**Curriculum Alignment for ESOL Standards**

# Productive

| **Ohio ESOL Standard and Benchmark** | **Ohio Aspire lesson plan titles** |
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| **3. Speak and write about level-appropriate complex literary and informational texts and topics.** |  |
| **1.3.1.** Communicate information and feelings about familiar texts, topics, and experiences, with prompting and support. |  |
| **2.3.1.** Communicate information and feelings about familiar texts, topics, and experiences, with support. | *Citizenship Map, Symbolism & Holidays*  *Civic Rights in USA*  *Healthcare and Expressing Injuries* |
| **3.3.1.** Deliver short oral presentations about familiar texts, topics, experiences, or events, with support.  **3.3.2.** Compose simple written narratives or informational texts about familiar texts, topics, experiences, or events, with support. | *Citizenship Map, Symbolism & Holidays*  *Civic Rights in USA*  *Healthcare and Expressing Injuries*  *Influential Family and Friends* |
| **4.3.1.** Deliver short oral presentations about familiar texts, topics, or events, with support.  **4.3.2.** Compose written informational texts about familiar texts, topics, or events, with support.  **4.3.3.** Develop the topic with a few details about familiar texts, topics, or events, with support. | *Career Presentation*  *Citizenship Map, Symbolism & Holidays*  *Influential Family and Friends*  *My American Experience* |
| **5.3.1.** Deliver oral presentations about a variety of texts, topics, or events.  **5.3.2.** Compose written informational texts about a variety of texts, topics, or events.  **5.3.3.** Develop the topic with some relevant details, concepts, examples, and information about a variety of texts, topics, or events.  **5.3.4.** Integrate graphics or multimedia when useful about a variety of texts, topics, or events. | *Citizenship Map, Symbolism & Holidays*  *Influential Family and Friends*  *National Parks Virtual Field Trip*  *The Hill We Climb Poem*  *Writing Professional Emails* |
| **6.3.1.** Deliver oral presentations about a variety of texts, topics, or events.  **6.3.2.** Compose written informational texts about a variety of texts, topics, or events.  **6.3.3.** Develop the topic fully with relevant details, concepts, examples, and information about a variety of texts, topics, or events.  **6.3.4.** Integrate graphics or multimedia when useful about a variety of texts, topics, or events. | *Citizenship Map, Symbolism & Holidays*  *Influential Family and Friends*  *The Hill We Climb Poem* |
| **4. Construct level-appropriate oral and written claims and support them with reasoning and evidence.** |  |
| **1.4.1.** Express a preference or opinion about a familiar topic. |  |
| **2.4.1.** Express an opinion about a familiar topic, experience or event.  **2.4.2.** Give a reason for the opinion. |  |
| **3.4.1.** Construct a claim about familiar topics, experiences, or events.  **3.4.2.** Introduce the topic, experience, or event.  **3.4.3.** Give a reason to support the claim.  **3.4.4.** Provide a concluding statement. |  |
| **4.4.1.** Construct a claim about familiar topics.  **4.4.2.** Introduce the topic.  **4.4.3.** Provide sufficient reasons or facts to support the claim.  **4.4.4.** Provide a concluding statement. |  |
| **5.4.1.** Construct a claim about a variety of topics.  **5.4.2.** Introduce the topic.  **5.4.3.** Provide logically ordered reasons or facts that effectively support the claim.  **5.4.4.** Provide a concluding statement. | *My Ballot Research Project* |
| **6.4.1.** Construct a substantive claim about a variety of topics.  **6.4.2.** Introduce the claim.  **6.4.3.** Distinguish the claim from a counter-claim.  **6.4.4.** Provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim.  **6.4.5.** Provide a conclusion that summarizes the argument presented. |  |
| **7. Adapt language choices to purpose, task, and audience when speaking and writing.** |  |
| **1.7.1.** Show limited awareness of differences between informal and formal language use. |  |
| **2.7.1.** Show emerging awareness of differences between informal and formal language use. | *Scheduling Appointments* |
