**Curriculum Alignment for ESOL Standards**

# Receptive

| **Ohio ESOL Standard and Benchmark** | **Ohio Aspire lesson plan titles** |
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| **1. Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.** |  |
| **1.1.1.** Identify a few key words and phrases from read alouds, visual images, and oral presentations using a very limited set of strategies, with prompting and support.  | *Grammar and Vocabulary* |
| **2.1.1.** Identify a few keywords and phrases in oral communications and simple spoken and written texts using a very limited set of strategies. | *Citizenship Map, Symbolism & Holidays**Civic Rights in USA**Grammar and Vocabulary**Healthcare and Expressing Injuries**Scheduling Appointments* |
| **3.1.1.** Identify the main topic in oral presentations and simple spoken and written texts using an emerging set of strategies.**3.1.2**. Retell a few key details using an emerging set of strategies. | *Citizenship Map, Symbolism & Holidays**Civic Rights in USA**Healthcare and Expressing Injuries**Scheduling Appointments**SMART goals* |
| **4.1.1.** Determine a central idea or theme in oral presentations and spoken and written texts using a developing set of strategies.**4.1.2.** Retell key details using a developing set of strategies.**4.1.3.** Answer questions about key details using a developing set of strategies.**4.1.4.** Explain how the theme is developed by specific details in texts using a developing set of strategies.**4.1.5.** Summarize part of a text using a developing set of strategies. | *Career Presentation**Citizenship Map, Symbolism & Holidays**My American Experience**Scheduling Appointments* |
| **5.1.1.** Determine a central idea or theme in oral presentations and spoken and written texts using an increasing range of strategies.**5.1.2.** Analyze the development of the themes/ideas using an increasing range of strategies.**5.1.3.** Cite specific details and evidence from texts to support the analysis using an increasing range of strategies.**5.1.4.** Summarize a text using an increasing range of strategies. | *Citizenship Map, Symbolism & Holidays**My Ballot Research Project**National Parks Virtual Field Trip**The Hill We Climb Poem**Writing Professional Emails* |
| **6.1.1.** Determine central ideas or themes in oral presentations and spoken and written texts using a wide range of strategies.**6.1.2.** Analyze the development of the themes/ideas using a wide range of strategies.**6.1.3.** Cite specific details and evidence from texts to support the analysis using a wide range of strategies.**6.1.4.** Summarize a text using a wide range of strategies. | *Citizenship Map, Symbolism & Holidays**The Hill We Climb Poem* |
| **6. Analyze and critique the arguments of others orally and in writing.** *There are no benchmarks for anchor standard 6 at Level 1.* |  |
| **2.6.1.** Identify a point an author or a speaker makes, with support. |  |
| **3.6.1.** Identify the main argument an author or speaker makes, with support.**3.6.2.** Identify one reason an author or a speaker gives to support the argument, with support. |  |
| **4.6.1.** Explain the reasons an author or a speaker gives to support a claim, with support.**4.6.2.** Identify one or two reasons an author or a speaker gives to support the main point, with support. |  |
| **5.6.1.** Analyze the reasoning in persuasive spoken and written texts.**5.6.2.** Determine whether the evidence is sufficient to support the claim.**5.6.3.** Cite textual evidence to support the analysis. |  |
| **6.6.1.** Analyze and evaluate the reasoning in persuasive spoken and written texts.**6.6.2.** Determine whether the evidence is sufficient to support the claim.**6.6.3.** Cite specific textual evidence to thoroughly support the analysis. |  |
| **7. Adapt language choices to purpose, task, and audience when speaking and writing.** |  |
| **1.7.2.** Recognize the meaning of some words learned through conversations, reading, and being read to. |  |
| **2.7.2.** Recognize the meaning of some words learned through conversations, reading, and being read to. |  |
| **8. Determine the meaning of words and phrases in oral presentations and literary and informational text.**  |  |
| **1.8.1.** Recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read alouds about familiar topics, experiences, or events, with prompting and support. | *Grammar and Vocabulary* |
| **2.8.1.** Recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in spoken and written texts about familiar topics, experiences, or events, relying heavily on context, questioning, and knowledge of morphology in their native language(s). | *Grammar and Vocabulary**Healthcare and Expressing Injuries**Working in the US* |
| **3.8.1.** Determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events, using context, questioning, and knowledge of morphology in their native language(s). | *Healthcare and Expressing Injuries* |
| **4.8.1.** Determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in spoken and written texts about familiar topics, experiences, or events using context, questioning, and a developing knowledge of English and their native language(s)' morphology. | *Career Research and Exploration* |
| **5.8.1.** Determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events using context, questioning, and an increasing knowledge of English morphology. | *My Ballot Research Project**The Hill We Climb Poem* |
| **6.8.1**. Determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events using context, questioning, and consistent knowledge of English morphology | *The Hill We Climb Poem* |