Literature in English Language
Teacher Toolkit for LEBs and Bilingual Groups
Engaging Ideas for 7th-11th grades

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Letter to the teacher

Dear Teacher,

This module focuses on supporting you as a teacher both in the process of understanding and implementing the syllabus of Literature in English Language as well as in light of the new curricular policy Educating for a New Citizenship.

Thank you for your commitment to be a part of transforming the lives, attitudes, and dreams of your learners through the Literature in English Language Class in the Bilingual High Schools and Bilingual Groups across Costa Rica.

This document contains a range of resources and key elements to assist you in collaborative environments as you make your way through the four following stages (proposed by Patrick Moran, a respected authority in language teacher education):

*Knowing about--by understanding the concepts and principles of the curricular Literature in English Language teaching and learning.
*Knowing why--by internalizing the purpose of this subject as a response to contributing to the formation of the new citizen the country requires.
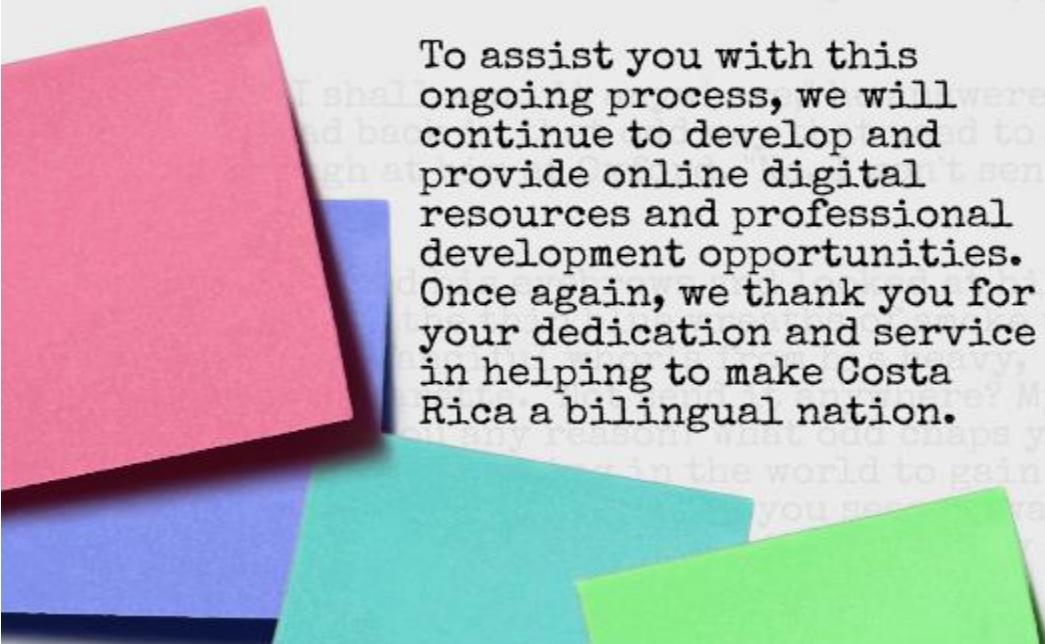
*Knowing how--by developing and implementing the action-oriented learning tasks when designing lesson plans, assessment instruments and follow up actions to best serve learners.

*Knowing oneself--by reflecting upon and reviewing your personal beliefs and teaching practices.

In conjunction with the materials in this module, we are encouraging you to build collaborative partnerships with other colleagues and to contextualize the material and ideas given according to your learners' needs.

Furthermore, we invite you to develop your knowledge and experience as a lifelong learner to improve your own mediation practices so that you can build confidence and the motivation to teach.

To assist you with this ongoing process, we will continue to develop and provide online digital resources and professional development opportunities. Once again, we thank you for your dedication and service in helping to make Costa Rica a bilingual nation.

Marianella and Alfredo

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Introduction

This document is presented as a compilation of supplementary materials to serve teachers implementing the program of Literature in English Language in Bilingual Experimental Schools and Bilingual Groups.

The idea is to make this paper grow with a variety of recommended contributions from in-service teachers who have proven other useful resources in class.

The Literature in English Language syllabus was built with the intend to achieve four main goals:

To awaken joy, fantasy, and passion for literature.
To value and be aware of the artistic processes.
To understand technical concepts of literary manifestations as well as their social and personal determinants.
To express themselves creatively and reflect while interacting with Literature in English language.

Literature serves to connect learners with life experiences, beliefs, and convictions, which have to be faced through a methodological approach of ethical dilemmas (daily life, artistic, fictitious and historical) within a democratic perspective.

The goal of education is not to
increase the amount of knowledge but
to create the possibilities for a child
to invent and discover, to create men
who are capable of doing new things.

-Jean Piaget

I.   General Contents

These **general contents** will be articulated in the mediation activities of the planning units, **as transversal or transferable roles across the language**, as parts of a *"backward"* curriculum design process of each level, in order to guide learners reach the desired performance indicators framed..

Curricular Content for **Seventh Grade**		
Suggested Topics: friendship, emotions, interests, respect, solidarity, concern.		
Term I	Term II	Term III

➢ Purpose of Literature
➢ Difference between fiction and nonfiction
  <u>NONFICTION</u>
 	
➢ Biographies
➢ Autobiographies
➢ Personal Narratives
➢ Letters
➢ Diaries and Journals
  <u>FICTION</u>
 	
➢ Short stories (simplified versions)
  -elements of fiction
 	
   +plot
 	
   +setting
 	
(chronological and physical)
 	
   +theme
 	
Predicting
	➢ Short stories
	  -elements of fiction
	
	   +plot (beginning, middle, end)
	
	   +setting (location: physical and historical)
	
	   +theme
	
	   +*characters (main and minor, protagonist and antagonists, and flat and round)
	
	   +*climax and resolution
	
	   +*point of view (first, second, and third)
	
	Predicting
	***Questioning**
		➢ Fables (morals)
		➢ Basic poetry (haikus, cinquains, epigrams, and lyrics)
		  -form and syllables
		
		  -elements of poetry
		
		   +metaphor and simile
		
		   +*imagery
		
		   +*symbolism
		
		Predicting
		Questioning
		***Inferring**

Performance indicators for **Seventh Grade**
➢ Appreciate and enjoy simple oral and written literature.
➢ React to different oral and visual tasks (e.g., role plays, poems, songs, videos, dialogues and storytelling, etc.)
➢ Identify some literary figures of speech (metaphor, simile, imagery, and symbolism).
➢ Value different contributions from influential world leaders and writers.
➢ Produce humorous passages, letters, diaries, journals, and insights to express personal emotions.
➢ Narrate meaningful life experiences.
➢ Identify humor.
➢ Demonstrate development of social strategies.
➢ Write basic poetry: cinquains, haikus, epigrams, and song lyrics.
➢ Identify some elements of fiction (characters, plot, setting, point of view).
➢ Value authors´ literary contributions.
➢ Understand meaning in different contexts.
➢ Express ideas, feelings, likes and dislikes, preferences, and opinions using appropriate vocabulary in oral and written forms.
➢ Predict, question, and infer texts, events, consequences, et cetera of different literary passages.
➢ Apply collaborative work and learning strategies (outline, graphic organizers, etc.).
➢ Use self- and co-assessment strategies.

Note: Not all the performance indicators stated above are measurable. Some of them are observable behaviors, but they are as equally important.

Curricular Content for **Eighth Grade**		
Suggested Topics: historical figures' cultural influences, justice, feelings, fantasy, and imagination.		
Term I	Term II	Term III

➤ Poetry
-form (stanzas) and rhyme scheme
 	
    +couplets
 	
    +tercets
 	
    +quatrains
 	
-elements of poetry
 	
    +extended metaphor and simile
 	
    +recurring imagery and symbolism
 	
    +theme
 	
    *author's intention (words as weapons)
 	
Predicting
Questioning
Inferring
* Sequencing
	➤ Costa Rican folk tales and legends
	-storytelling
	
	    +oral
	
	    +written
	
	    +visual
	
	-socio-cultural significance
	
	➤ Short stories
	   -elements of fiction
	
	    +simile and metaphor
	
	    +imagery and symbolism
	
	    +character
	
	    +point of view
	
	    +theme
	
	    *allusion
	
	    *flashback
	
	Predicting
	Questioning
	Inferring
	Sequencing
	*Evaluating
		➤ Novella
		+elements of fiction
		
		+plot
		
		+setting
		
		+characters
		
		*time line events
		
		*personification
		
		-Literary analysis
		
		*literature circles
		
		Predicting
		Questioning
		Inferring
		Sequencing
		Evaluating
		*Comparing/Contrasting

Performance indicators for **Eighth Grade**

➢ Appreciate and enjoy intermediate oral, visual, and written literature.

➢ React to different oral and visual tasks (role plays, poems, songs, videos, dialogues and storytelling, etc.).

➢ Identify some elements of fiction (plot, setting, simile and metaphor, imagery, symbolism, point of view, character, conflict and resolution, theme, allusion, flashback, and personification).

➢ Identify some elements of poetry (extended metaphor and simile, recurring imagery and symbolism, theme, and author's intention).

➢ Identify some elements of the English language (expressions).

➢ Produce poems (couplets, tercets, and quatrains)

➢ Appreciate and enjoy Costa Rican folk tales and legends.

➢ Produce basic fiction.

➢ Write an integrated project based on a literary piece.

➢ Understand main ideas and specific details in a variety of oral, visual, and written media.

➢ Enjoy and understand a variety of short literary passages.

➢ Understand meaning in context.

➢ Demonstrate development of social strategies.

➢ Express ideas, emotions, likes and dislikes, preferences, opinions, hypotheses, and defend arguments using appropriate vocabulary in oral and written forms.

➢ Appreciate and value Costa Rican culture.

➢ Value authors´ and historical figures' literary and historical contributions.

➢ Predict, question, infer, sequence, evaluate, and compare/contrast texts, events, consequences, et cetera of different literary passages.

➢ Apply collaborative work and learning strategies (outline, graphic organizers, etc).

Curricular Content for **Ninth Grade**		
Suggested Topics: popular beliefs, respect, cooperation, suspense, mythology, and history of the story.		
Term I	Term II	Term III

➢ International folk tales
➢ Myths
  -elements of fiction
 	
    *archetypes
 	
➢ Poetry
  -narrative
 	
  -concrete
 	
  -free verse
 	
  -song lyrics
 	
  -elements of poetry
 	
  +symbolism
 	
    *alliteration
 	
    *onomatopoeia
 	
    *rhythm
 	
Predicting
Questioning
Inferring
Sequencing
Evaluating
Comparing/Contrasting
*Visualizing
	➢ Short stories
	  -Science fiction
	
	  -Mystery
	
	  -Crime/Detective
	
	  -Horror
	
	  -elements of fiction
	
	    *irony
	
	    *narrator's point of view
	
	Predicting
	Questioning
	Inferring
	Sequencing
	Evaluating
	Comparing/Contrasting
	Visualizing
	*Paraphrasing
		➢ Graphic novels/comics
		  +Analysis
		
		➢ *Cartoon production\
		  Humorous writing
		➢ Short Novels
		  -elements of fiction
		
		    *dialogue
		
		Predicting
		Questioning
		Inferring
		Sequencing
		Evaluating
		Comparing/Contrasting
		Visualizing
		Paraphrasing
		*Summarizing

Performance indicators for **Ninth Grade**

- ➢ Appreciate and enjoy intermediate oral and written literature.
- ➢ React to different oral and visual tasks (role plays, poems, songs, videos, dialogues and storytelling, etc.).
- ➢ Identify some elements of fiction (archetypes, irony, narrator's point of view, and dialogue.)
- ➢ Identify some elements of poetry (alliteration and onomatopoeia).
- ➢ Identify some elements of the English language (idioms, diction, and syntax).
- ➢ Produce poems (narrative, free verse, lyrics, and concrete)
- ➢ Appreciate and understand various genres of fiction (e.g., mystery, sci-fi, and horror).
- ➢ Produce simple cartoons.
- ➢ Write an integrated project based on a literary piece (short play).
- ➢ Understand main ideas and specific details in a variety of oral, visual, and written passages.
- ➢ Enjoy and understand a variety of literary passages.
- ➢ Understand meaning in context.
- ➢ Express ideas, feelings, likes and dislikes, preferences, opinions, hypotheses, and defend arguments using appropriate vocabulary in oral and written oral forms.
- ➢ Value authors´ literary contributions.
- ➢ Demonstrate development of social strategies.
- ➢ Visualize, paraphrase, and summarize different literary passages.
- ➢ Analyze short drama.
- ➢ Appreciate and talk about other cultures.
- ➢ Predict, question, infer, sequence, evaluate, compare/contrast, visualize, paraphrase, and summarize texts, events, consequences, et cetera of different literary passages.
- ➢ Apply collaborative work and learning strategies (outline, graphic organizers, etc.).

Curricular Content for **Tenth Grade**		
Suggested Topics: racism, equity, climate change/global warming, and the future of literature.		
Term I	Term II	Term III
➢ Myths and heroes -elementsoffiction +extendedmetaphorandsimile ➢ Poetry -sonnet (Petrarchan and Shakespearean) -elements of poetry +rhythm and sound +feet and meter ➢ Plays (comedy and tragedy) **Predicting** **Questioning** **Inferring** **Sequencing** **Evaluating** **Comparing/Contrasting** **Visualizing** **Paraphrasing** **Summarizing** ***Concluding**	➢ Plays (comedy and tragedy) ➢ Identify: *main divisions *cast *spoken words of characters *stage directions *writer intention *language style ➢ Write adapted version of play **Predicting** **Questioning** **Inferring** **Sequencing** **Evaluating** **Comparing/Contrasting** **Visualizing** **Paraphrasing** **Summarizing** **Concluding**	➢ Acting out play ➢ Literature adaptations (e.g., movies, graphic novels, plays, parodies, television shows, and "twitterature") ➢ Analysis of a novel -Arc of inquiry -elements of fiction extended personification *hyperbole **Problem and solution e** **Predicting** **Questioning** **Inferring** **Sequencing** **Evaluating** **Comparing/Contrasting** **Visualizing** **Paraphrasing** **Summarizing** **Concluding**

Performance indicators for **Tenth Grade**

➢ Appreciate and enjoy intermediate oral and written literary pieces.

➢ React to different oral and visual tasks (role plays, poems, songs, videos, dialogues and storytelling, among others).

➢ Identify some literary figures (metaphor, simile)

➢ Identify some elements of fiction (tone)

➢ Produce poems (Sonnet-Sound Effects)

➢ Appreciate and enjoy myths, movies, and novels.

➢ Write an integrated project based on literary pieces (novel)

➢ Understand main ideas and specific details in a variety of oral and written passages.

➢ Enjoy and recognize a variety of short literary passages.

➢ Understand meaningincontext.

➢ Express ideas, feelings, likes, dislikes, preferences, opinions, hypotheses and defend arguments using appropriate vocabulary in oral and written oral forms.

➢ Value authors´ literary contributions.

➢ Demonstrate development of social strategies.

➢ Understand meaning in different context.

➢ Compare and contrast different literary passages (novels).

➢ Apply collaborative work and learning strategies (outline, graphic organizers, etc).

➢ Persuade audience.

Curricular Content for **Eleventh Grade**		
Suggested Topics: Human Rights in the world village and role and social responsibility of the individual to the world.		
Term I	Term II	Term III
➢ Types of essays ➢ Selection and analysis of a cinematographic novel. (Reasonable philosophical judgments, discussion groups, robust questioning) ➢ Writing a five-paragraph essay about the movie, in pairs. -elements of essays (Introduction, body, and conclusion) +thesis +topic sentence +transitions -elements of writing process +prewriting (Brainstorming and outlining) +drafting +editing and revising +publishing ***Persuasive/Analytical/ Enjoyment/Problem and solution Essay**	➢ Analysis of selected novels in groups (Reasonable philosophical judgments, discussion groups, robust questioning) ➢ Book report (Students must demonstrate accumulative knowledge learned since seventh grade)	➢ Analysis of selected novels in groups (Reasonable philosophical judgments, discussion groups, robust questioning) ➢ Book report (Students must demonstrate accumulative knowledge learned since seventh grade)

Performance indicators for **Eleventh Grade**

➢ Appreciate and joy intermediate oral and written literary pieces.
➢ React to different orals and visual tasks (role plays, poems, songs, videos, dialogues and storytelling, among others).
➢ Literary figures (review all)
➢ Produce poems (Refrains, Concrete Poetry)
➢ Appreciate and enjoy mystery stories, poems, short drama and comedy.
➢ Writean integrated project based onliterary pieces (essays).
➢ Understand main ideas and specific details in a variety of oral and written passages.
➢ Enjoy and recognize a variety of short literary passages.
➢ Understand meaningincontext.
➢ Express ideas, feelings, likes, dislikes, preferences, opinions, hypotheses and defend arguments using appropriate vocabulary in oral and written oral forms.
➢ Value authors´ literary contributions.
➢ Demonstrate development of social strategies.
➢ Understand meaning in different context.
➢ Visualize and summarize different literary passages.
➢ Analyze short drama.
➢ Apply collaborative work and learning strategies (outline, graphicorganizers, etc).
➢ Appreciate and talk about other´s cultures
➢ Infer meaning from words in context.

II. Didactic Tips

a. Some Educational Aims of Teaching Literature

Potential Actions	Potential tasks
Locate	Complete with pieces of information.
Name	Recite a poem. Make a list of main events
Describe	Make a timeline of events by using word, phrases, sentences, paragraphs.
Predict	Sequence of events by using cartoon strips, drawings, pictures, etc.
Question	Ask question about words, phrases or simple sentences to solicit basic information
Compare	**Retell** …in own words using photographs, etc.
Classify	Relevant information about an event.
Complete	Make a map, a graphic organizer
Show	Create a model.
Use	Recycle prior knowledge…
Identify	Make a chart identifying... (characters, places, events, etc.)
Infer	Words, phrases or sentences to express understanding based on available information, word cues, and pictures.
Create	Create a representation of a character, setting, etc.
Design	Write a role play, a song, poem, etc.
Propose	Write a magazine or book cover for…
Discuss	Express opinions, emotions and feelings in a discussion group, dialogue… (higher levels)

Note: See the CEFR descriptor scales for each band (A1, A2…) to use it a reference to design activities and materials.
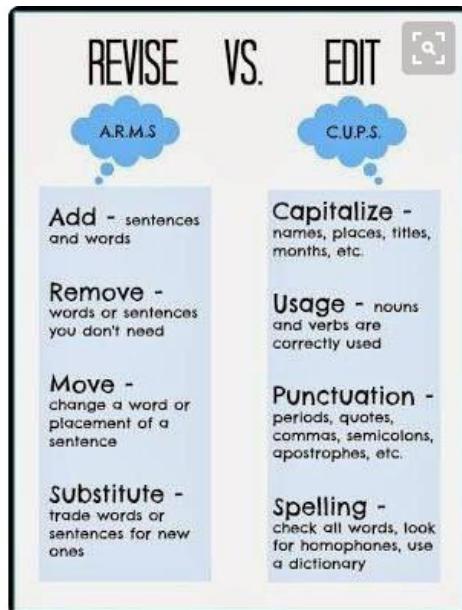
b. Tips to Start with Beginners

- Build up a safe and trustful environment
- Share lesson´s goals with Ls
- Build from prior knowledge (Ls draw on background experiences)
- Engage Ls in an ongoing negotiation to arrive at meaning
- Use multiple forms of learning and a variety of audiovisual resources
- Simplify language to serve learner´s language level
- Check comprehension constantly (CCQ´s), monitor and give feedback
- Plan lots of different activities
- Create a classroom library and literature centers
- Reduce teaching talk gradually
- Favor multiple reading strategies
- Promote cooperative learning
- Use story structure (who, what, why…)
- Practice choral speech
- Use classroom posters
- Help Ls to relate new information to prior knowledge, in order to critically resolve problems and apply creative new knowledge.
- Use graphic/semantic organizers and story maps (see section VI)
- Support scaffolding learning with literature rich environment, word walls, wall charts/expression banks in the class (see chart below)
- Writing poetry based on the simple repetition of sentence patterns (Ls compose their poems and then walk around and tell others)
- Drama and mime, acting out dialogues
- Write a different ending for your book.
- Write a poem about your book.
- Write a letter to a friend describing this book you are going to send him.
- Keep a journal as you read your book: your reactions, thoughts, feelings.
- Write a five-line "easy" poem about your book: a noun, then two adjectives, then three verbs, then a thought about the noun, and finally a synonym for the noun.
- Write two articles for a newspaper published at the time of or in the country of your book.
- Write an obituary for one character.
- Write a diary for your favorite character.
- Make a small dictionary (at least twenty-five words) for the subject of your book.
- List fifteen interesting words from your book and tell why each is interesting.
- List new words learned from your book: Define them.
- Choose some of the following words and explain how each applies to your book: stupendous, exciting, breathtaking, horrendous, fabulous, etc.
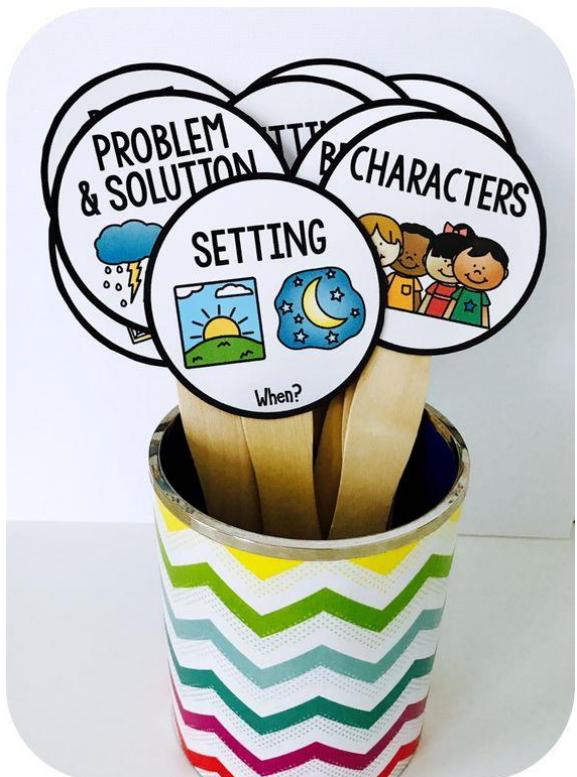
Expression Banks

Expressing opinions:
- I think that…   - I believe that…   - In my opinion…
Agree:
- I agree with…   - I also think that…
Disagree:
- I disagree with…   - I don´t agree with… that…/because…   - I don´t think that…

Wall Charts

The Writing Process
Pre write
Draft
Edit
Revise
Publish

c. **Cultivating Critical Thinking**

Focus on *"how to"* read texts and cultivate critical listening, speaking (spoken interaction & spoken production), reading and writing.

