discourse (such as television, radio, lecture-type presentation). ❑ S.3.65 Participate in classroom discussion and other academic interactions, using basic and complex sentence structures and addressing abstract topics. ❑ S.3.67 Employ selected specialized language structures from varied academic areas (such as use of the passive voice in science). <p>S.4 Presentation</p> <ul style="list-style-type: none"> ❑ S.4.11 Plan and revise oral presentations, considering the audience, purpose, and information to be conveyed. ❑ S.4.12 Present information orally, using an appropriate degree of formality for the audience and setting. ❑ S.4.13 Comprehend and answer questions following a presentation. ❑ S.4.14 Plan delivery of an oral presentation, using pace, visual aids, and gestures. ❑ S.4.15 Participate in performance, following agreed-upon criteria for audience, purpose, and information to be conveyed. 	<p>R.1 Vocabulary and Syntax in Print</p> <ul style="list-style-type: none"> ❑ R.1.9 Apply knowledge of context clues to determine the meanings of unfamiliar words. ❑ R.1.11 Identify words, phrases, and sentences that determine meaning in expository paragraphs. <p>R.3 Comprehension</p> <ul style="list-style-type: none"> ❑ R.3.7 Analyze main ideas and supporting details and evidence in texts. ❑ R.3.8 Summarize important ideas from a text and represent the relationships between or among them. ❑ R.3.10 Support individual interpretations or conclusions, using evidence from an informational text. ❑ R.3.23 Demonstrate fluency as a reader, using different reading rates and approaches for different purposes. ❑ R.4 Literary Elements and Techniques ❑ R.4.12 Use literary structures and elements of traditional literature to describe myths and traditional and classical narratives. <p>R.5 Informational and Expository Text</p> <ul style="list-style-type: none"> ❑ R.5.8 Identify forms of informational and expository materials (such as essays, biographies, memoirs, news articles, reports, lab reports, textbook chapters). ❑ R.5.9 Use knowledge of text features to determine purpose and meaning of text. ❑ R.5.10 Use knowledge of common graphic features to determine purpose and meaning in text. ❑ R.5.11 Use knowledge for organizational structures in nonfiction text to determine its meaning. ❑ R.5.12 Analyze main ideas, supporting ideas, and supporting details for purpose and meaning. ❑ R.5.14 Recognize use of arguments for and against an issue. <p>R.6 Research</p> <ul style="list-style-type: none"> ❑ R.6.4 Obtain information from a variety of print and non-print sources. ❑ R.6.5 Organize information for research reports that include quotations, footnotes, or endnotes, and bibliographies. ❑ R.6.6 Use scoring guides or rubrics to self-assess a research project prior to presentation 	<p>W.1 Prewriting</p> <ul style="list-style-type: none"> ❑ W.1.5 List words and phrases to support structure and meaning within and among paragraphs of a writing task. ❑ W.1.6 Organize information about a topic into a paragraph with a topic sentence, supporting details, and a concluding sentence. ❑ W.1.7 Organize information about a topic into a multi-paragraph format with an introductory paragraph, supporting paragraph, and a concluding paragraph. <p>W.2. Writing</p> <ul style="list-style-type: none"> ❑ W.2.7 Write a paragraph that provides information and includes a topic statement, supporting details, and a conclusion. ❑ W.2.8 Write a multi-paragraph composition with clear topic development, logical organization, and effective use of detail. ❑ W.2.10 Write an essay that includes a topic statement, supporting details, and a conclusion. <p>W.5 Media</p> <ul style="list-style-type: none"> ❑ W.5.9 Use online information resources for collaboration and research ❑ W.5.10 Use technology resources for problem solving. ❑ W.5.11 Identify techniques used in television (such as sound effects, close-ups) and use this information to distinguish between facts and misleading information. ❑ W.5.13 Create media productions using effective images, texts, music, sound effects, and/or graphics.