| **3.7.1.** Show increasing awareness of differences between informal and formal language use.  **3.7.2.** Adapt language choices to task and audience with emerging control in various social and academic contexts.  **3.7.3.** Begin to use some frequently occurring general academic and content-specific words. | *Job Interview*  *Scheduling Appointments*  *SMART goals* |
| **4.7.1.** Adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts.  **4.7.2.** Use an increasing number of general academic and content-specific words and expressions in spoken and written texts.  **4.7.3.** Show developing control of style and tone in spoken and written texts. | *Job Interview*  *Scheduling Appointments* |
| **5.7.1.** Adapt language choices and style according to purpose, task, and audience in various social and academic contexts.  **5.7.2.** Use a wider range of complex general academic and content-specific words and phrases.  **5.7.3.** Adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate. | *Job Interview*  *The Hill We Climb Poem* |
| **6.7.1.** Adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts.  **6.7.2.** Use a wide variety of complex general academic and content-specific words and phrases.  **6.7.3.** Employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate. | *Job Interview*  *The Hill We Climb Poem* |
| **9. Create clear and coherent level-appropriate speech and text.** |  |
| **1.9.1.** Use a narrow range of vocabulary and syntactically simple sentences, with support. | *Grammar and Vocabulary* |
| **2.9.1.** Communicate basic information about an event or topic, with support.  **2.9.2.** Use a narrow range of vocabulary and syntactically simple sentences, with support. | *Grammar and Vocabulary*  *Working in the US* |
| **3.9.1.** Recount a short sequence of events in order, with support.  **3.9.2.** Introduce an informational topic, with support.  **3.9.3.** Provide one or two facts about the topic, with support.  **3.9.4.** Use common linking words to connect events and ideas, with support. |  |
| **4.9.1.** Recount a sequence of events, with a beginning, middle, and end, with support. **4.9.2.** Introduce and develop an informational topic with facts and details, with support.  **4.9.3.** Use common transitional words and phrases to connect events, ideas, and opinions, with support.  **4.9.4.** Provide a conclusion, with support. | *Career Research and Exploration* |
| **5.9.1.** Recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure.  **5.9.2.** Introduce and develop an informational topic with facts, details, and evidence.  **5.9.3.** Use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas. **5.9.4.** Provide a concluding section or statement. | *National Parks Virtual Field Trip* |
| **6.9.1.** Recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order.  **6.9.2.** Introduce and effectively develop an informational topic with facts, details, and evidence.  **6.9.3.** Use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas.  **6.9.4.** Provide a concluding section or statement. |  |
| **10. Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.** |  |
| **1.10.1.** Recognize and use a small number of frequently occurring nouns and verbs, with support.  **1.10.2.** Understand and respond to simple questions, with support. | *Grammar and Vocabulary* |
| **2.10.1.** Recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions, with support.  **2.10.2.** Understand and respond to simple questions, with support. | *Civic Rights in USA*  *Grammar and Vocabulary*  *Healthcare and Expressing Injuries*  *Scheduling Appointments* |
| **3.10.1.** Use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions, with support.  **3.10.2.** Produce simple and compound sentences, with support. | *Civic Rights in USA*  *Healthcare and Expressing Injuries*  *Influential Family and Friends*  *Scheduling Appointments* |
| **4.10.1.** Use simple phrases, with support.  **4.10.2.** Use simple clauses, with support.  **4.10.3.** Produce and expand simple, compound, and a few complex sentences, with support. | *Influential Family and Friends*  *Scheduling Appointments* |
| **5.10.1.** Use increasingly complex phrases.  **5.10.2.** Use increasingly complex clauses.  **5.10.3.** Produce and expand simple, compound, and complex sentences. | *Influential Family and Friends*  *The Hill We Climb Poem* |
| **6.10.1.** Use complex phrases and clauses.  **6.10.2.** Produce and expand simple, compound, and complex sentences. | *Influential Family and Friends*  *The Hill We Climb Poem* |