- Break the class down into pairs and small groups giving them specific tasks and time limits and ask groups afterward to report back on their tasks, what problems occurred and how they tackled them.
- Use concrete examples whenever possible (related to the learners' levels, lives and interests).
- Promote inductive and deductive reasoning.
- Use self-assessment tools and rubrics.
- Use critical thinking skills on a continual basis to help learners become a "practicing thinker", through reinforcing strategies to *"know how", e.g.:*

  - State
  - Elaborate
  - Illustrate, and
  - Exemplify

Educators who "teach for life- long skills" integrate and care for developing language skills and learning skills, together with thinking skills and moral reasoning in the classroom community, in order to promote:

1. generative ideas and questions,
2. access prior knowledge,
3. assess interests and knowledge,
4. and develop probing questions and problems.

Furthermore, sensitive educators take risks*, "run the extra mile"* and "*think out of the box".* When they start building a "*community of inquiry",* they should promote a great deal of practice in finding *good reasons for judgments* and spaces for leaners to express their thoughts emotionally.

Questioning for Lower Grade Levels:

Sensorial Stimuli
• Hearing- How does it sound?   • Smell- How does it smell?   • Taste- What does it taste like?   • Sight- What does it look like?   • Touch- What does it feel like?

| Questioning… |
| --- |
| • What would happen if…?
 • What about…?
 • Let's imagine that… |
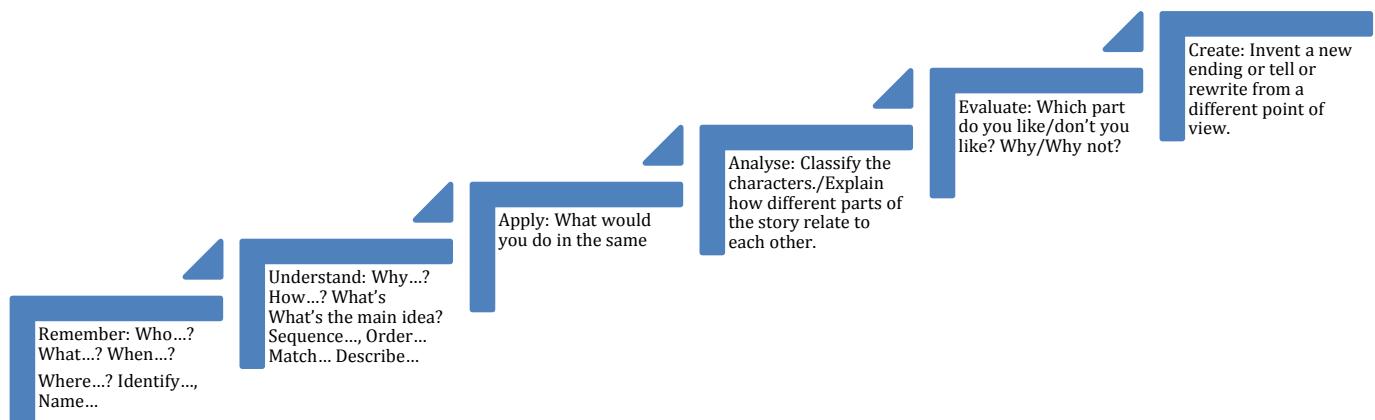
Some Suggested Ongoing Speaking Strategies for Lower Levels

Lower level learners can participate in individual or collective in- class tasks, as well as to develop short assignments in each term by using:

➢ Book markers
➢ Portfolio reflections
➢ Taking notes exercises
➢ Story map
➢ Classroom posters
➢ Journal writing /Reflections on readings
➢ Choral speech poetry
➢ Creating hanging mobiles of characters and their traits
➢ Creating dioramas
➢ Making timelines of story event, one character and/ or historical events that took place during the setting of the reading
➢ Dramatizing a scene from the reading
➢ Designing a movie poster – if the reading is made into a movie, what would the advertisement look like
➢ Illustrating a scene from the reading
➢ Designing a book cover
➢ Creating an advertisement and/or commercial to sell the reading

- ➢ Writing songs or chants about a scene in the reading
- ➢ Developing games based on the reading, i.e., trivia
- ➢ Panel discussions with the characters of the book so students can ask questions about how/why
- ➢ Making a human barometer to express students' opinions about moral issues that evolved from the reading
- ➢ Writing a letter to the author to ask questions/make suggestions about the reading
- ➢ Writing or presenting a biography about one of the characters in the reading
- ➢ Making cartoon strips about a scene or chapter of the reading
- ➢ Cast actors who would best depict the characters from the reading
- ➢ Writing and/or illustrating own ending of a reading
- ➢ Rewriting and/or illustrating new versions of part or parts of the reading
- ➢ Illustrate your own version of part or parts of the reading
- ➢ Description of a character and have other students guess the character's identity
- ➢ Use graphic organizers, sequence events in the reading
- ➢ Comparing and contrasting yourself to a character in the reading
- ➢ Comparing and contrasting two characters in the reading
- ➢ Sequencing events in a character's life – bibliography
- ➢ Summarizing the reading using a pie chart

Question Staircase

Remember: Who…? What…? When…? Where…? Identify…, Name…

Understand: Why…? How…? What's What's the main idea? Sequence…, Order… Match… Describe…

Apply: What would you do in the same

Analyse: Classify the characters./Explain how different parts of the story relate to each other.

Evaluate: Which part do you like/don't you like? Why/Why not?

Create: Invent a new ending or tell or rewrite from a different point of view.
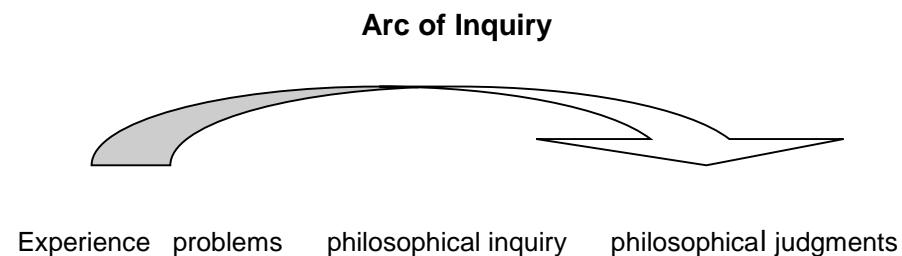
Source: Creativity in the English Language Classroom, British Council, 2015

For Higher grade levels inquiry communities

> **Goal of P4C:** Teaching by asking instead of by telling, following the arc of inquiry.

Arc of Inquiry

Experience   problems   philosophical inquiry   philosophical judgments

It is suggested to implement P4C framework to help learners to formulate higher thinking questions for higher-grade level learners become good life-long inquirers (*Chaves Soto, Yamileth. Teaching English for Life-long Skills through a Dialogue Community, NLTC 2009).*

What is Philosophy for Children? (P4C)

- It is a systematic language-based framework, a roadmap for teachers (educational approach) to move back and forth along the class inquiry, pedagogy designed by Mattew Lipman (from *The Institute for the Advancement of Philosophy for Children* in Montclair State University, USA).

- It seeks to satisfy the hunger of learners (children and adolescents) for meaning and as a way to do better than critical thinking; that is *"thinking globally and acting locally"*

- P4C is like a "*returning boomerang*". It stimulates and challenges learner to think as well as it forces teachers to reflect on how to make logically leading questions, in order to discover and understand concepts and take positions.

Role of the Facilitator:

- a co-inquirer with the children
- guider and model for students(—by asking open-ended questions, posing alternative views, seeking clarification, questioning reasons, and by demonstrating self-correcting behavior).

How to begin dealing with questions?

- What do we understand now about the question/concept that we didn't understand before?
- Are we giving each other reasons for our views?
- Are we listening to each other?
- Are we able to stick to the point?
- Are we able to build on each other's ideas?
- Who is doing the talking?
- Do we correct each other with sensitivity?
- Are we becoming more tentative about what we claim to know?
- Do we trust each other?

The F4C Framework for Systematic Classroom Dialogue

Adapted by Yamileth Chaves Soto, English Adviser, from Maughn Gregory "a Framework for Facilitating Classroom Dialogue" *Teaching Philosophy* (2007)

Stage 1	Generating Questions for dialogue
Identify issues relevant to purpose: It involves emotional; intelligence or "caring thinking".	● What feelings does this prompt, that call for resolution, e.g. frustration, confusion, curiosity, sensing something valuable? ● What did we find puzzling, interesting or confusing? ● What does it make us wonder about? ● How are the issues relevant to our experience? ● What issues would be worth discussing? What do we want to know? What do we need to decide? What kind of judgment seems to call for? ● Have we identified all the significant aspects of the problems or issues to be explored, relevant to our purpose?

Stage 2	Formulate and organize relevant questions.
A. Creative brainstorming for drawing as many questions as occur to students. B. Organize questions in order, looking for relationships among generated questions.	● Do our questions cover all of the important aspects of the issue? ● Do any of these questions suggest other questions not yet asked? ● Can we think of a question that would highlight a different dimension of the issue? ● Is there redundancy among our questions? Could some of them be combined? ● Is there an over-all question here? ● Does this question have more than one part or sub-question? ● Is there a logical priority to some of our questions? Do some questions require or assume answers to others? ● Is there a priority of need or importance among the questions for us? ● What other relationships are there among our questions?

Stage 3	Formulate and Organize Hypotheses in Response to Questions.
A. Brainstorm hypotheses without critique. B. Critiquing and organizing hypotheses	● What are some possible answers to the questions? ● What's your opinion? ● What kind of hypothesis is that? Explanatory? Predictive? Evaluative? Something else? ● Does that hypothesis respond to all or only part of the question? ● Does that hypothesis respond to more than one question? ● Can we try to see the issue from another point of view? ● Are any other beliefs on this subject possible? ● Is there redundancy among these hypotheses? ● (How) are these two hypotheses different? ● Is there a logical priority to some of our hypotheses? ● Are any of these hypotheses in tension or conflict with each other?

Stage 4	Clarify and Test Hypotheses, and Confirm, Revise or Abandon.
The longest stage of the dialogue: To clarify, to test it by arguments and evidence and to confirm, revise or abandon hypotheses.	**Task 1:** A. Clarifying meaning ● What do you mean by_____? How are you using the word_____? How should we define_____? ● Are you saying that _____? I hear you saying_____. ● What would be another way of putting that? ● I didn't understand when you said_____. ● Does there seem to be anything vague or ambiguous in this hypothesis? ● What criteria are you using? B. Detecting Assumptions. ● Are there any hidden assumptions in this hypothesis? ● Are we using that? ● What is being assumed here? ● Is that a reasonable assumption? ● Why are we assuming it must be either this or that? ● Why would some make that assumption? ● Are there circumstances in which your view might be incorrect? **Task 2:** A. Giving reasons. ● Why? What makes you think so? What are you reasons for saying that? ● Do you agree or disagree, and why? ● If someone wanted to disagree with you, what would she say? ● How many different reasons can we think of? ● Is that a good reason ● Are any of these reasons better than others? B. Deductive Arguments: Categorical Inferences. ● Is this a categorical statement / premise? ● Would you qualify your categorical premise with "all", "most", or "some"? ● Is it true that "all" / "no"/ "some" _____ are _____? ● What follows? ● Are you making a categorical inference / syllogism? ● Does it follow? Is this inference valid?

C. Deductive Arguments: Hypothetical Inferences.

- If so, then what? What are the implications?
- Is this a hypothetical (if – then) statement / premise?
- In what sense is it true that "if P then Q"? Is it a predictive hypothesis (a hypothesis of correlation)? A causal hypothesis? A categorical or definitional hypothesis?
- Does anything follow from this hypothetical premise?
- Are you making a hypothetical inference / syllogism?
- Is this inference valid? Does the conclusion follow from the premise?

D. Inductive Arguments.

- Do you think you might be jumping to conclusion in this case?
- Is the evidence strong enough to support randomly drawn generalizations?
- Was the sample relied on to make this generalization representative of the population? What are the relevant characteristics
- How big was the sample relied on to make this generalization?
- Was a control group used?
- Are the risks of relying on this generalization reasonable in relation to the stakes?

E. Arguments by Analogy

- What are the strengths and weakness of that analogy?
- How are these two things or situations alike?
- Is it reasonable to think that because these things are alike in this way that they will also be alike in that way?

F. Identify and Defeat Fallacious Arguments

- Is that source an appropriate authority?
- Are we sure we aren't supporting or rejecting a hypothesis because of who offered it?
- Are we sure we aren't supporting or rejecting a hypothesis because of peer pressure?
- Are you supporting that position just because it's a middle-of-the-road position?

|	
	● Isn't what you are saying now inconsistent with what you said earlier? ● Didn't that word mean something different when you used it earlier? ● (Why) does it matter how many people agree about this? ● Aren't you distorting the other person's position? ● Isn't that distinction really a false dichotomy? ● How is that relevant? <u>G. Evaluating Evidence</u> ● Can you or some else think of an example? Are there other examples? ● We have a number of examples already, can anyone offer a counter-example? ● What would count as a counter-example to this generalization? ● (How) is that evidence relevant? ● Is that an established fact? How was it established? ● Is that true? Is it always true? Is it true everywhere? How do we know? ● Is this something that could only be established by empirical research? Where could we look for such research? Are we qualified to conduct it ourselves? Is this evidence strong enough, in view of what's at stake? **Task 3:** <u>Confirm, revise or abandon hypotheses:</u> ● Is that a reason to revise the hypothesis? ● Is that a reason to abandon the hypothesis? ● Are these arguments and/or this evidence sufficient to confirm this hypothesis? ● Have we sufficiently tested this evidence with our best thinking? ● Is there any other way this hypothesis might be mistaken? ● Has the meaning of this hypothesis changed? How can we clarify the new meaning? ● Looking at the surviving hypotheses, have we come closer to solving the problem or answering the question?
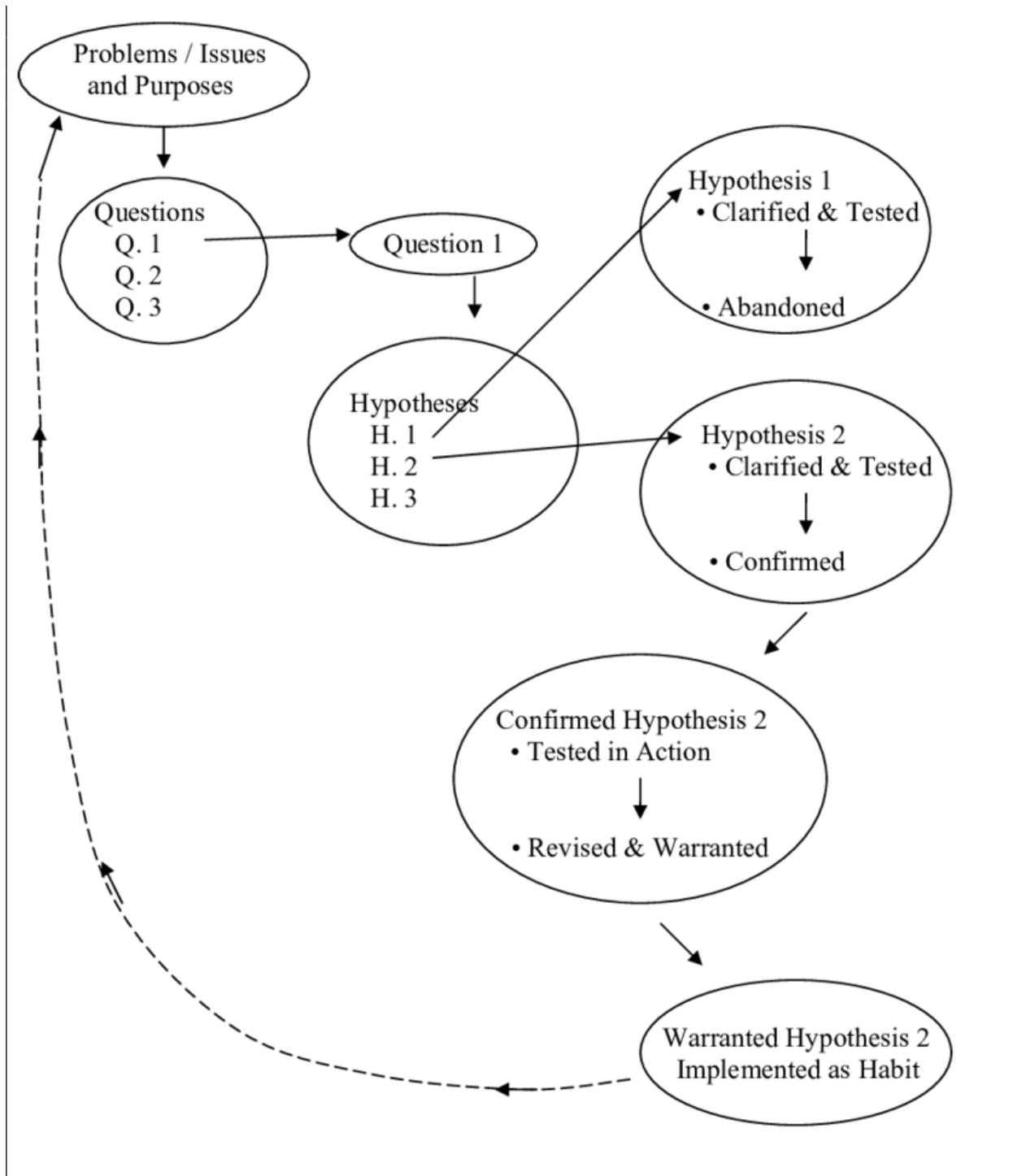
Stage 5	Experiment with Hypotheses in Experience and Warrant, Revise or abandon.
Testing or experimenting in experience outside of the dialogue circle (practical reasoning).	- How could we act on this hypothesis? - How can we experiment with this hypothesis? i.e. outside our experience outside the class. - How will we be able to tell if it resolves the issue we began with? What might we expect to observe? What kinds of consequences would count as confirming and disconfirming the hypothesis? What criteria can we use to evaluate our actions? - If 2 or more live hypotheses are mutually incompatible, how can we test among them? - Are the risks of trying this hypothesis reasonable in relation to the stakes? - Were the consequences of acting on our hypotheses satisfying? - Has our experimentation given us reasons to revise, abandon or warrant the hypothesis? - Do hypotheses further revised need to be retested in experience? - If none of the hypotheses proved useful in experience, do our questions need to be changed?

Stage 6	Implement Warranted Hypotheses.
Final Outcome: A moral dimension for reconstructing habits to translate judgments into actions (individual/collective)	- What ought we do about this? - What are the implications of our new judgments for how we live? How should our new commitments be manifested? - How can our new understanding/values be translated into action, especially in *this* time, in *this* place and under *these* circumstances? - Are our current personal, institutional, communal and larger social habits consistent with our new judgments? If not, what adjustments should we make? - How can we move this agenda forward in light of current realities? - What criteria can we use to evaluate our actions?

Source: A Framework for Facilitating Classroom Dialogue, Gregory, 2007

d. Some Suggested Ongoing Speaking Strategies for higher levels

Types of Public Speaking: Public speaking offers a way to inform, to explain, and to entertain. Here are some types of public speaking:

Debate: A debate is a formal event where two or more people share opposing arguments in response to questions. Often, someone wins by answering questions with solid information.

Critical reading ("learning to evaluate, draw inferences, and arrive at conclusions based on evidence") has 2 concepts:

- **critical reading** is a technique for **discovering information and ideas** within a text. Recommended in lower grade levels, and

- **critical thinking** is a technique for **evaluating and filtering information and ideas.** Recommended in higher grade levels.

III.　Planning Tips (Pre-task, task, and post-task)

Pre-teaching

- **Warmers** are meant to be short activities, not to be a dominant part of the lesson. They do not necessarily have to be connected with the target language of the lesson. It is possible to adapt many activities to suit the teaching point – but the main purpose of warmers is to get the learners ready to study and work in class. Warmers can often be adapted to provide revision, giving the students an opportunity to use previously studied language.
- Sharing **lesson goal** and get Ls thinking about the topic of the extract or poem (e.g., a short discussion in pair-share or whole class work, a guessing game, or a brainstorming of vocabulary around that topic).
- To find out what the Ls already know about the author or the times he/she was writing in. (Giving Ls a brief background information to read)
- To explain in what way this piece of literature is well-known (quoted in modern films or by politicians)**.**
- Routines

<div align="center">

Pre-reading/listening tasks

</div>

- To explain **key and very difficult words** (Limit the amount of words: 5-7), e.g., Predicting. Give Ls some words from the extract and ask them to predict what happens next.
- T reads the extract at normal speed (for beginners) for Ls to get "a taste/ a feel").
- **Cloud Prediction**: Draw a large cloud on the board. Write to 8 to 10 words in the cloud from the story.
- Ask the students to guess the story.
- **Word Prediction**: Draw a square in the middle of the board with lines radiating from the square. Tell the students that the text is about x (e.g. bears) and ask them to predict words that they will see in the text. Then let them read the text. Then ask were your words mentioned? Make comments.
- **We know/we want to know**: Explain the topic of the text. Draw two circles on the board with lines radiating from them. Label one circle ¨we know¨ and the other ¨we want to know. Ask students to make notes around the circles. After reading, ask students if their questions were answered.
- **Key vocabulary:** Draw a chart with four columns. List words that the students may not know in the first column. The remaining columns should be labeled as follows: I know, I am not sure, I do not know. Ask students to individually list the words in the appropriate column. Then have them form the ¨I know¨ column. When they have

finished, teach them the meaning of the words that remain in the ¨I do not know¨ column.

➕ **Variation**: Students read the text and underline words they do not know. They write a squiggly line under words they are not sure of. Then, they form groups and help each other.

> ### *During/Monitoring Tasks:*
> ### *Reading/listening/viewing*

o Reading/listening for the first time

➕ It is important to let students approach a piece of literature the first time without giving them any specific task other than to simply read it.

➕ One of the aims of teaching literature is to *evoke interest and pleasure* from the language. If students have to do a task at every stage of a literature lesson, the pleasure can be lost.

➕ Reading/listening for the second time
➕ Think-pair/group-share work

➕ Check understanding of the more difficult words in the text. See how many of the unfamiliar words Ls can get from context. Give them clues. Look at certain elements of style that the author has used.

➕ If appropriate to the text, look at the connotation of words which the author has chosen.

➕ For ex.: "She had long skinny arms." (what does that say about the author's impression of the woman? Would it be different if the author had written "She had long slender arms"?)

➕ Set comprehension questions or ask them to explain the significance of certain key words of the text. Another way of checking comprehension is to ask students to explain to each other (in pairs) what they have understood. This could be followed up by more subjective questions (e.g. Why do you think "X" said this? How do you think the woman feels? What made him do this?)

- **Using graphic organizers**: Graphic organizers are maps that can lead you through your prewriting. They provide pictures or charts that you fill in. they are useful to organize information in outlines, narrow a topic, take notes, revising, drafting, etc.

- **Information Gaps**: If the reading is made up of three short texts, they call them texts A, B and C. Divide the class in three groups (A, B and C). Delegate text A to group A and the other two texts to the corresponding groups. Ask them to read this section quietly. Then ask the class to form groups. Each group consists of three students (one A, one B and one C). The new groups tell each other what they have read, including the vocabulary they learned.

- **Reading Race**: Photocopy and cut up a reading into paragraphs (or shorter texts). Put one copy of each paragraph around the walls of the room. Give the students a set of questions to answer. They must go around the room, read each text quickly and find the answers.
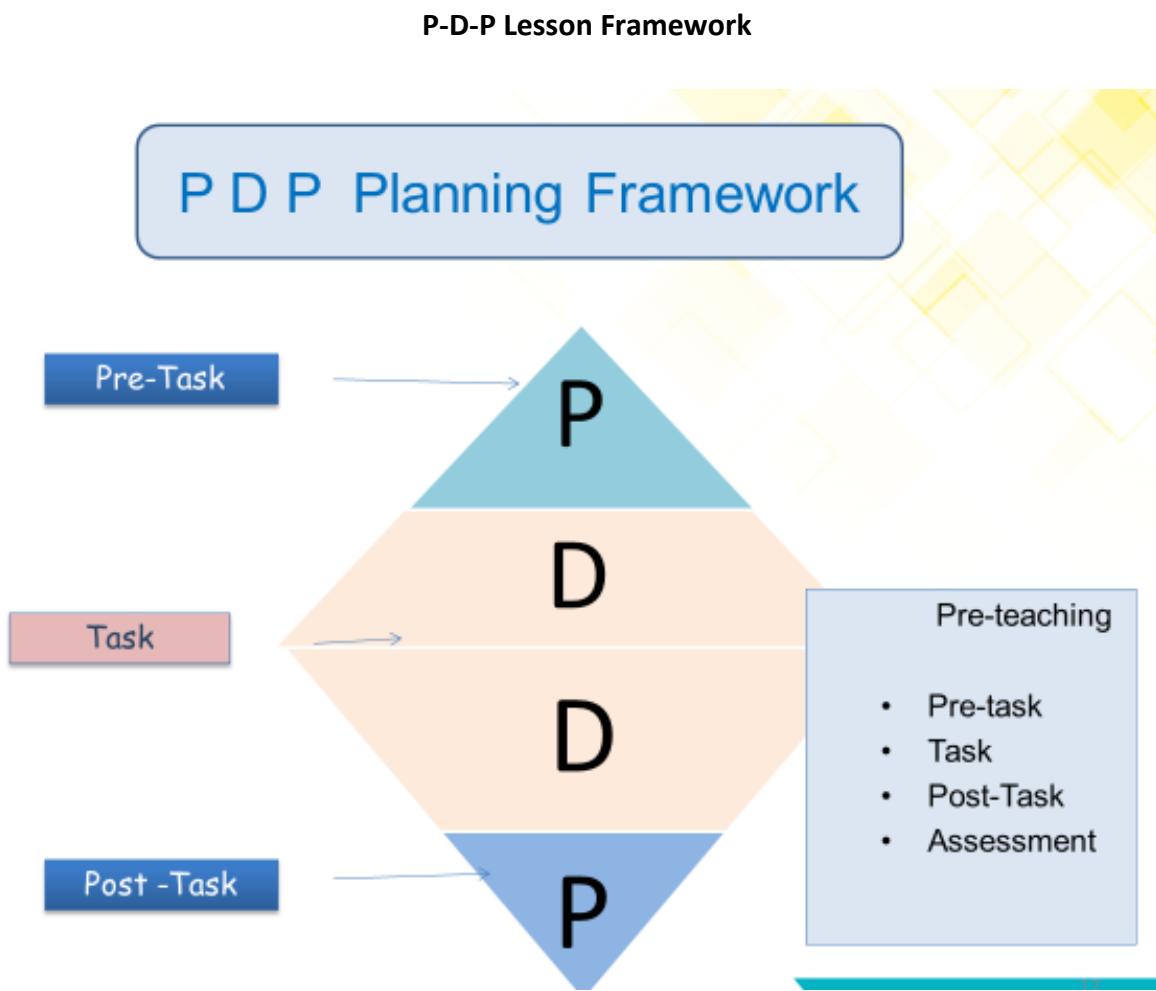
> **Evaluating: Post-reading/*listening*
> Co & Self-assessment tasks**

- **Paraphrasing**: Ask students to draw/use graphs to express ideas about the literary text.
- Next class, ask the students how much they can remember of the text. Encourage them to think of every detail. This should be a speaking activity, in pairs or in small groups.

- **Expressing Opinions and Feeling:** Enhance connections with own life and experience.

- **Projects**: If students enjoyed the reading, encourage them to look at the Web and find out more information. This could lead into a *full-scale project* (e.g., a poster, poem, song, brochure, ad, etc.) for the Student Portfolio.
- **Discussions and Debates** (higher levels): If the reading was controversial, ask the students to discuss the topic. You can ask them to read further on the topic, and take part in a debate in which they must take sides. (See speaking strategies)

IV.   Lesson Plan Sample

P-D-P Lesson Framework

Direccion Regional de Educación _____ Centro Educativo: _____

Nombre y apellido del o la docente: _____ Asignatura: LEL Class
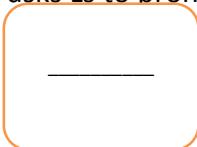
Nivel :7th   Período lectivo: _____   Mes: February (80')

TARGET CONTENT: Purpose of Literature.

Learners **identify** key words and expressions by completing a dialogue, **so that** they can express about the text type they like, by using a game.

Descriptor	Didactic Sequence	Performance Indicators& Evidences
The learner can… express ideas, opinions, feelings and likes about different written text types.	**Pre-teaching** Teacher greets the L and shares the goal of the lesson. Today we are going to talk about (T writes the word "Literature" on the board)" and asks What´s Literature? (T asks Ls to pronounce the word) and says examples of Literature. (5') _____ In a circle: L **participates** in a warm up activity by observing cards about different texts (recipes, ads, poems, newspaper articles, short stories, letters, journals biographies, medical prescription, comic strip, etc.) that T displays on the floor or walls. (10') T **engages** Ls by eliciting new language. T asks: "What do you have?" L shows text or says the word out loud: "I have (a poem)____." (T writes the word on the board). (10')	Learner… Identifies key word by repeating after the teacher. Participates by eliciting opinions about the importance of Literature for people (in L1 if needed). Engages with topic by responding with

Pair-share: T models: "I chose (a newspaper article) because I like to read." and asks Ls to repeat after her/him…

Pre-Reading

T shares the essential question: "Is Literature important for people? Why?

Ls report answers (they can use L1 if needed, at this level) and T write ideas on the board. (15')

T invites Ls to read the basic definition:

> **Literature / noun**
> 1. stories, poems, and plays, especially those that are considered to have **value as art** and not just entertainment.
> *(c) Macmillan Publishers Ltd. 2003*

Task: Reading to speak

Reading for the first time: Ls read with the (T: 15')

Text	Good for…
Recipes	For cooking
Newspaper articles	For information
poems	For pleasure
Ads	For information
short stories	For information & fantasy
letters	For working
journals	For remembering ideas

single words about different text types they like.

biographies	For telling about lives
medical prescription	For buying medicines

Ls check comprehension in pairs.

Reading for the second time: (individually) Ls complete the formulaic expression:

Student A: Hello

Student B: Hi.

Student A. What do you like to read?

Student B: I like to read (poems) for (pleasure).

Ls practice in the dialogue (taking turns in 2 talking circles technique) (10')

Post-Reading

T explains the game instructions "Guess What am I?" and models.

In pairs Ls play the game guessing the different texts. (15')

Ls co or self-assess his/her performance.

Exchanges information by completing a dialogue

Expresses about the text type he/she likes and what it is for, by means of a game in oral form.
.

Comments:

Co & Self-Assessment of the Lesson

Performance Indicators of the lesson I can…	Yes	No	In progress
Identify key word by repeating after the teacher.			
participate by eliciting opinions about the importance of Literature for people (in L1 if needed).			
engage with the topic by responding with single words about different text types they like.			
exchange information by completing a dialogue			
express ideas/opinions about the text type I like and what it is for, by means of a game, in oral form.			

V.   Formative Assessment Tools

It is important to take into consideration the *new **Reglamento de Evaluación de los Aprendizajes*** when assessing learners in this subject, according to the following chart:

i) En los liceos bilingües públicos, liceos experimentales bilingües y secciones Español - Inglés en la asignatura de Literatura en Lengua Inglesa:

Trabajo cotidiano	45%
Tareas	20%
Prueba (mínimo dos)	25%
Asistencia	10%

Fuente: Decreto Ejecutivo No. 40862, MEP, 2018.

Suggested Assessment Tools:

Create a poster that shows some of the author's best works and characters

Literary Analysis
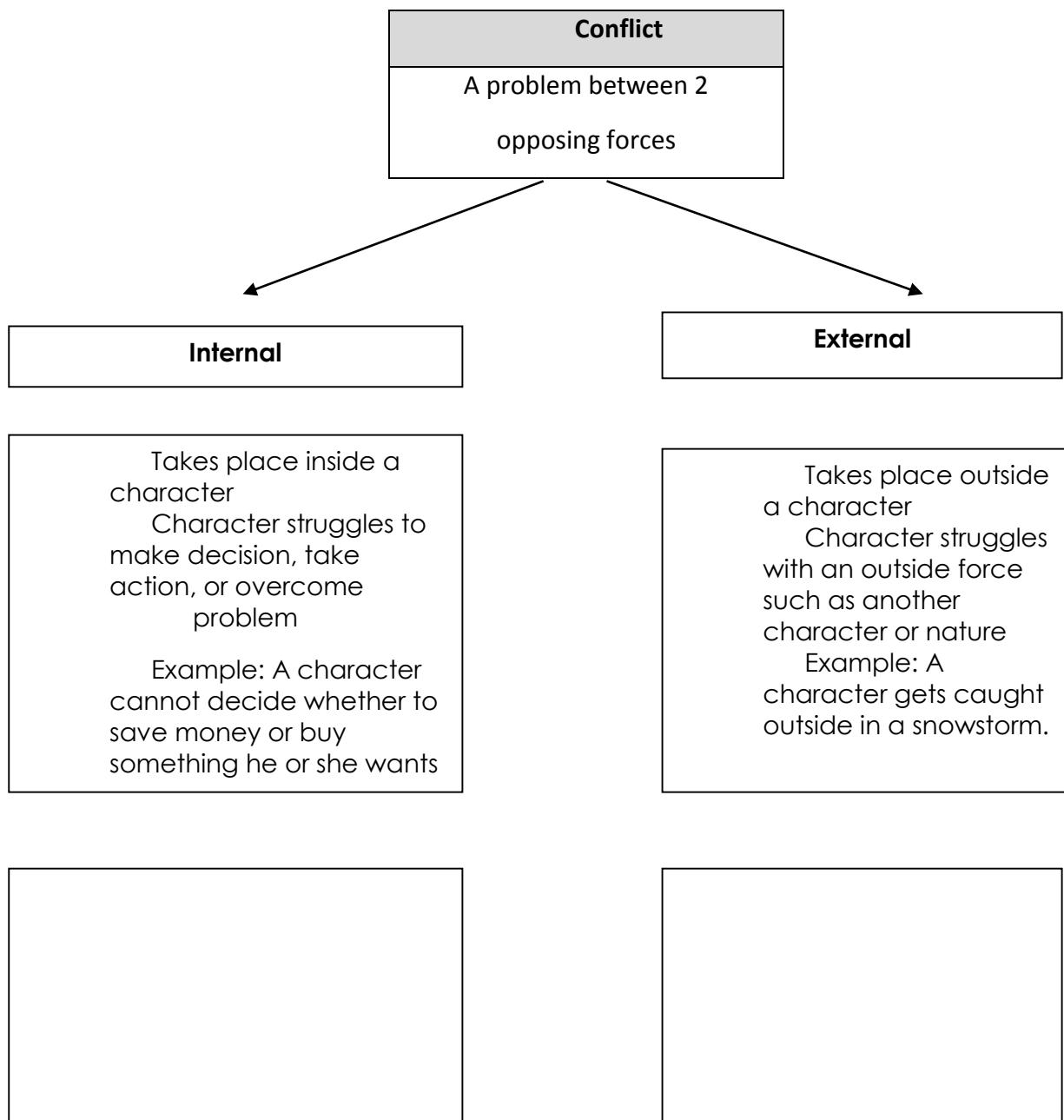
Find different events in a short story and provide the details.

Event	Details provided by the narrator

Short story

A short story has a plot, characters, a setting, and a theme. Plot is the action in the story. All plots have these features:

●A series of events. A plot's events are connected by causes and effects.
●A conflict or struggle.
●A high point called the climax.
●A resolution, the part of the story in which the problem is solved. The resolution comes after the climax.

Conflict
A problem between 2 opposing forces

Internal	External
Takes place inside a character Character struggles to make decision, take action, or overcome problem Example: A character cannot decide whether to save money or buy something he or she wants	Takes place outside a character Character struggles with an outside force such as another character or nature Example: A character gets caught outside in a snowstorm.

Use the chart to explain whether the conflict is internal or external. Then, explain how each conflict was resolved.

| Conflict	What kind	Resolution
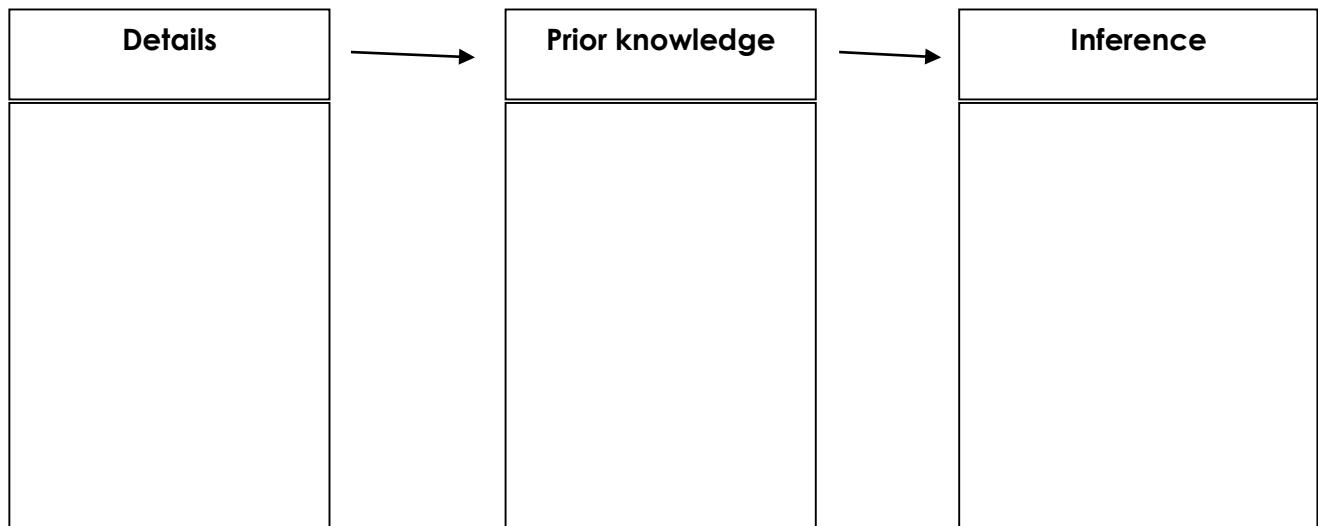
The setting

The setting is where and when a story takes place. Fill in the chart below to describe the setting of a story. Write a detail in the first column that helps you picture the setting. Then, tell what that detail means to the struggle for survival. Finally, explain in the third column why the setting is important to the story.

| What it says	What it means	Why is it important
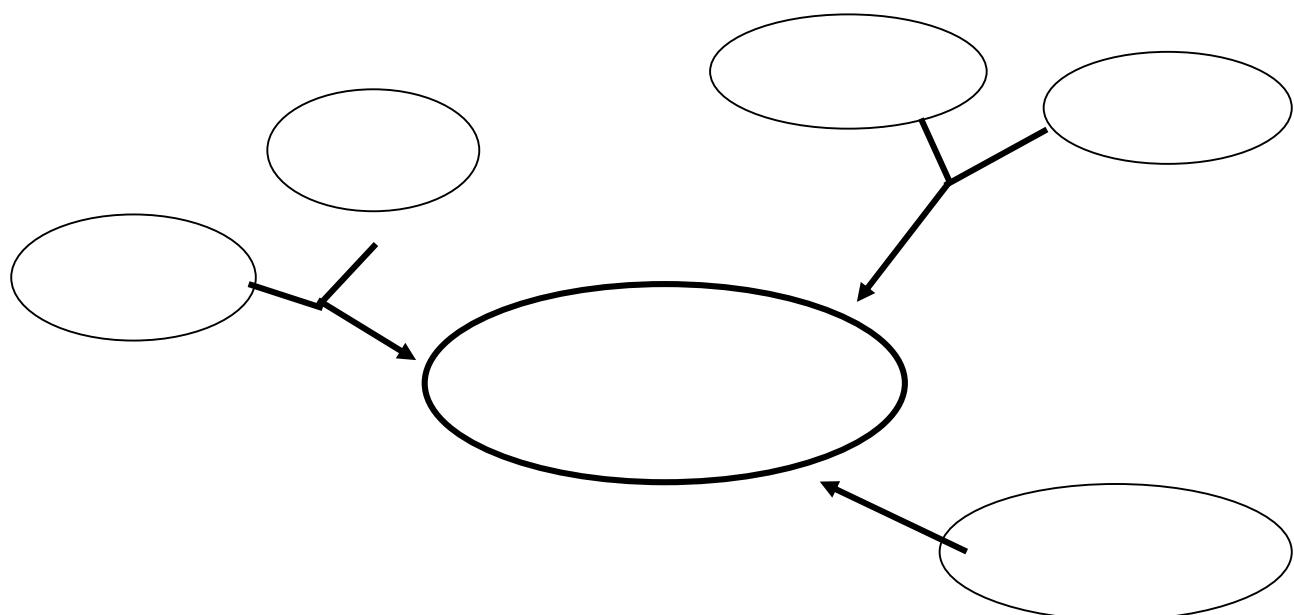
Making Inferences

An inference is a logical guess about something that is not directly stated in the text. It is based on information from the text plus your own knowledge. Prior knowledge is what you already know. Combine clues from the story with prior knowledge to make an inference.

Details	Prior knowledge	Inference

Theme

Theme is the main idea of a story. Sometimes an author tells you the theme. Other times, you will need to figure it out. Fill in this chart with details from the story as you read. The details you record will help you find the theme of the story.

Outline structures for using writing frames after teacher modeling

The issue we are discussing is…	
Arguments for	**Arguments against**

My conclusion…

Make up a story ending and express /demonstrate it in a creative way:

Listen to/read the beginning and middle of the story. Think of an ending.

.

Using Graphic Organizers

Graphic Organizers are:

- ✓ Visual tools that help learners: organize, synthesize, and summarize reading texts.
- ✓ Cross lingual (supports learning in any language: L1, L2)
- ✓ Reassures to promote active learning and the construction of knowledge
- ✓ Helpful to develop literacy process in 2 languages.
- ✓ Powerful tools to be used to awaken creativity

Poem's line
Unfamiliar word(s)
Paraphrase

Similes and Metaphors	
Quotes	Comparison
Illustration	
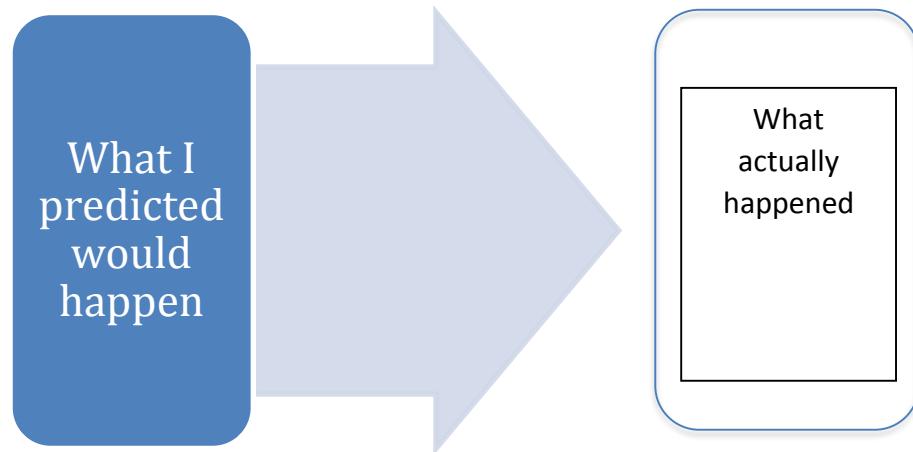
3 Column Notes

Questions I have	My explanation from reading	My conclusion/ Observation

3-2-1 Strategy

|	
3	**Things I found Out**
2	**Interesting things**
1	**Questions I have**

Prediction Map

What I predicted would happen ➡ What actually happened
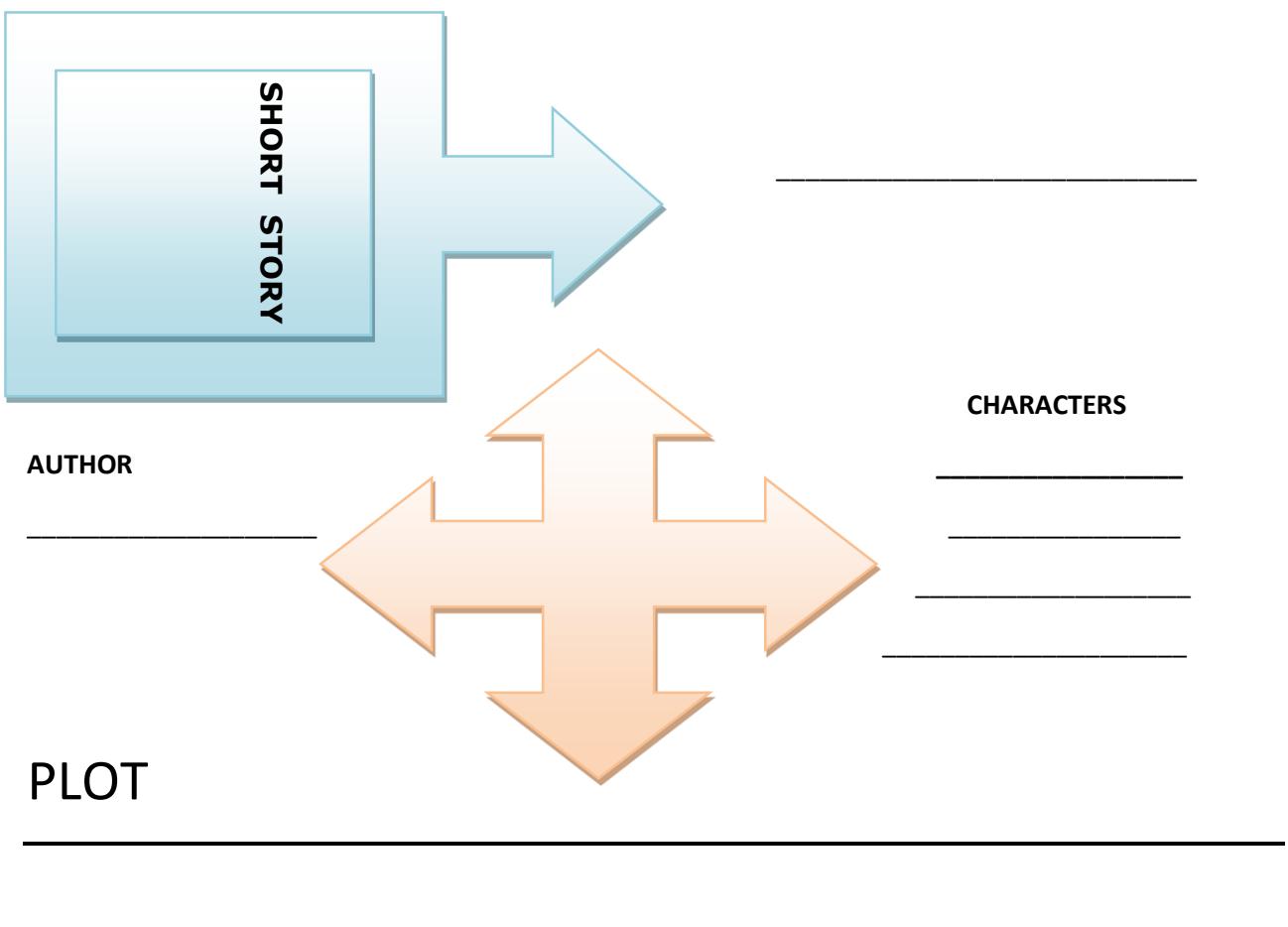
Double Entry Diary

Direct Questions from the text	Page Number	My questions/Reactions/ Predictions

What´s the message
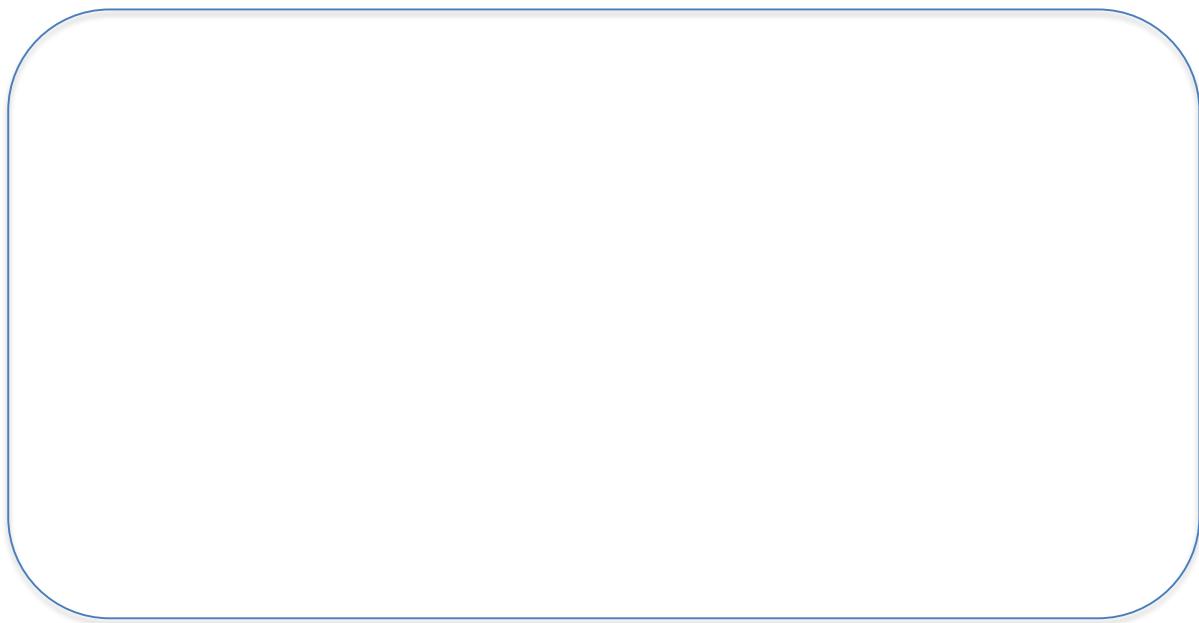
Book Title:_____

Theme:		
Evidence1	Evidence 2	Evidence 3

SHORT STORY

_____

CHARACTERS

_____

_____

_____

_____

AUTHOR

_____

PLOT

_____

_____

Setting Map

Draw a map of where the story took place. Include all the important places from the story.

NARRATIVE ORGANIZER

FICTION

Title: _____

Author: _____ Theme: _____

Setting+Character(s) (Quiet Draw)

Problem X: _____

_____

_____

BIG IDEA!

Goal ●: _____

Attempts to Reach Goal or Solve Problem

Beginning	Middle	End
Setting+Character+ Start of Problem	Action (Events)	Solution ✓
	(PLOT)	

-Outcome-

Resolution:

✓

Lesson/Message/Theme

MESSAGE
Why was this story written?

Source: www.pinterest.com

I can make a
PREDICTION

Clues These come from the text!	Prediction What do you think will happen?	Confirmation Was your prediction correct?

Source: www.pinterest.com

Making Predictions

Book Title: _____

Sentence Starters

- I predict that...
- I think _____ will happen because....
- When I read _____, it makes me think _____ will happen.
- I bet the character will...
- I wonder if _____ will happen next.

My Predictions Before Reading	
My Predictions During Reading	
My Predictions After Reading	

Source: www.pinterest.com

Questioning: Write a question you have while reading the story.

Drawing Conclusions: What conclusion can you make about a character after reading the story.

I think _____ is _____
           character   character trait

because _____

_____

_____

Lesson of the Story: What lesson did a character learn in this story? Explain.

_____

_____

_____

Vocabulary: Find a new or interesting word. Explain how the clues in the text helped you to understand the meaning.

word:

context clues:

©Kristen Vibas

Source: www.pinterest.com

Name _____ Date____/____/_____

WHAT INFERENCE DID YOU MAKE?

Background Knowledge		Text Clues		Inference
	✚		═	
	✚		═	
	✚		═	
	✚		═	

Source: www.pinterest.com

Summarize by Sequencing Events

RL.3.8 Describe the logical connection between particular sentences and paragraphs in a text.

First:

Next:

Then:

Finally:

Summarize by Sequencing:

--
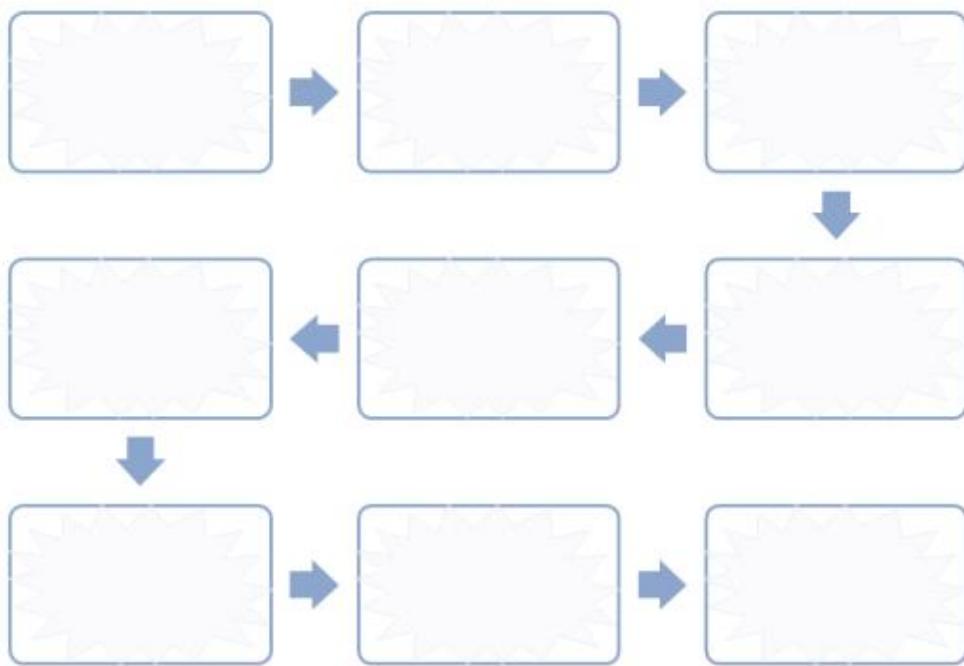
Source: www.pinterest.com

Sequence Order

Topic:

Name: _____   Date: _____
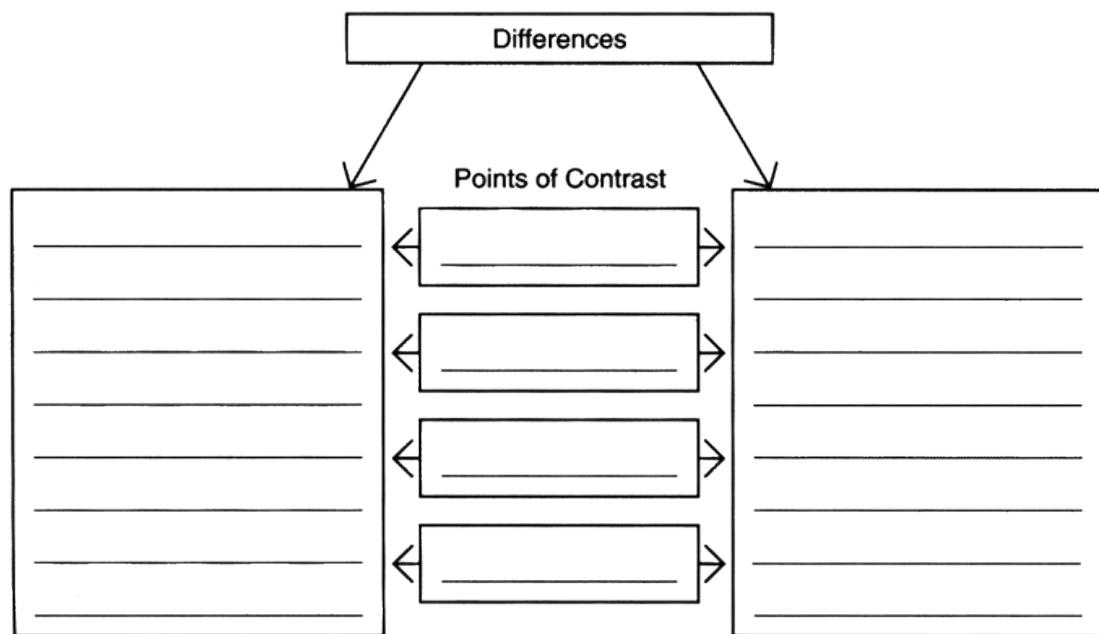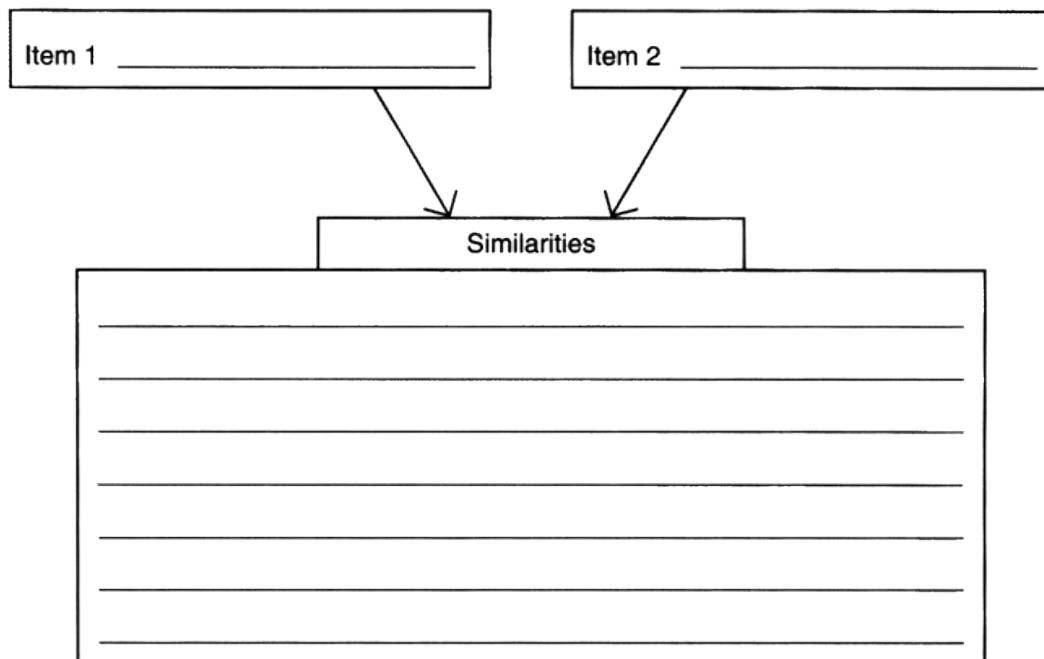
**Source: www.pinterest.com**

Evaluate

Did I enjoy reading the text? Yes/No	Why?
What was interesting or what did I learn?	Share!
Do I agree or disagree with the author or the ending? Agree/Disagree	Why?
What would I change about the story or the way the author wrote?	Changes···
Why did the author write this?	Why?

Source: www.pinterest.com

Comparison and Contrast

Item 1 _____   Item 2 _____

Similarities

_____
_____
_____
_____
_____
_____
_____

Differences

Points of Contrast

_____   _____   _____
_____   _____   _____
_____   _____   _____
_____   _____   _____
_____   _____
_____   _____

Compare and Contrast Map

Main Topic

First item	Second item

◆◆ **Similarities** ◆◆
How are they alike?
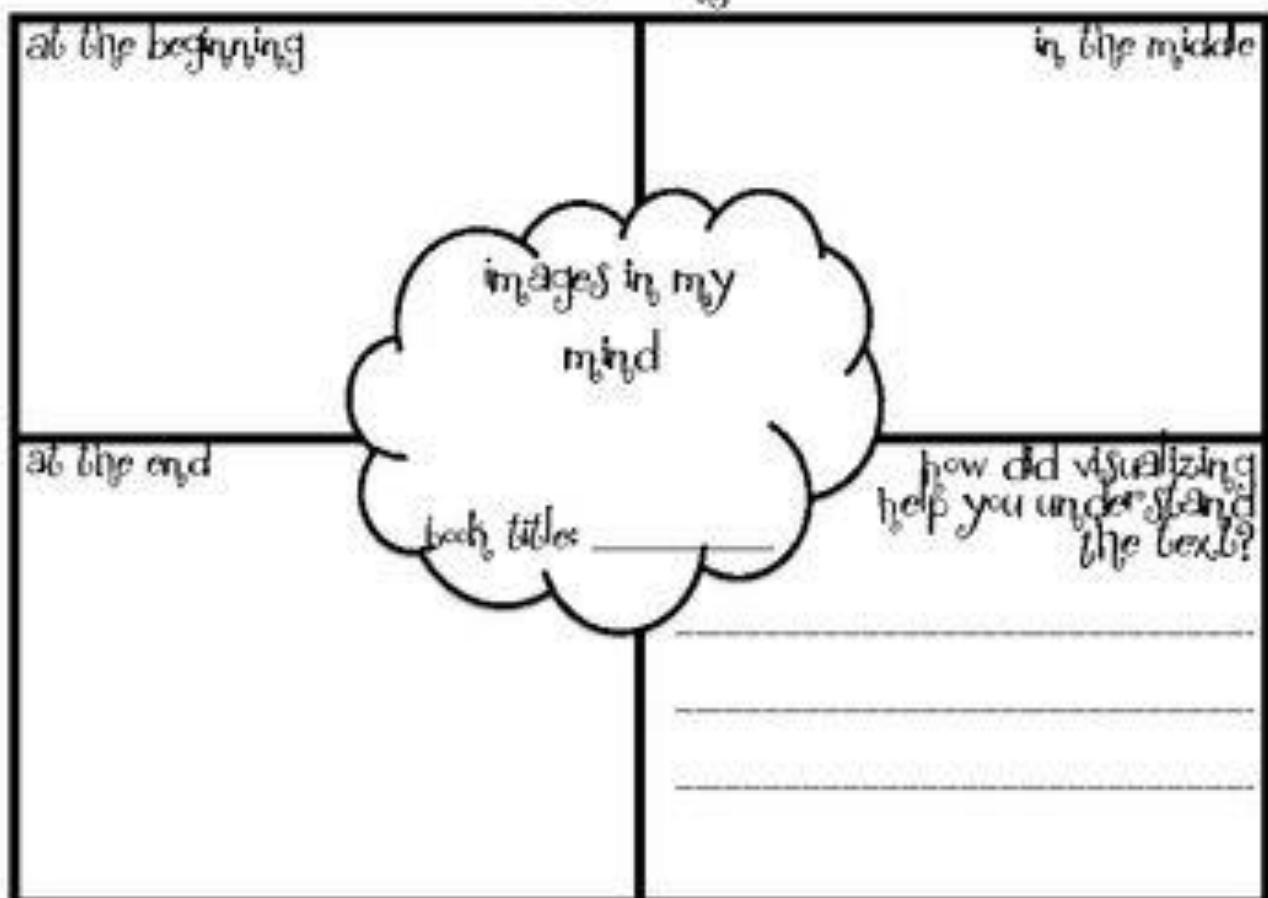
Differences
How are they different?

	→	
	→	
	→	
	→	

adventuresinspeechpathology.wordpress.com

name: _____   visualizing

at the beginning	in the middle

images in my mind

book title: _____

at the end	how did visualizing help you understand the text?

_____

_____

_____

Source: www.pinterest.com

Name_____

Visualizing with My Senses

Title _____

See	Hear

Touch	Smell	Taste

Compare and Contrast Paragraph Frame

_____ and _____ are alike and different in many ways.

The first way they are alike is by _____. For example

_____. Additionally, _____ and _____ are alike by

_____. For example _____ _____. _____ and

_____ are also different in many ways. The first way that they are different is by _____. For

example _____ _____. Furthermore, they are different by _____.

For example _ _____.

As you can see _____ and _____ have many similarities and differences.

Create a Character!

Your Name: _____
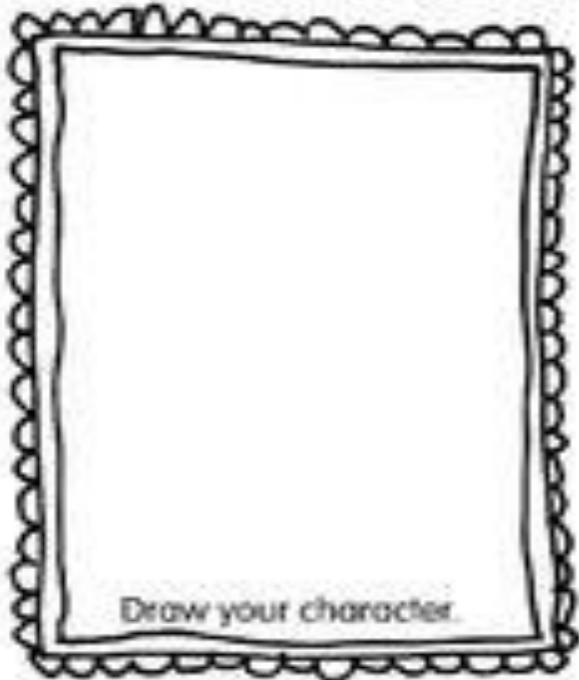
fill in the details about your character.

What is your character's name?

_____

Circle:

Girl

or

Boy

What does your character look like?

Draw your character.

Eye Color_____

Hair Color_____

How old is your character?_____

What are your character's favorite clothes to wear?

_____

_____

_____

Source:www.pinterest.com

Name: _____ Date: _____

CREATE-A-CHARACTER!

My character traits are:

I like to:

I learn a lesson when:

My personality is:

My name is

On the outside, I look:

Narrative Writing

© 2015 TPT Ford's Board

Source: www.pinterest.com

Name: _____

Title: _____

Author: _____

Setting

Where: _____

When: _____

Characters
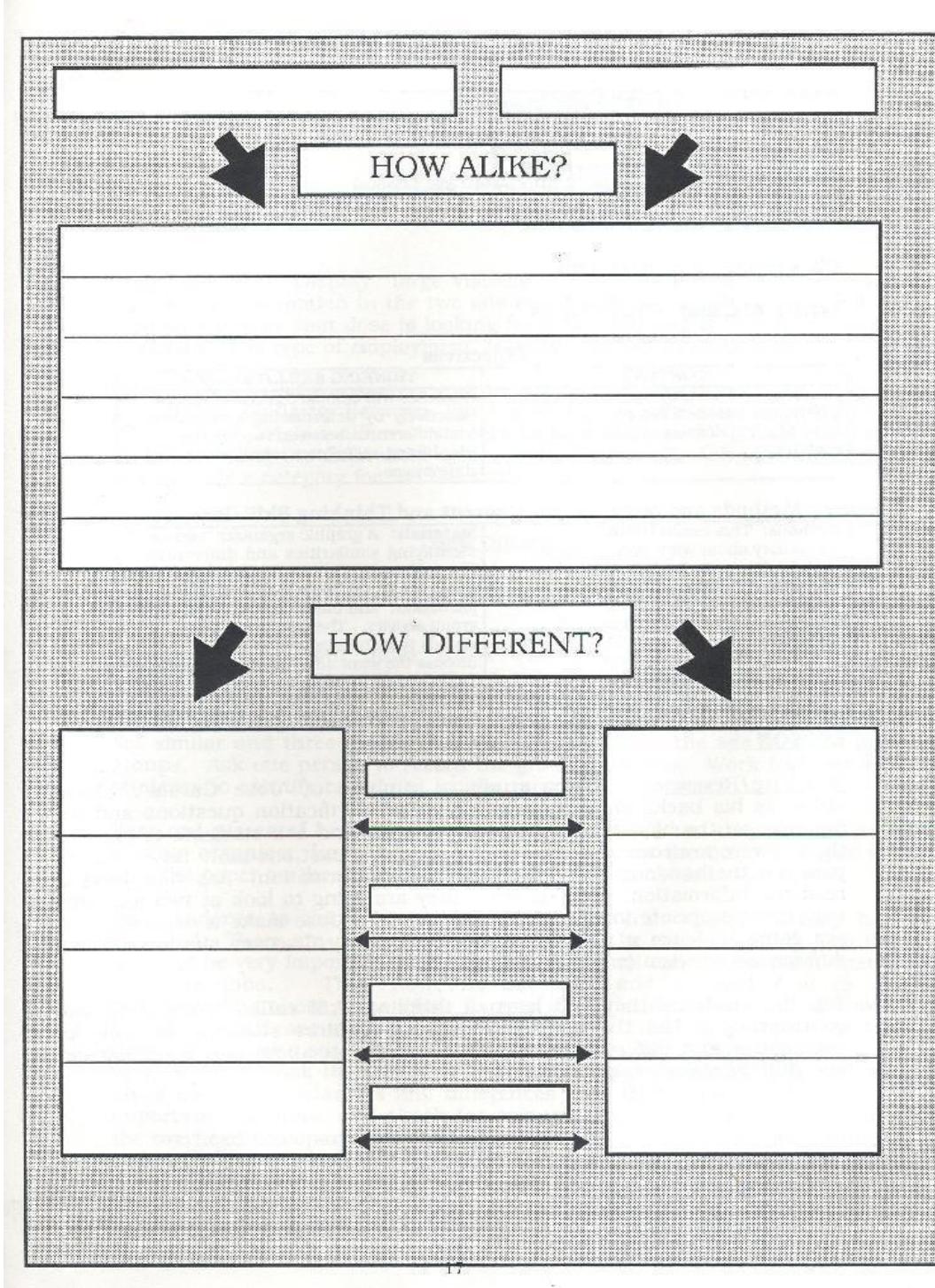
Main Characters: _____

_____

Other Characters: _____

_____
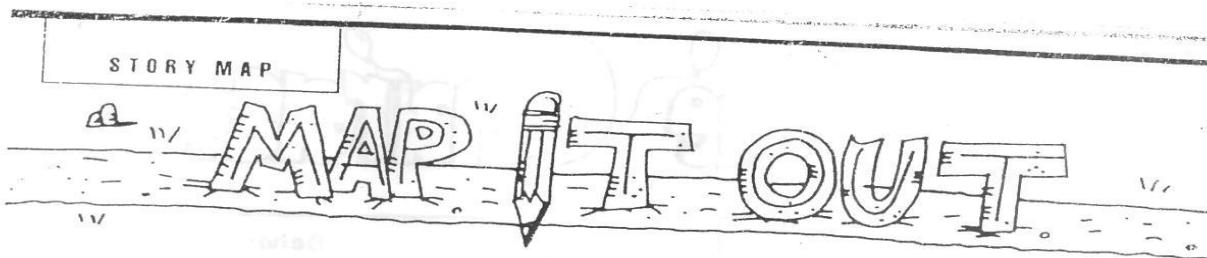
Main Problem

_____

_____

_____

_____

_____

Solution to the Main Problem

_____

_____

_____

_____

Book Title: _____

Author: _____

HOW ALIKE?

HOW DIFFERENT?
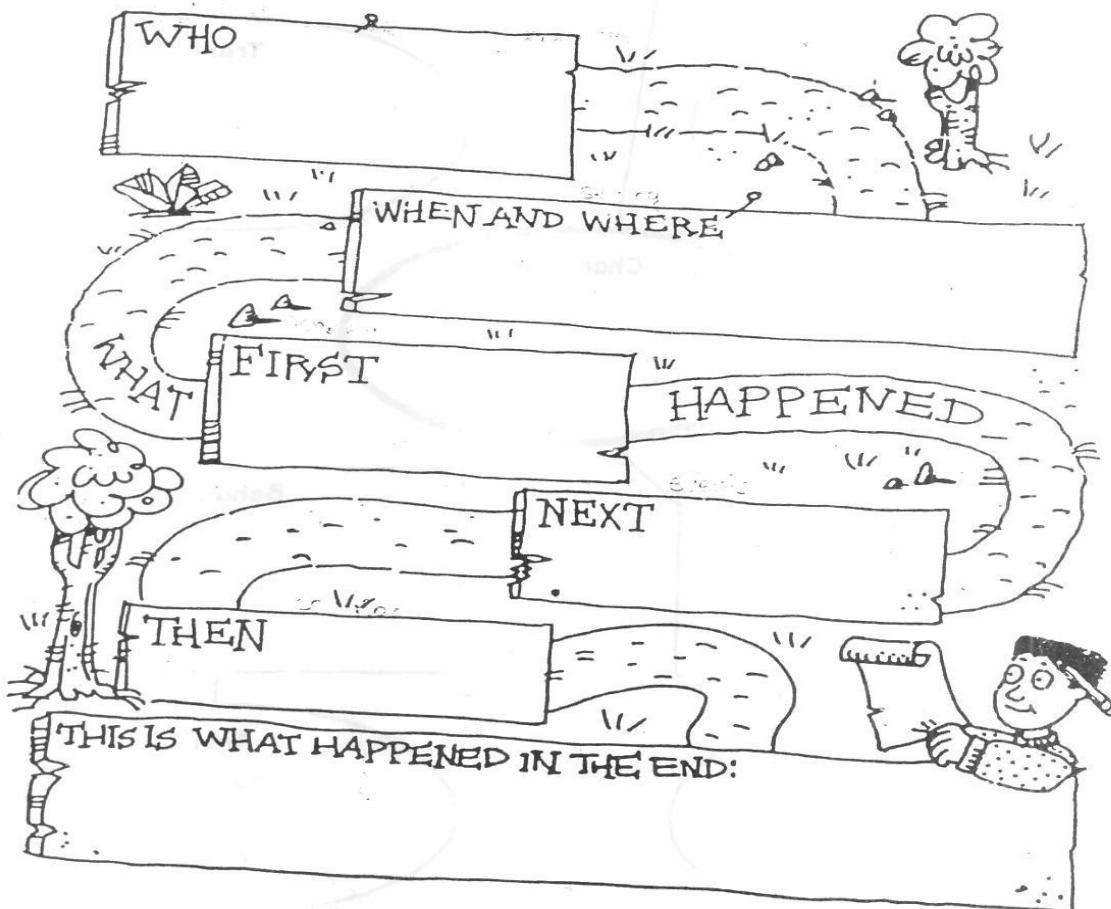
Source: www.pinterest.com
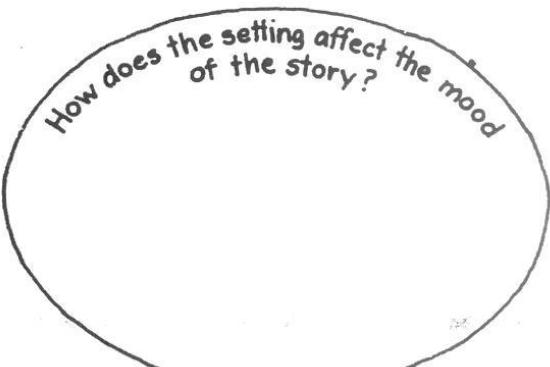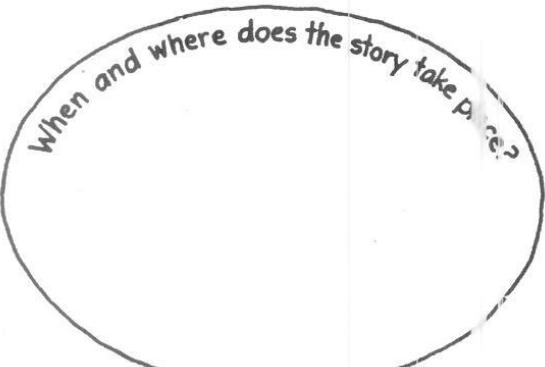
STORY MAP

MAP IT OUT

NAME _____

When you finish reading a story, fill in this story map. Keep it on hand as you discuss or study the story. Like any other map, it's a wonderful tool—it will help you remember key points and main events from the story.

WHO

WHEN AND WHERE

WHAT FIRST

HAPPENED

NEXT

THEN

THIS IS WHAT HAPPENED IN THE END:

192

About the Setting

When and where does the story take place?

How does the setting affect the mood of the story?

How do you know? Use words from the story.

Give some examples. Use words from the story.

How would the story be different if it happened in a different time or place? Use your imagination!

Write-on Wipe-off Board 3a

Peer Evaluation and Editing Form for Writing

Reader's Name _____ Date _____

Author's Name _____

Title of Piece _____ Type of Writing _____

Peer Evaluation

This piece of writing was: _____

_____

_____

_____

The part I liked best was: _____

_____

_____

_____

This piece can be improved by: _____

_____

_____

_____

Editing Form

Look for these things when editing someone's paper.

Punctuation:
- periods
- question marks
- capital letters at beginning of sentence
- capital letters for names

Sentences:
- are complete and have a verb.
- have variety.
- writer uses paragraphs.

Spelling:
- correct spelling

Other:
- neat handwriting

Overall Paper:
- has a main idea.
- is logical and makes sense.
- is organized well.

Source: OMalley/Valdez Pierce. Authentic Assessment for English Language Learners. Adapted from C.Waller 1994

FRACTURED FOLKTALE GRAPHIC ORGANIZER

setting

good characters

major problem

bad characters

magic number(s)

BEGINNING

first event

second event

magic or trickery

repetition

final event

ENDING

Oral Presentation Evaluation Form I

Name_____Group_____Date_____

	Exceptional (4)	Admirable (3)	Acceptable (2)	Amateur (1)
Content				
Coherence and Organization				
Material				
Speaking Skills				
Audience Response				
Length of Presentation				

**Comments:_____
_____
_____
_____**

Source: Adapted from Iveson, Margaret & Robinson, Samuel. (1995) What's Fair? Theme. Guide Multi Source. Silver Burdett Ginn.

Collaborative Teams: *Place a (✓) under the column that best describes the group you are evaluating.*

Skills	Most of the time	Often	Rarely	Never
Group members participate in planning and executing the task.				
Group members set and fulfill reasonable goals.				
Group members exhibit a positive, cooperative spirit.				
Group members share ideas freely and listen attentively.				
Group members encourage and respect one another when giving negative feedback.				
Group members are open-minded and willing to rethink ideas when necessary.				
Group members ask questions, clarify information, summarize, and integrate ideas when appropriate.				
Group members share individual tasks and the responsibilities of leadership.				
Group members compromise when necessary and make decisions be consensus.				
Group members evaluate their progress as well as their process.				

This group did particularly well in

_____
_____

To improve the group process, this group might

_____
_____

Source: Iveson, Margaret & Robinson, Samuel. (1995) What's Fair? Theme. Guide Multi Source. Silver Burdett Ginn.

Rubrics

Project

Circle the number that best reflects the overall effectiveness of the group's work during the entire project. Use the space below for comments that support or extend your evaluation.

	Descriptors
5	● The group sets clear goals during the planning stage and works to achieve them in larger stages. ● The group divides all project tasks among its members. ● Group members consistently listen and give one another positive feedback when they present their project. ● All decisions are made by consensus.
4	● The group sets goals during the planning stage and usually works to achieve them in larger stages. ● The group divides most project tasks among its members. ● Group members generally listen and give one another some positive feedback when they present the project. ● Some decisions are made by consensus, and some decisions are made by majority vote.
3	● The group has some difficulty setting goals in the planning stage and working to achieve them in larger stages. ● The group divides some project tasks among its members. ● Group members generally listen but infrequently give one another positive feedback when they present the project. ● Most decisions are made by majority vote.
2	● The group has considerable difficulty setting goals in the planning stage and working to achieve them in later stages. ● The group divides few project tasks among its members. ● Group members infrequently listen or give one another positive feedback when they present the project. ● Some decisions are made by majority vote, and some decisions are made by one or two people in the group.
1	● The group is unable to set any goals in the planning stage. ● The group does not divide any project tasks among its members. ● Group members usually interrupt or are rude to one another when they present the project. ● One or two people make all decisions for the group.

Source: Adapted from Iveson, Margaret & Robinson, Samuel. (1995) What's Fair? Theme. Guide Multi Source. Silver Burdett Ginn.

Project: *Put a (✓) in the column that best describes the group's work.*

	Excellent 4	Good 3	Fair 2	Weak 1
Planning Skills				
Group members all contribute ideas to planning.				
Group members listen to all of one another's ideas.				
Group members work together to delegate the tasks involved in the project.				
Group members are willing to compromise and try to reach a consensus when making decisions.				
Working Skills				
Group members complete their assigned tasks.				
Group members share information and help one another complete their given tasks.				
Group members are open-minded and willing to change ideas or methods when necessary.				
Group members successfully handle leadership issues.				
Presenting Skills				
Group members clearly present their parts of the project.				
Group members listen to one another with respect, ask questions, and give both positive and negative feedback.				
Group members respond well to questions and feedback.				
Group members evaluate all presentations.				

This group did particularly well in

_____

To improve the group process, this group might

_____

Source: Adapted from Iveson, Margaret & Robinson, Samuel. (1995). What's Fair? Theme. Guide Multi Source. Silver Burdett Ginn.

What a good writer can do			
I can…	Yes	No	In process
plan before I write.			
write a draft.			
write about fiction or real things.			
write stories with beginning, middle and end.			
write in complete sentences.			
ask others to read my work.			
review my partner's work.			
accept feedback from peers.			
edit my work.			
publish my final work.			
assess my own work.			

Oral Evaluation Criteria

Name: _____   Teacher: _____

Date of Presentation: _____   Title of Work: _____

	Criteria				Points
	1	2	3	4	
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	_____
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required) with explanations and elaboration.	_____
Visuals	Student used no visuals.	Student occasional used visuals that rarely support text and presentation.	Visuals related to text and presentation.	Student used visuals to reinforce screen text and presentation.	_____
Mechanics	Student's presentation had four or more spelling errors and/or grammatical errors.	Presentation had three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	_____
Delivery	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly.	Student used a clear voice and correct, precise pronunciation of terms.	_____
				Total---->	_____

Teacher Comments:

_____

Book Report 1

Name_____Date_____Period_____

Part I

Title (name of the book) _____

Author (person who wrote the book) _____

Illustrator (Person who drew the pictures of the book) _____

Publisher (company that made the book) _____

Country (where the publisher of the book is _____

Year (when the book was published) _____

Part II
Characters (important people in the story) _____

_____

Plot (what the story is about) _____

Setting (when and where the story takes place) _____

Part III
New Vocabulary I found:

Word form	Meaning	Use

Part IV

A phrase or sentence I like: _____

I liked or disliked the book because_____

Why did I choose the book?_____

Designed by MA Yamileth Chaves Soto, English National Advisor

Oral Book Report 2

Name_____Date_____Period_____

Part I
Tell the title (name of the book)

_____

Tell the author (person who wrote the book)

_____

Part II
Give a brief summary of the book

_____

Tell about the character (important people in the story)

_____

Give your opinion of the book

_____

Show your favorite picture and/ or expression

_____

Part III
Characters _____

Plot (what the story is about)

_____

Setting (when and where the story takes place)

_____

Part IV
New Vocabulary I found:

Word form	Meaning	Use

Part V

A phrase or sentence I like:

_____

_____

I liked or disliked the book because

_____

Why did I choose the book?

Because _____

Book Report Rubric

	+4	3	2	1-
Part I				
Told the title				
Told the author				
Gave a brief summary of the book				
Told about the character				
Gave opinion of the book				
Showed favorite picture and/ or expression				
Part III				
Characters				
Plot				
Setting				
Part IV				
New Vocabulary found				

	+4	3	2	1-
Part V				
A phrase or sentence she/he likes				
Explains reasons for liking/disliking the book because				
Expressed reason why she/he chooses the book				
Used note cards				
Submitted a written report				
Part VI				
Showed he/she was well prepared				
Spoke clearly				
Stress, rhythm, intonation volume				
Made eye contact				
Total				

Proposed by Yamileth Chaves Soto, English National Advisor

Anecdotal Registry

Observable behavior	Criteria	
	Yes	*No*
Collaborates with peers in achieving communicative goals.		

Note: No all the performance indicators stated above are measurable. Some of them are observable behaviors, but they are as equally important.

Literature in English Language
2019

a toolkit
for
bilingual groups
and
bilingual high
schools

VI.   7th grade Suggested Resources and Worksheets

Curricular Content for **Seventh Grade**		
Suggested Topics: friendship, emotions, interests, respect, solidarity, concern.		
Term I	Term II	Term III
CEFR Level: A1	CEFR Level: A1	CEFR Level: A1-A2
Function: **Predicting**	Functions: **Predicting, Questioning**	Function: **Predicting, Questioning, inferring (guessing)**

➢ Purpose of Literature
➢ Difference between fiction and nonfiction
 	
NONFICTION
 	
➢ Biographies
➢ Autobiographies
➢ Personal Narratives
➢ Letters
➢ Diaries and Journals
 	
FICTION
 	
➢ Short stories (simplified versions)
-elements of fiction
 	
  +plot
 	
  +setting
 	
(chronological and physical)
 	
  +theme
	➢ Short stories
	  -elements of fiction
	
	  +plot (beginning, middle, end)
	
	  +setting (location: physical and historical)
	
	  +theme
	
	  +*characters (main and minor, protagonist and antagonists, and flat and round)
	
	  +*climax and resolution
	
	  +*point of view (first, second, and third)
		➢ Fables (morals)
		➢ Basic poetry (haikus, cinquains, epigrams, and lyrics)
		-form and syllables
		
		-elements of poetry
		
		  +metaphor and simile
		
		  +*imagery
		
		  +*symbolism

Fiction vs Non-fiction			
Resource Titles by Topic	**Format/length**	**Link**	**Notes**
Sparkley Barkley's Fiction Vs. Nonfiction	Video (3:35)	https://www.youtube.com/watch?v=6KAJ0lJiD6c&t=92s	Complete information, good music background, reads fast
Fiction vs. Nonfiction	Video Song (2:23)	https://www.youtube.com/watch?v=7RRPqkPnRl8	Information set to music, rap-style song
Nonfiction vs. Fiction	Video (4:05)	https://www.youtube.com/watch?v=cVYU-wNU6kU&t=165s	Video gives characteristics and examples of both fiction and non-fiction books
Fiction Vs Nonfiction	Informational Text	https://docs.google.com/document/d/1hqVLWA6grCq_pR9KeJpWAJXCDp828pxtzvWRv5ZIm6I/edit?usp=sharing	Text compares characteristics of fiction/nonfiction. Can be used as shared reading.
When Using Paired Texts, Which Comes First?	Video (2:59)	https://www.youtube.com/watch?v=5R2ftQzP9UY	Information for Teachers on Pairing fiction and nonfiction books
George and Martha Two Great Friends, by James Marshall	Video of book read (4:18)	https://www.youtube.com/watch?v=jfvFvhHW3FA&t=14s	Classic telling of 2 hippo friends. Short stories can be listened to separately. Pair with Owen and Mzee.
Owen and Mzee The True Story of a Remarkable Friendship SD	Video of book read (2:58)	https://www.youtube.com/watch?v=C_bWYPq1jVw	Interesting reading of unusual friendship between species. Pair with George and Martha.
Stellaluna, by Janell Cannon (With sound effects)	Video reading of book (9:23)	https://www.youtube.com/watch?v=Mk8uL9o_f9w	High quality book reading of classic story. Bat tries to fit in with a bird family. Pair with Bats.
Bats, by Gail Gibbons	Video reading of book (9:14)	https://www.youtube.com/watch?v=FxHyuwOlnlc&t=17s	Quality information on bats with colorful illustrations. Pair with Stellaluna.
The Lion and the Mouse, Aesop's Fables Series	Video of reading (2:07)	https://www.youtube.com/watch?v=iPybpc-xuG0	Book retelling for ELL learners with vocabulary words. Pair with

Lion, nonfiction reader	Video of reading (4:02)	https://www.youtube.com/watch?v=Xaauk8BFMsU	Informational text about lions. Pair with The Lion and the Mouse.

Friendship			
Resource Titles by Topic	**Format/length**	**Link**	**Notes**
We Were Friends	Short film (3:32)	https://www.youtube.com/watch?v=XPd8TkIkas4	Film has little dialog, but is good for introduction discussion
A short story about true friendship	Video (1:07)	https://www.youtube.com/watch?v=TPkqoJ_k_98	No dialog, cartoon about friendship with quotes at the end, good for discussion
Owen and Mzee The True Story of a Remarkable Friendship SD	Video of book read (2:58)	https://www.youtube.com/watch?v=C_bWYPq1jVw	Great video of animal friendship with some text
George and Martha Two Great Friends, by James Marshall	Video of book read (4:18)	https://www.youtube.com/watch?v=jfvFvhHW3FA&t=14s	3 longer stories filmed as a read aloud.
George and Martha	Video of book telling (8:04)	https://www.youtube.com/watch?v=BHZ1KPbMI4g	5 short stories told in character voices. High quality video!
Friends	Poem (100)	https://docs.google.com/document/d/1DjOFofmw_jhGB5d0LXg-ksFXVPP0btX2zN6oXUoYmJg/edit?usp=sharing	Simple poem on friendship
True Friends	Poem (77)	https://docs.google.com/document/d/1zrSLswAjrcrv5mk13p6vQzbrCy3aIkm8QESm-UF-uzQ/edit?usp=sharing	Simple poem on friendship
Biography vs Autobiography	Video (3:23)	https://www.youtube.com/watch?v=q6HF1hyy4z0	Good video with characteristics and examples of books

Biographies			
Resource Titles by Topic	**Format/length**	**Link**	**Notes**
Elements of a Biography	Video of information (1:48)	https://www.youtube.com/watch?v=YmDAvD2y9X8&t=26s	Video description of elements of a biography
An animated Biography of the inspiring Walt Disney	Video (8:35)	https://www.youtube.com/watch?v=8Wv_8HV8NxU	A visual biography of Walt Disney
Explorer: Neil Armstrong	Informational Text (385)	https://docs.google.com/document/d/1MfjrgPb7tcdtZZCGmcXWz7Gcr8Yv90-CQWtgXe2807M/edit?usp=sharing	Level 2 biography of American astronaut
Musician: Bruno Mars	Informational Text (484)	https://docs.google.com/document/d/19VREjUTO6yLW4K26aM6XurwowEgM3g_-wDjQ_X8SOlA/edit?usp=sharing	Level 3 biography of musician
Athlete: Cristiano Ronaldo	Informational Text (235)	https://docs.google.com/document/d/1g9z2434smQwGMbmyyR4e3HOIA-PkunqJMNwYGvMKM00/edit?usp=sharing	Level 1 biography of Soccer athlete
Athlete: Marta Vieira de Silva	Informational Text (360)	https://docs.google.com/document/d/1BLEIpVRhXWEjxG7eHvuKGYpmgGVS8Lsv_r1ARA8GX6Y/edit?usp=sharing	Level 2 biography of Women's Soccer star
Singer: Celia Cruz	Informational Text (340)	https://docs.google.com/document/d/1EcQYVA4DhbRjXtAXmIMdKwvzkKc6mHZzk8uJlGGnQtg/edit?usp=sharing	Level 2 biography of Salsa musical legend.
Astronaut: Sally Ride	Informational Text (206)	https://docs.google.com/document/d/15ov7V9tDaOy8qaq5nHH7EAOAVQ0O4coP1NqDksyQw6A/edit?usp=sharing	Level 1 biography of woman astronaut

Autobiography			
Resource Titles by Topic	**Format/length**	**Link**	**Notes**
How to Write an Autobiography	Informational video (3:48)	https://www.youtube.com/watch?v=_FKr_fcPJY8	Video of steps to write an autobiography
Writing an Autobiography	Video (1:00)	https://www.youtube.com/watch?v=10ZLJwWsc3k	Good information to use for stop and discussion
Autobiography Writing – Part 1	Video (4:33)	https://www.youtube.com/watch?v=F7_MQ_n28XU	Video on note taking portion of writing an autobiography
Autobiography Writing - Creating a paragraph	Video (8:11)	https://www.youtube.com/watch?v=P4cRR1md4BA	Instructional video on using notes to make a paragraph for an autobiography

Emotions			
Resource Titles by Topic	Format/length	Link	Notes
Watch Your Feelings	Animated video (3:06)	https://www.youtube.com/watch?v=8AGgbIQyqR8	Great introduction video for discussion. Very little dialog, interesting story plot
Alfred & Shadow - A short story about emotions	Video book (7:03)	https://www.youtube.com/watch?v=SJOjpprbfeE	Good introduction to positive and negative emotions
Cindy Goes to Salvador	Projectable text with audio	ReadWorks.org requires a free account to use the following materials: https://www.readworks.org/article/Emotional-Change/df35aece-3921-42ae-aea0-21886c24dee1#!articleTab:content/contentSection:f903d22d-7a82-413e-8bab-bf425971dd5f/	Two texts related to emotional change- pair with Painting a Bus
Painting a Bus	Projectable text with audio (804 words)	ReadWorks.org requires a free account to use the following materials: https://www.readworks.org/article/Painting-a-Bus/0f640f6b-689b-474a-9f70-1ac422d1d027#!articleTab:content/	Two texts related to emotional change- pair with Cindy Goes to Salvador
The Way I Feel	Video reading of a book (3:26)	https://www.youtube.com/watch?v=ITPUxVQ6UIk	Published book on feelings written in rhyme
In My Heart: A Book of Feelings | Read Aloud Story for Kids	Video reading of a book (4:46)	https://www.youtube.com/watch?v=xIfLgHBwYx4	Reading explores many feelings and situations

Respect			
Resource Titles by Topic	**Format/length**	**Link**	**Notes**
Inspiring Moments Of Respect In Sports	Video (4:44)	https://www.youtube.com/watch?v=3dXl28y7BIA	Good introduction video to stimulate conversation on respect in sports
The Calamead Dragon	Video reading of book (6:17)	https://www.youtube.com/watch?v=gQWfYAsoLUQ	Children's story about respect
The Berenstain Bears - Show Some Respect	Video reading of book (6:14)	https://www.youtube.com/watch?v=qCp7U1wtGLY	Colorful illustrations of a classic children's story

Solidarity			
Resource Titles by Topic	**Format/length**	**Link**	**Notes**
Solidarity Song Lyrics	Song (2:54)	https://www.youtube.com/watch?v=WW7Rh3mSW74	Historical song about union solidarity from WWI
Solidarity of animals	Video (1:37)	https://www.youtube.com/watch?v=RNNOYQoFB1I	Short animated video of solidarity in animal groups
How to represent the value of solidarity in ten simple steps	Video (3:17)	https://www.youtube.com/watch?v=W9SX_orithk	10 ideas for showing solidarity in your school environment. Uses teenage kids in video
Costa Rica Expresses its Solidarity with Nicaragua as Tension Continues	Informational Text-Newspaper article	Projectable PDF: https://docs.google.com/document/d/1jl5ZyGDLbH-BBYXRey6KNBBOKDlNHX5XURPSxyYrCjU/edit?usp=sharing Original article: https://news.co.cr/costa-rica-expresses-its-solidarity-with-nicaragua-as-tension-continues/73013/	Newspaper article and PDF of current events example of solidarity between countries Nov2018
Costa Ricans March in Solidarity with Nicaraguan Migrants	Informational text-newspaper article	Projectable PDF: https://docs.google.com/document/d/1rSmUrU_oCBHkuYCc-LkL_XkDif18Bc67N4k4h1-owL8/edit?usp=sharing Original article:	Newspaper article and PDF of current events example of solidarity between countries Aug2018

		https://www.bbc.com/news/world-latin-america-45311923	
Fables			
Resource Titles by Topic	**Format/length**	**Link**	**Notes**
Introduction to Fables	Video with text (3:05)	https://www.youtube.com/watch?v=ruX6oQeLC3M	Good introduction on characteristics of a fable
The Lion and the Mouse, Aesop's Fables	Video telling of story (2:07)	https://www.youtube.com/watch?v=iPybpc-xuG0&t=33s	Aesop's fable with vocabulary and moral
The Crow and the Fox, Aesop's Fables	Video telling of story (2:32)	https://www.youtube.com/watch?v=vt3HP4VWuH0	Aesop's fable with text displayed
The Hare and the Tortoise	Video with captions (3:45)	https://www.youtube.com/watch?v=EO1DJ6H8cVU	Aesop's fable with text in captions feature

Poetry			
Resource Titles by Topic	**Format/length**	**Link**	**Notes**
Poetry Introduction	Video (2:54)	https://www.youtube.com/watch?v=JmkgAWAGtbE	Introduction to poetry video
Poetry In Voice: I Am the People, The Mob	Poetry reading	https://www.youtube.com/watch?v=vfrlYx0-B7E	Poem is short and reading has text on screen
Poetry In Voice: Sometimes a Voice	Poetry reading	https://www.youtube.com/watch?v=cmwGmYSfvDg	Classic poem with text on screen
William Shakespeare - Fear No More	Poetry reading	https://www.youtube.com/watch?v=iMMjAbH_W8c	Classic poetry reading, rather long, but beautiful and worth discussion
The Road Not Taken, by Robert Frost	Poetry reading	https://www.youtube.com/watch?v=KUaQgRiJukA	Classic poem read with beautiful imagery and music
If by Rudyard Kipling	Poetry reading	https://www.youtube.com/watch?v=sSSqc1qG238	Inspirational poem with text on screen
Be a Poet	Projectable text with audio (250)	ReadWorks.org requires a free account to use the following materials: https://www.readworks.org/article/Be-a-Poet/1bdd4fa2-90c6-4d5d-b995-4060135a496d#!articleTab:content/	Good introductory article for writing poetry
Haiku	Projectable text with audio (174)	ReadWorks.org requires a free account to use the following materials: https://www.readworks.org/article/Haiku/107dd0bf-2835-4e24-bfec-66a0da021f98#!articleTab:content/	Form of poetry

VII.   8th Grade Suggested Resources and Worksheets

Curricular Content for **Eighth Grade**		
Suggested Topics: historical figures' cultural influences, justice, feelings, fantasy, and imagination.		
Term I		Term III
CEFR Level: A2	CEFR Level: A2	CEFR Level: A2-B1
Functions: **Predicting, questioning, Inferring, * Sequencing**	Functions: **Predicting, Questioning, Inferring, Sequencing, *Evaluating**	Functions: **Predicting, Questioning, Inferring, Sequencing, Evaluating, *Comparing/Contrasting**
➢ Poetry -form (stanzas) and rhyme scheme +couplets +tercets +quatrains -elements of poetry +extended metaphor and simile +recurring imagery and symbolism +theme *author's intention (words as weapons)	➢ Costa Rican folk tales and legends -storytelling +oral +written +visual -socio-cultural significance ➢ Short stories -elements of fiction +simile and metaphor +imagery and symbolism +character +point of view +theme *allusion *flashback	➢ Novella +elements of fiction +plot +setting +characters *time line events *personification -Literary analysis *literature circles

POEMS		
Resource Titles by Topic	**Link**	**Notes**
Justice		
I, Too- Langston Hughes	https://www.poets.org/poetsorg/poem/i-too	
Harlem Hopscotch- Maya Angelou-	https://www.poetryfoundation.org/poems/58212/harlem-hopscotch More information on hopscotch- https://www.youtube.com/watch?v=fZzswQaICfM	
Justice- Langston Hughes	https://www.poemhunter.com/poems/justice/	
Justice Part 1- Dave Alan Walker	https://www.poemhunter.com/poems/justice/page-1/28165273/	
FEELINGS		
LOVE		
I Do Not Love You Except Because I love You- Pablo Neruda-	https://www.poemhunter.com/poems/love/	
Spanish No te quiero sino porque te quiero- LXVI-	https://www.neruda.uchile.cl/obra/obracienso netos5.html	
A Glimpse- Walt Whitman	https://www.poetryfoundation.org/poems/50478/a-glimpse	
Desire- Helen Hoyt	DESIRE https://www.poets.org/poetsorg/poem/desire	
LONELINESS		
Alone- Maya Angelou	https://www.poets.org/poetsorg/poem/alone	
HEARTBREAK		
Poem- Jill Alexander Essbaum	https://www.poetryfoundation.org/poetrymag azine/poems/53139/poem-56d2322bc1b1d	
FRIENDSHIP		
Sonnet: I Thank You- Henry Timrod-	https://www.poetryfoundation.org/poems/48893/sonnet-i-thank-you	
Love and Friendship- Emily Bronte-	https://www.poetryfoundation.org/poems/50537/love-and-friendship	

Resource Titles by Topic	Link	Notes
GRIEF		
If I should Die- Emily Dickenson-	https://www.poets.org/poetsorg/poem/if-i-should-die-54	
Fantasy and Imagination		
Monsters- Dorothea Lasky	https://www.poetryfoundation.org/poetrymagazine/poems/56427/monsters	
Annabel Lee- Edgar Allan Poe-	https://www.poetryfoundation.org/poems/44885/annabel-lee	
Across the Border- Sophie Jewett-	https://www.poetryfoundation.org/poems/46773/across-the-border	
Historical Figures (Difficult)		
O Captain! My Captain! (Poem about Abraham Lincoln)- Walt Whitman-	https://www.poets.org/poetsorg/poem/o-captain-my-captain	
Rosa Parks, Nikki Giovanni	https://www.poetryfoundation.org/poems/90180/rosa-parks	

Short Stories and CR Folklore		
Resource Titles by Topic	**Link**	**Notes**
JUSTICE		
The Midas Touch (Greek Myth)-	https://www.storynory.com/the-midas-touch/	
Fantasy and Imagination		
The Gift of the Magi- William Sydney Porter	https://americanenglish.state.gov/files/ae/resource_files/1-the_gift_of_the_magi_0.pdf	
The Boy Who Flew Too High (Greek Myth)-	https://www.storynory.com/the-boy-who-flew-too-high/	
Little Red Riding Hood- Folklore	https://www.storynory.com/little-red-riding-hood-2/	

NOVELLA		
Resource Titles by Topic	**Link**	**Notes**
"The Californian's Tale" by Mark Twain	http://www.public-library.uk/ebooks/54/93.pdf	
"To Build a Fire" by Jack London	http://www.loudlit.org/audio/fire/pages/01_01_fire.htm	
"The Velveteen Rabbit" by Margery Williams	https://americanliterature.com/author/margery-williams/short-story/the-velveteen-rabbit	
The Tale of Peter Rabbit" by Beatrix Potter	"https://americanliterature.com/author/beatrix-potter/short-story/the-tale-of-peter-rabbit	

VIII.   9th grade Suggested Resources and Worksheets

Curricular Content for **Ninth Grade**		
Suggested Topics: popular beliefs, respect, cooperation, suspense, mythology, and history of the story.		
Term I	Term II	Term III
CEFR Level: B1	CEFR Level: B1	CEFR Level: B1
Functions: **Predicting, Questioning, Inferring, Sequencing, Evaluating, Comparing/Contrasting, and Visualizing**	Functions: **Predicting, Questioning, Inferring, Sequencing, Evaluating, Comparing/Contrasting, Visualizing, paraphrasing**	**Functions**: **Predicting, Questioning, Inferring, Sequencing, Evaluating, Comparing/Contrasting, Visualizing, Paraphrasing and Summarizing**

➢ International folk tales
➢ Myths
   -elements of fiction
 	
      *archetypes
 	
➢ Poetry
   -narrative
 	
   -concrete
 	
   -free verse
 	
   -song lyrics
 	
   -elements of poetry
 	
   +symbolism
 	
      *alliteration
 	
      *onomatopoeia
 	
      *rhythm
	➢ Short stories
	   -Science fiction
	
	   -Mystery
	
	   -Crime/Detective
	
	   -Horror
	
	   -elements of fiction
	
	      *irony
	
	      *narrator's point of view
		➢ Graphic novels/comics
		   +Analysis
		
		➢ *Cartoon production\ Humorous writing
		➢ Short Novels
		   -elements of fiction
		
		      *dialogue

Resource Titles by Topic	Link	Notes
Popular Beliefs		
Resource for folktales and myths, including graphic organizers	https://drive.google.com/file/d/0B3t0gKqAv2DlbUhxbUdzekYteHJLMXhsa1ZMdXFneUROMDZN/view?usp=sharing	
Resources for all types of poetry	https://docs.google.com/document/d/1JIhfqhlQ66d5amdzqbp83k7NSF82VCR797Yl_eghCp0/edit?usp=sharing	
Graphic Organizer Resources:	https://docs.google.com/document/d/1GPaW13KVMupcnZjw8U5AyU5wnBkyi14kvfId8nBwpSM/edit?usp=sharing	
Science Fiction		
Short stories	http://www.englishcenter.dk/Files/Billeder/PDF/pdfoxford/Oxford%20Bookworms/newobwnewyorkcafetest.pdf	
Mystery		
Short stories	http://www.englishcenter.dk/Files/Billeder/PDF/pdfoxford/Oxford%20Bookworms/newobwdeadmanwork.pdf	

Resource Titles by Topic	Link	Notes
Graphic Novels		
Fairy tale		
The Prince and the Dressmaker by Jen Wang	https://www.rif.org/literacy-central/book/prince-and-dressmaker	**Length 288 pages**
Young adult fantasy		
Nimona by Noelle Stevenson	http://cbldf.org/2015/12/using-graphic-novels-in-education-nimona/ https://www.state.lib.la.us/files/LYRC/Nimona_Guide.pdf	**Length 272 pages**
Nonfiction memoir		
El Deafo by Cece Bell	https://www.rif.org/literacy-central/book/el-deafo http://cbldf.org/2015/06/using-graphic-novels-in-education-el-deafo/	**Length 233 pages**
Fantasy / Magical		
Pasmina by Nidhi Chanani	https://www.teachingbooks.net/tb.cgi?tid=56374	**Length 176 pages**
Middle Grade Fantasy		
Nightlights by Lorena Gómez	https://orasout.firebaseapp.com/36/Nightlights.pdf	**Length 60 pages**

Resource Titles by Topic	Link	Notes
Young Adult Fantasy		
Hereville: How Mirka Got Her Sword by Barry Deutsch	https://ijustreadaboutthat.wordpress.com/2013/01/18/barry-deutsch-hereville-how-mirka-got-her-sword-2010/	**Length144 pages**
Realistic Fiction		
Awkward by Svetlana Chmakova	https://www.state.lib.la.us/files/LYRC/Awkward_Study_Guide.pdf	**Length 224 pages**

Resource Titles by Topic	Link	Notes
Cartoon Production		
Teaching using cartoons	https://americanenglish.state.gov/files/ae/resource_files/comicsinlangclassroom-ning.pdf https://www.teachingenglish.org.uk/article/using-cartoons-comic-strips https://www.educatorstechnology.com/2018/01/teachers-guide-to-use-of-comic-strips.html	Useful websites for teaching using cartoons
Creating cartoons	https://www.storyboardthat.com/storyboard-creator https://www.learningally.org/Portals/6/Docs/TeacherResources/LA_Comic-Strip-graphic-organizer.pdf https://elearningindustry.com/the-5-best-free-cartoon-making-tools-for-teachers	Resources for creating your own cartoons
Graphic organizers	https://docs.google.com/document/d/1Xxq1xWYJ-Md7XYnLq7ZrZUum2Kdjnc22hkHPC0XR1ic/edit?usp=sharing	Creating your story Graphic Organizers

Short Stories					
Title	**Author**	**Genre**	**Length**	**Online Access**	**Supplementary Resources**
Fantastic Mr. Fox	Roald Dahl	Children's Adventure	90 pages	http://english4callcenters.com/web/wp-content/uploads/2016/12/I3-Fantastic-Mr-Fox.pdf	https://littleangeltheatre.com/wp-content/uploads/2012/11/Fantastic-Mr-Fox-Education-Pack-2014.pdf https://www.novelstudies.org/downloads/Fantastic_Mr_Fox_Novel_Study_Preview.pdf
The Secret Garden	Francis Hodgson Burnett	Children's Adventure	127 pages	http://pinkmonkey.com/dl/library1/digi058.pdf	https://cdn.macmillanyounglearners.com/readers-public/EXPLORERS_5_THE_SECRET_GARDEN_teacher_notes.pdf
Around the World in 80 Days	Jules Verne	Children's Adventure	130 pages	https://www.planetebook.com/free-ebooks/around-the-world-in-80-days.pdf	https://ideasforenglish.files.wordpress.com/2012/12/around-the-world-in-80-days.pdf
The Red Badge of Courage	Stephen Crane	Children's Adventure	105 pages	http://www.emcp.com/previews/AccessEditions/ACCESS%20EDITIONS/The%20Red%20Badge%20of%20Courage.pdf	https://www.teachervision.com/red-badge-courage https://www.varsitytutors.com/englishteacher/red-badge-courage-lesson-plans

IX.   10ᵗʰ grade Suggested Resources and Worksheets

Curricular Content for **Tenth Grade**		
Suggested Topics: racism, equity, climate change/global warming, and the future of literature.		
Term I	Term II	Term III
CEFR Level: B2	CEFR Level: B2	CEFR Level: B2
Functions: **Predicting Questioning Inferring Sequencing Evaluating Comparing/Contrasting Visualizing Paraphrasing Summarizing *Concluding**	Functions: **Predicting Questioning Inferring Sequencing Evaluating Comparing/Contrasting Visualizing Paraphrasing Summarizing Concluding**	Functions: **Predicting Questioning Inferring Sequencing Evaluating Comparing/Contrasting Visualizing Paraphrasing Summarizing Concluding**
➢ Myths and heroes -elements of fiction +extended metaphor and simile ➢ Poetry -sonnet (Petrarchan and Shakespearean) -elements of poetry +rhythm and sound +feet and meter ➢ Plays (comedy and tragedy)	➢ Plays (comedy and tragedy) ➢ Identify: *main divisions *cast *spoken words of characters *stage directions *writer intention *language style ➢ Write adapted version of play	➢ Acting out play ➢ Literature adaptations (e.g., movies, graphic novels, plays, parodies, television shows, and "twitterature") ➢ Analysis of a novel -Arc of inquiry -elements of fiction extended personification *hyperbole

Suggested Topics: racism, equity, climate change/global warming, and the future of literature.		
Resource Titles by Topic	**Format/length**	**Link**
What is race and racism?	Video (1:06)	https://www.youtube.com/watch?v=ZJXhyZUbgn0
POEM: "RACISM" by Ayan Salat	Video Poem (2:08)	https://www.youtube.com/watch?v=wmhBq8qYlRE
Poetry and Racial Justice and Equality	Poetry Fundation	https://www.poetryfoundation.org/collections/155298/poetry-and-racial-justice-and-equality
Causes and Effects of Climate Change	Video (3:04)	https://www.youtube.com/watch?v=G4H1N_yXBiA
Global Warming	Video (3:03)	https://www.youtube.com/watch?v=oJAbATJCugs
What YOU Can Do About Climate Change	Video (9:59)	https://www.youtube.com/watch?v=VTfgNFz1DBM
Global warming - a slam poem	Video Poem (2:43)	https://www.youtube.com/watch?v=b2jxDnxFins
Literature exploration	Video (4:12)	https://www.youtube.com/watch?v=eREopphW5Bw
The Extreme Importance of Literature in Education	Video (2:54)	https://www.youtube.com/watch?v=Gj1szfEGfgU
Virtual Library	(Books and articles)	https://www.b-ok.com
Resources for all types of poetry	(Resources)	https://docs.google.com/document/d/1JIhfqhlQ66d5amdzqbp83k7NSF82VCR797Yl_eghCp0/edit?usp=sharing
The 19 Best Movies Based On Books Of All Time	(Movie resources)	https://www.elle.com/culture/movies-tv/g21992047/best-movies-based-on-books-of-all-time/

X.   11th grade Suggested Resources and Worksheets

Curricular Content for **Eleventh Grade**		
Suggested Topics: Human Rights in the world village and role and social responsibility of the individual to the world.		
Term I	Term II	Term III
CEFR Level: B2	CEFR Level: B2	CEFR Level: B2
Functions: **Predicting** **Questioning** **Inferring** **Sequencing** **Evaluating** **Comparing/Contrasting** **Visualizing** **Paraphrasing** **Summarizing** ***Concluding**	**Functions:** **Predicting** **Questioning** **Inferring** **Sequencing** **Evaluating** **Comparing/Contrasting** **Visualizing** **Paraphrasing** **Summarizing** **Concluding**	**Functions:** **Predicting** **Questioning** **Inferring** **Sequencing** **Evaluating** **Comparing/Contrasting** **Visualizing** **Paraphrasing** **Summarizing** **Concluding**
➢ Types of essays ➢ Selection and analysis of a cinematographic novel. (Reasonable philosophical judgments, discussion groups, robust questioning) ➢ Writing a five-paragraph essay about the movie, in pairs. -elements of essays (Introduction, body, and conclusion) +thesis +topic sentence +transitions -elements of writing process +prewriting (Brainstorming and outlining) +drafting +editing and revising +publishing ***Persuasive/Analytical/ Enjoyment/Problem and solution Essay**	➢ Analysis of selected novels in groups (Reasonable philosophical judgments, discussion groups, robust questioning) ➢ Book report (Students must demonstrate accumulative knowledge learned since seventh grade)	➢ Analysis of selected novels in groups (Reasonable philosophical judgments, discussion groups, robust questioning) ➢ Book report (Students must demonstrate accumulative knowledge learned since seventh grade)

Suggested Topics:	Human Rights in the world village and role and social responsibility of the individual to the world.	
Resource Titlesby Topic	**Format/length**	**Link**
TROM Poems - The New Human Rights Movement	Video (5:34)	https://www.youtube.com/watch?v=mq6d0lJUDx4
A poem for humanity	Video Poem (2:10)	https://www.youtube.com/watch?v=w50-xbvLh1A
Learning to live together in peace through Global Citizenship Education	Video (2:40)	https://www.youtube.com/watch?v=KuKzq9EDt-0
5 Powerful Poems About Human Rights	Website	https://www.humanrightscareers.com/issues/poems-about-human-rights/
Individual Social Responsibility	Video (1:01)	https://www.youtube.com/watch?v=gWff2Ne4v78
Netflix's The Social Dilemma: Filmmaker and Tech Experts in Conversation with Katie Couric	Documentary (1:15:18)	https://www.youtube.com/watch?v=yGi2YKZZNFg
Making a Difference - a poem by Lemn Sissay, Chancellor of The University of Manchester	Video Poem (1:47)	https://www.youtube.com/watch?v=FcXWr2SHzm8
BE SOCIALLY RESPONSIBLE: A Short Film on Social Awareness and Social Responsibility	Short film (6:49)	https://www.youtube.com/watch?v=ahMRzYM2sBk
The poetry society	Website	https://poetrysociety.org.uk/directory/british-council-literature/
Virtual Library	(Books and articles)	https://www.b-ok.com
The 19 Best Movies Based On Books Of All Time	(Movie resources)	https://www.elle.com/culture/movies-tv/g21992047/best-movies-based-on-books-of-all-time/

Short stories					
Title	**Author**	**Genre**	**Length**	Online access	Supplementary resources
New York Café	Michael Dean	Science Fiction	40 pages	No	http://www.englishcenter.dk/Files/Bille der/PDF/pdfoxford/Oxford%20Bookwor ms/newobwnewyorkcafetest.pdf
Dead Man's Island	John Escott	Mystery	56 pages	No	http://www.englishcenter.dk/Files/Bille der/PDF/pdfoxford/Oxford%20Bookwor ms/newobwdeadmanwork.pdf
Sister Love and Other Crime Stories	John Escott	Crime/Detective	56 pages	No	http://www.englishcenter.dk/Files/Bille der/PDF/pdfoxford/Oxford%20Bookwor ms/newobwsisterlovework.pdf
Sherlock Holmes Short Stories	Arthur Doyle	Crime/Detective	38 pages	http://www.lemauff.fr/short_ stories/Sherlock_Holmes_Spe ckled_Band.pdf	
The Lottery	Shirley Jackson	Horror	8 pages	PDF: https://sites.middlebury.edu/ individualandthesociety/files/ 2010/09/jackson_lottery.pdf Short film: https://www.youtube.com/w atch?v=vQQoMCaUz5Y	http://www.novamil.org/sites/novamil. org/files/lottery_study_guide_3.pdf

| Fly Away Home | Eve Bunting | Elements of Fiction | 4 pages | https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxtcnNsaW5kc2V5c2xhbmd1YWdlYXJ0c2xvdW5nZXxneDo0NDk1NGVmMDYwMDE4YWMw | https://www.youtube.com/watch?v=xVISBMSIxZw |

Narrative Poem:

There once was a very happy snowman
who was loved by all the boys and girls.
He would watch them run and play
with each passing day.
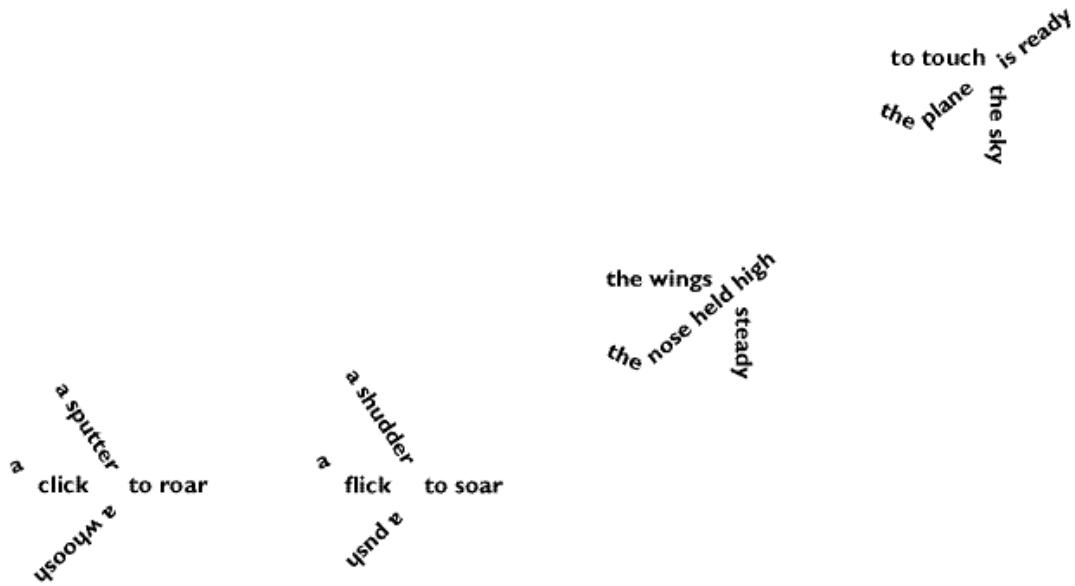
One day the sun was so bright
the snowman knew it wasn't quite right.
He hoped with each day
that he would not melt away
if only he could make it until night.

As the days became warmer and warmer
the snowman knew he was in danger.
He said his good-byes
and looked in their eyes
and said, "I promise I'll see you again."

The next snowy day
the children all came out to play.
They worked for hours together
to bring their friend back to them.

Before the days end
they all had their friend.
The happy snowman joined them
once again.

Concrete Poetry:

to touch is ready
the plane the sky

the wings the nose held high steady

a sputter
a click to roar
a whoosh

a shudder
a flick to soar
a push
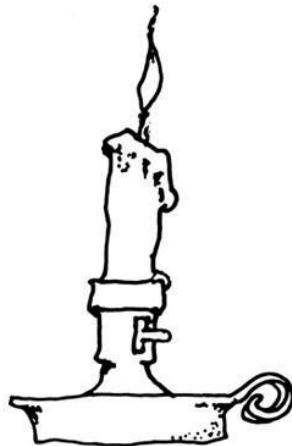
A
volcano.
A huge rock,
shooting lava up into
the air! Everyone runs for
cover. Lots of thick, black smoke
pours out of the top, giving you a warning
before the explosions start. Nothing can stand in its
way. Sometimes they don't blow up for hundreds of years.
Still thousands in the world but they don't all work, some are even underwater.

INVITATION

If you are a dreamer, come in,
If you are a dreamer, a wisher, a liar,
A hope-er, a pray-er, a magic bean buyer . . .
If you're a pretender, come sit by my fire
For we have some flax-golden tales to spin.
Come in!
Come in!

Read more poems in
Where the Sidewalk Ends
by Shel Silverstein!

Free Verse Poetry:

Sixty-One Percent

My body is sixty-one percent water
and so is yours.
We see through watery eyes
talk with watery mouths
and our hearts beat songs in blood
which is ninety-two percent water.
The mailman?
Water.
Grandma?
Water.
A new baby?
Water. Water. Water.
My best friend is made of water
as is my enemy.
If I drink a glass of lemonade
will I be sixty-two percent water?
Are fish seventy perecent?
Are camels fifty?
Your body is sixty-one percent water
and so is mine.
We're more alike than I thought.
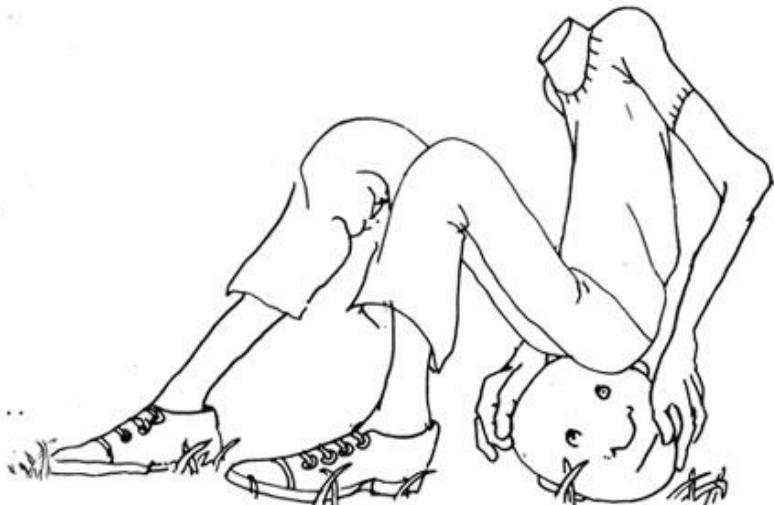
©*Amy LV*

THE LOSER

Mama said I'd lose my head
If it wasn't fastened on.
Today I guess it wasn't
'Cause while playing with my cousin
It fell off and rolled away
And now it's gone.

And I can't look for it
'Cause my eyes are in it,
And I can't call to it
'Cause my mouth is on it
(Couldn't hear me anyway
'Cause my ears are on it),
Can't even think about it
'Cause my brain is in it.
So I guess I'll sit down
On this rock
And rest for just a minute. . . .

Source: www.pinterest.com

Song Lyrics: https://www.youtube.com/watch?v=JKlSVNxLB-A

"I Am A Rock"
Simon and Garfunkel

A winter's day
In a deep and dark December;
I am alone,
Gazing from my window to the streets below
On a freshly fallen silent shroud of snow.
I am a rock,
I am an island.

I've built walls,
A fortress deep and mighty,
That none may penetrate.
I have no need of friendship; friendship causes pain.
It's laughter and it's loving I disdain.
I am a rock,
I am an island.

Don't talk of love,
Well, I've heard the word before.
It's sleeping in my memory.
I won't disturb the slumber of feelings that have died.
If I never loved I never would have cried.
I am a rock,
I am an island.

I have my books
And my poetry to protect me;
I am shielded in my armor,
Hiding in my room, safe within my womb.
I touch no one and no one touches me.
I am a rock,
I am an island.

And a rock feels no pain;
And an island never cries.

Elements of Poetry:

Poetry Anchor Chart

Rhyme ~ words that have the same ending sounds. Often the last word of the poem's lines.

Example: rail   tail

Rhythm ~ "The beat" of the poem.

Repetition ~ words or phrases that are repeated (written in the poem over and over again).

Example: rain... rain...rain

Alliteration ~ words in a poem that start with the same letter of the alphabet.

Example: Peter Piper picked a peck of pickled peppers.

Onomatopoeia ~ words in a poem that would make a sound.

Example: Meow!   Crash!

Source: www.pinterest.com

Elements of Poetry

- **Line:** a group of words arranged in a row

- **Stanza:** a group of lines within a poem

- **Rhythm and Rhyme:** a pattern of stressed syllables or rhyming words

- **Repetition:** Lines or words that are repeated in a poem (usually to show importance)

Imagery
Using words to create a picture using the five senses
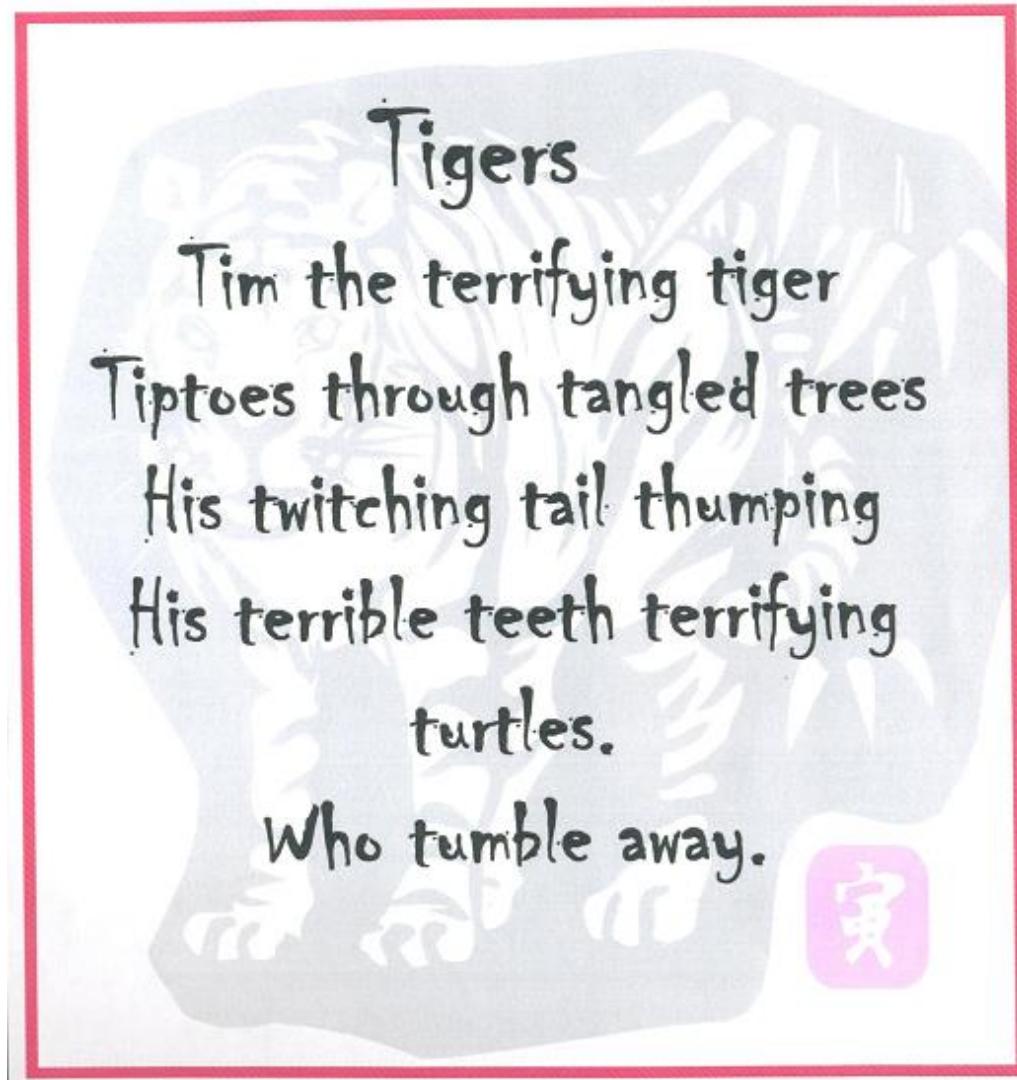
Alliteration
Using the same sound or letter at the beginning of words or lines

Onomatopoeia
Words that make a sound (ex POW! or ZAP!)

Source: https://www.teacherspayteachers.com

Alliteration Example:

Tigers

Tim the terrifying tiger
Tiptoes through tangled trees
His twitching tail thumping
His terrible teeth terrifying
turtles.
Who tumble away.

Source: www.logs.egusd.net/eettalfonso/2013/06/05/alliteration-poems/

Onomatopoeia Example:

The Game

Clap! Clap!
Stomp! Stomp!
Swish! Swish!
This is the way we get through
Our games.
The crowd shouts,
"Yahoo!"
The ball soars through the air.
Then, bounce, bounce, bounce.
The audience holds its breath.
SWISH!
The ball goes in;
We win!

Source: https://www.poemsearcher.com/topic/onomatopoeia

Rhythm Example:

Rhythm Example
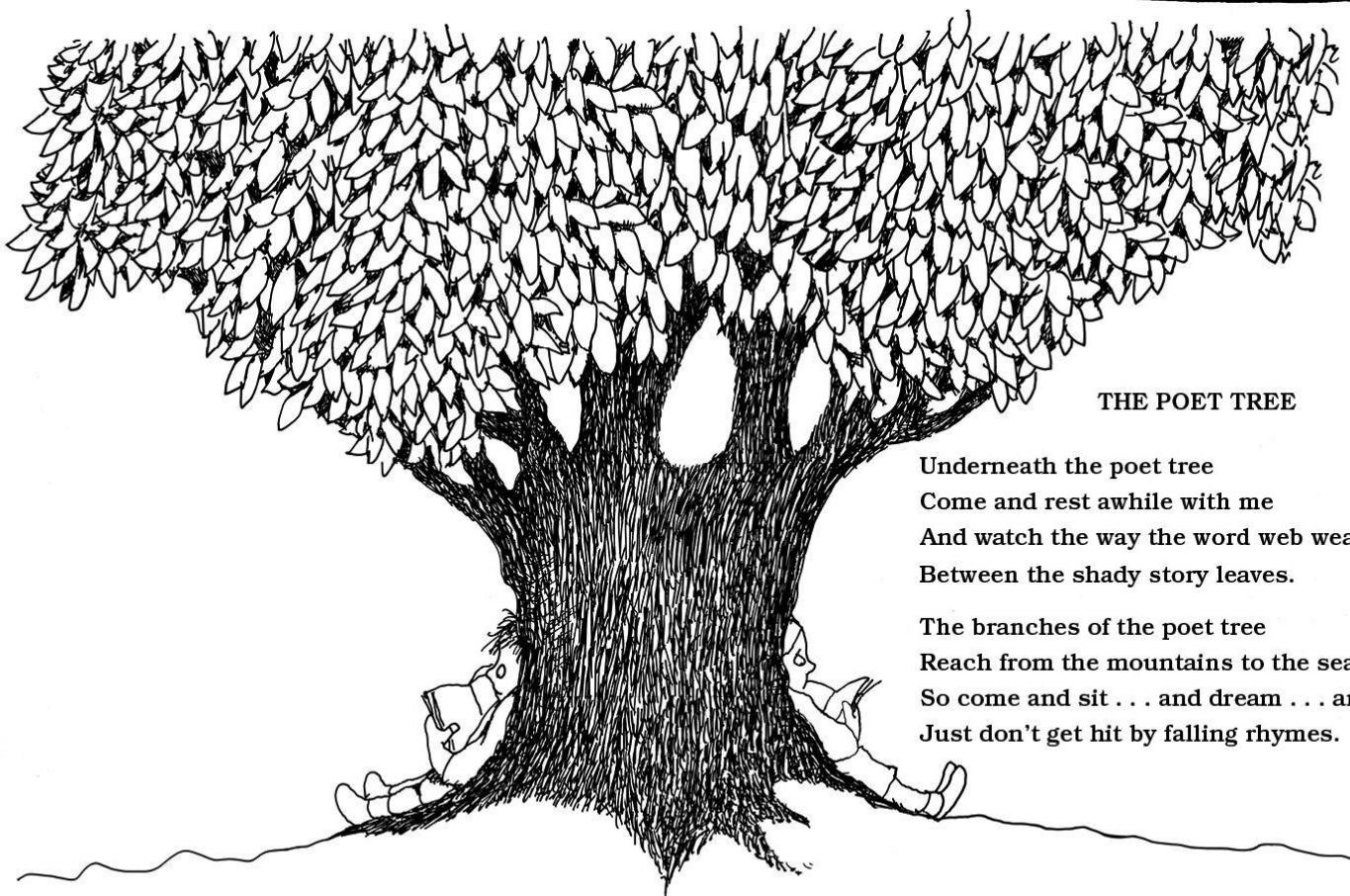
Where Are You Now?

When the night begins to fall
And the sky begins to glow
You look up and see the tall
City of lights begin to grow –
In rows and little golden squares
The lights come out. First here, then there
Behind the windowpanes as though
A million billion bees had built
Their golden hives and honeycombs
Above you in the air.

By Mary Britton Miller

The rhythm in this poem is slow – to match the night gently falling and the lights slowly coming on.

6

THE POET TREE

Underneath the poet tree
Come and rest awhile with me
And watch the way the word web weaves
Between the shady story leaves.

The branches of the poet tree
Reach from the mountains to the sea.
So come and sit . . . and dream . . . and climb—
Just don't get hit by falling rhymes.

Read more poems in *Falling Up Special Edition* by Shel Silverstein!

HarperCollins*Children'sBooks*   www.shelsilverstein.com

XI. Other Useful Websites

Website Address	Notes
American Literature	
www.americanliterature.com	A comprehensive selection of short stories, poetry and novels.
British Council	
https://learnenglishteens.britishcouncil.org/skills/reading	
https://www.teachingenglish.org.uk/teaching-teens/resources	Leveled articles and lesson plans
www.newsela.com	Free, non-fiction resources. Must create an account.
https://www.readworks.org	Free fiction resources, including poetry. Must create account
Literature Circle	
www.litcircles.org	Information and resources for how to conduct literature circles in elementary and middle schools. .
https://www.lauracandler.com/files/literacy/literature-circles/	Literature circle teacher resources including management ideas and printables.
Printables	
http://www.teachervision.fen.com/graphic-organizers/printable/6293.html	
http://www.pantheon.org/areas/	
http://www.mythweb.com/gods/index.html	Collection of short descriptions of The Olympians.
Greek Mythology Heroes	
http://www.mythweb.com/encyc/contents.html	
http://www.aesopfables.com	
http://www.openculture.com/2010/07/great_authors_and_actors_read_famous_literature_out_loud.html	Various authors reading books out loud.
http://www.familymanagement.com/literacy/grimms/grimms-toc.html	A collection of Grimm's fairy tales
www.storynory.com	
Lesson Samples and Teacher Tips	
http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Language_Arts/Literature/LIT0014.html	lesson plans
http://www.storyarts.org/lessonplans/lessonideas/index.html#door	story telling lessons and idea

http://iteslj.org/c/games.html	games and activities for the esl classroom
http://www.lessonplanspage.com/CILAAnimatedStoriesUsingPowerPointidea47.htm	
http://www.childdrama.com/	
http://theteacherscorner.net/writing/creative/	creative writing lesson plans
http://www2.ncte.org/resources/	
Storytelling and Drama	
http://www.storyarts.org/	
http://theaterwords.com/	a selection of plays
http://www.timsheppard.co.uk/story/	
Books	
https://www.schoolonwheels.org/pdfs/3328/Hi-Lo-Book-List.pdf	
Movies	
http://www.eslpartyland.com/teachers/nov/film.htm	
http://www.webenglishteacher.com/rubrics.html	
http://www.rubrics4teachers.com/	
Graphic Organizers	
https://www.apastyle.org	

Lapbooking and Notebooking

Lapbook: It is a portfolio made of one or many file folders that fit in a person's lap where students will creatively display what they have learned through a series of diagrams, mini books, timelines, and other foldable displays.

•It is also known as educational journaling or scrapbooking.

Resources:

http://www.homeschoolshare.com/lapbooking_resources.php

http://www.squidoo.com/lapbooking

www.lapbooklessons.com

www.homeschoolhelperonline.com/lapbooks.shtml

http://www.thatresourcesite.com/lapbook_templates.htm

http://www.currclick.com/index.php ($)

Notebooking: is the term used for what one may refer to as creating a compilation of what has been learned and experienced in any number of subjects or activities and organize it in a notebook

•It is also known as educational journaling or scrapbooking.

Resources:

http://notebookingfairy.com/category/printable-pages/

http://jimmiescollage.com/2009/10/notebooking-links/

http://www.homeschoolhelperonline.com/notebooking.shtml

http://notebookingnook.blogspot.com/2009/10/freebies-organized-by.htm

http://www.thecraftyclassroom.com/HomeschoolPrintablesNotebooking.html

http://www.homeschoolcreations.net/2010/11/state-notebooking-pages-free-printables/

Rubrics:

http://rubistar.4teachers.org/

http://office.microsoft.com/en-us/templates/project-based-learning-rubric-TC001211100.aspx

http://www.uwstout.edu/soe/profdev/rubrics.cfm

XII.   REFERENCES

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http://plato.stanford.edu/entries/children/#InsForAdvForChiIAP

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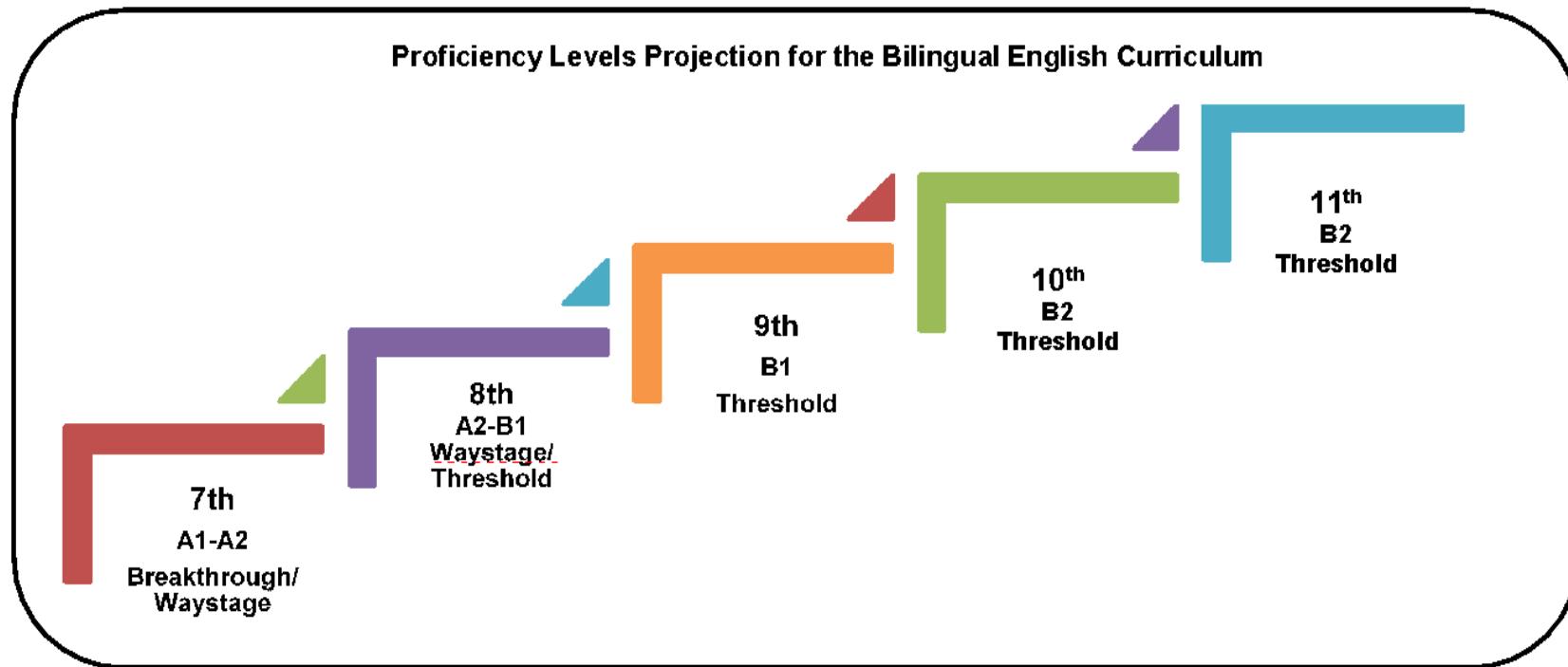
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XIII. Annexes

Linguistic knowledge (learning to know)	Procedures (learning to do)	Attitude/behavioral (learning to be and live in community)
➢ Use terms and concepts of literature in English language. ➢ Apply literary elements/figures and genres. ➢ Build and connect from prior knowledge and experiences. ➢ Write creative and reflective book reports, prompts, journals, portfolios, self-reflective logs, etc. ➢ Express through integrated skills processes. ➢ Use related vocabulary and pertinent language structures about literary texts. ➢ Identify main points and details from written and oral sources. ➢ Identify a variety of genres and author's communicative intentions. ➢ Produce sequence information. ➢ Make comparisons and contrasts. ➢ Make predictions. ➢ Relate reading to personal experience. ➢ Formulate meaningful questions based on literary works.	➢ Integrate skills in various communicative tasks. ➢ Apply different comprehension strategies (skimming, scanning, brainstorming, etc.) ➢ Apply different writing techniques (completion of text, graphic organizers, outlines, etc.) ➢ Use cognitive strategies to access a text. ➢ Explore literary messages through participating in literary circles and inquiry communities (groups). ➢ Use thinking and metacognitive processes. ➢ Express ideas and emotions in different ways (graphic organizers, music, movies, body language, etc.)	➢ Value own construction of meaning and literary possibilities. ➢ Appreciate literature (oral and written) as tools to foster interest, pleasure, and long-life learning. ➢ Value own and others' customs, cultural traditions and beliefs present in literary works. ➢ Demonstrate interest in developing time management skills. ➢ Value the importance of literary processes. ➢ Show appreciation and enjoyment when interacting with artistic material (visual or written). ➢ Manifest willingness and enjoyment to discover truth, goodness, and beauty. ➢ Demonstrate self-respect and respect of peers' feelings, ideas and emotions. ➢ Demonstrate willingness to engage in the class dynamics with self-commitment, honesty and efficiency in individual and group work. ➢ Show self-confidence and pleasure to express and share owns literary approaches in the class community. ➢ Demonstrate willingness to work with autonomy and good working habits. ➢ Value authors´ literary contributions. ➢ Demonstrate respect for copyrights.

Proficiency Levels Projection for the Bilingual English Curriculum

7th
A1-A2
Breakthrough/
Waystage

8th
A2-B1
Waystage/
Threshold

9th
B1
Threshold

10th
B2
Threshold

11th
B2
Threshold

Source: MEP Syllabus for Bilingual Secondary Schools and Bilingual Groups

➕ **These proficiency levels and CEFR Global Scale work as reference for teachers to monitor what learners are accomplishing in the English subject (listening, speaking, reading, writing) . Therefore, we recommend literature teachers to adjust activities to what they can do in each level.**

CEFR Global Scale

Table 1: Costa Rican general descriptors according to the CEFR English proficiency bands for Third Cycle and Diversified in Bilingual High schools

Basic User	A1	A1.1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where s/he lives, people he/she knows and things s/he has. Can interact in a simple way, provided the other person talks slowly and clearly and is prepared to help. Can show limited ability to use simple grammatical structures, e.g, punctuation, capitalization, sentence patterns.
		A1.2	**EXTENSION OF THE CEFR STANDARDS- INTEGRATION OF LANGUAGE ABILITIES** Can use A1-level, grade-level and age-appropriate linguistic (e.g., present verb forms), socio-cognitive (e.g., associated strategies) and socio-affective (e.g., cooperating or coping strategies) resources to integrate topical content from oral and written text to perform a goal oriented product (project) based on an integrated sequence of activities within some domain, scenario and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (planning) and cognitive strategies (revising); and socio-affective resources consist of strategies such as cooperating and coping. Can use A1-level, grade-level and age-appropriate digital and telecommunication resources to research, plan and implement the project. Can give, receive and respond to feedback at critical stages of the creative process. Can use level and age-appropriate linguistic resources to integrate information from a reading or a listening or other inputs to perform from one skill modality to another (e.g., listening to speak, reading to write), to achieve the goal of the scenario. Can display awareness and development of non-cognitive dispositions (effort, perseverance, engagement and empathy).

	A2	A2.1	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe, in simple terms, aspects of his/her background, immediate environment and matters in areas of immediate need. Can use some simple structures accurately, but continues to systematically exhibit basic errors, e.g., verb tenses, use of prepositions, articles.
		A2.2	**EXTENSION OF THE CEFR STANDARDS-INTEGRATION OF LANGUAGE ABILITIES** Can use A2-level, grade-level and age-appropriate linguistic (e.g., past verb forms), socio-cognitive (e.g., grouping strategies) and socio-affective (e.g., cooperating or questioning for clarification strategies) resources to integrate topical content from oral and written text to perform a goal oriented product (project) based on an integrated sequence of activities within some domain, scenario and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (monitoring) and cognitive strategies (resourcing); and socio-affective resources consist of strategies such as cooperating and coping. Can use A2-level, grade-level and age-appropriate digital and telecommunication resources to research, plan and implement the project. Can give, receive and respond to feedback at critical stages of the creative process. Can use level and age appropriate linguistic resources to integrate information from a reading or a listening input or other inputs to perform from one skill modality to another (e.g., listening to speak, read to write), to achieve the goal of the scenario. Can display awareness and development of non-cognitive dispositions (effort, perseverance, engagement, empathy).
Independent User	B1	B1.1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. like radio or TV programs when the delivery is relatively slow and clear. Can understand texts that consist mainly of high frequency every day or job related language.

Can understand the description of events, feelings and wishes in personal letters.

Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.

Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

Can produce simple connected text on topics, which are familiar, or of personal interest.

Can narrate a story from a book or film and describe own reactions.

Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Can express oneself reasonably accurately in familiar, predictable situations and know enough vocabulary to talk about family, hobbies and interests, work, travel, and news and current events.

EXTENSION OF THE CEFR STANDARDS-INTEGRATION OF LANGUAGE ABILITIES

Can use B1-level, grade-level and age-appropriate linguistic (e.g., complex verb forms), socio-cognitive (e.g., deduction/induction, inference strategies) and socio-affective (e.g. cooperating or questioning for clarification strategies) resources to integrate topical content from oral and written text to perform a goal oriented product (project) based on an integrated sequence of activities within some domain, scenario and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (evaluating) and cognitive strategies (resourcing); and socio-affective resources consist of strategies such as cooperating and coping.

Can use B1-level, grade-level and age-appropriate digital and telecommunication resources to research, plan and implement the project.

Can give, receive and respond to feedback at critical stages of the creative process.

Can use level and age-appropriate linguistic resources to integrate information from a reading or a listening input or other inputs to perform from one skill modality to another (e.g., listening to speak, reading to write), to achieve the goal of the scenario.

			Can display awareness and development of non-cognitive dispositions (effort, perseverance, engagement, empathy).
	B2	B2	Can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programs. Can understand the majority of films in standard dialect. Can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints to understand contemporary literary prose. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible and take an active part in discussion in familiar contexts, accounting for and sustaining my views. Can present clear, detailed descriptions on a wide range of subjects related to own field of interest. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Can write clear, detailed text on a wide range of subjects related to own interests. Can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. Can write letters highlighting the personal significance of events and experiences. **EXTENSION OF THE CEFR STANDARDS-NTEGRATION OF LANGUAGE ABILITIES** Can use B2 level, grade-level and age-appropriate linguistic (e.g., complex verb forms), socio-cognitive (e.g., deduction/induction, inference strategies) and socio-affective (e.g., cooperating or questioning for clarification strategies) resources to integrate topical content from oral and written text to perform a goal oriented product (project) based on an integrated sequence of activities within some domain, scenario and theme.

	B2		Can use linguistic resources including grammatical forms and meaning; socio-cognitive resources, e.g., a range of meta-cognitive strategies (evaluating) and cognitive strategies (resourcing); and socio-affective resources consist of strategies such as cooperating and coping. Can use B2-level, grade-level and age-appropriate digital and telecommunication resources to research, plan and implement the project. Can give, receive and respond to feedback at critical stages of the creative process. Can use level and age-appropriate linguistic resources to integrate information from a reading or a listening input or other inputs to perform from one skill modality to another (e.g., listening to speak, reading to write), to achieve the goal of the scenario. Can display awareness and development of non-cognitive dispositions (effort, perseverance, engagement, empathy).

Reading Codes

Inference: a place in the story that **you make conclusions** based on evidence from the text.

For example, "He was thirsty too and he got down on his knees and, being careful not to jerk on the line, moved as far into the bow as he could get and reached the water bottle with one hand." In that sentence, why does the old man not want to "jerk" the line? Well, he doesn´t want to jerk the line because it could break, and he would lose his fish. But how do we know that? How do we know that he doesn´t want to "jerk" the line because it might break? Well, we know that because we made an inference.

Question: a place in the story **that confuses you** or that you have a question about.

For example, the old man said, "´Stay at my house if you like, bird…I am sorry I cannot hoist the sail and take you in with the small breeze that is rising." Why is the old man talking to the bird? Well, we don´t know for sure, which is why we ask. But you can make an inference and say that the old man is talking to the bird because the old man is lonely. However, when you don´t know, you should always ask.

Connection: a place in the story **that you connect with your life**.

For example, when the old man was praying and promising to say prayers so he could catch the fish, it reminded me of when I prayed so that I could get accepted to a good university.

Prediction: a place in the story that **you make a prediction of** what might happen next.

For example, "'Unless sharks come,' he said aloud. 'If sharks come, God pity him and me.'" Here, I predict that sharks will come later on in the story, which is also an example of foreshadowing. Predictions are made about what might happen later in the story; consequently, they are proven right or wrong later in the story.

<u>Visualization</u>: a place in the story that you **visualize or picture**.

For example, "[The marlin] came out unendingly and water poured from his sides. He was bright in the sun and his head and back were dark purple and in the sun the stripes on his sides showed wide and a light lavender. His sword was as long as a baseball bats and tapered like a rapier and he rose his full length from the water and then re-entered it, smoothly, like a diver and the old man saw the great scythe-blade of his tail go under and the line commenced to race out." Here, I picture this huge light-purple colored sword fish that jumped out of the water and is in slow motion, hanging in the air. This is also called imagery: when a writer uses very descriptive language to paint an image for the reader.