

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

English Language Development (ELD)

Curriculum Writing Committee-

Cindy Bachmann

Grade Level: 4th & 5th grades

Date of Board Approval: June 2025

Course Weighting: ELD Elementary Grades K-5

Oral Literacy	25%
Written Literacy	25%
Knowledge Based Assessments	25%
Daily Participation	25%

Curriculum Map

Overview:

Course includes individualized instruction and activities based upon the English Learner's (EL) current English proficiency. Students will be classified as Entering (Level 1), Beginning (Level 2), Developing (Level 3), Expanding (Level 4), or Bridging (Level 5). Learning activities focus on four domains: speaking, listening, reading, and writing as students work to acquire social and academic languages. The students' home languages and cultures will be utilized to enhance instruction and build natural links to classroom activities.

Goals:

Please note:

- Language proficiency in listening, speaking, reading, and writing develops at different individual rates due to a variety of factors. It is important to recognize that linguistic complexity, vocabulary usage, and language controls may vary within each proficiency level. The WIDA Can-Do Indicators give information on the language students are able to understand and produce in the classroom at each proficiency level.
- It is essential to have a flexible curriculum map as new students may enroll in the ELD program at different points of the school year.

The WIDA grade level cluster Can Do Descriptors for the four language domains – listening, speaking, reading, and writing, and the five levels of English language proficiency are based on the WIDA English Language Proficiency Standards. The Can Do Descriptors are a sampling of the language expectations of English language learners as they travel along the continuum of English language development. Unlike the strands of model performance indicators that scaffold across levels of language proficiency, the Can Do Descriptors function independently within a given level of language proficiency.

Performance Definitions for the Levels of English Language Proficiency in Grades K-12.

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content areas at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to English-proficient peers
5 Bridging	<ul style="list-style-type: none"> specialized or technical language of the content areas a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4 Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3 Developing	<ul style="list-style-type: none"> general and some specific language of the content areas expanded sentences in oral interaction or written paragraphs oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
2 Beginning	<ul style="list-style-type: none"> general language related to the content areas phrases or short sentences oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
1 Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support

See the Can Do Descriptors: Grade Level Cluster 1-2 and 3-5, for the language English Learners can process or produce with visual, graphic or interactive supports for their current English language proficiency level.

Big Ideas:

The WIDA Can Do Descriptors provide examples of what language learners can do at various stages of English language development in listening, speaking, reading, and writing. The WIDA Can Do Descriptors Key Uses Edition **for Grades 2-3**, provides examples of academic language use for four specific communicative purposes. These purposes, referred to as Key Uses, were identified based on reviews of literature and a language analysis of college and career readiness standards:

- **Recount:** To display knowledge or narrate experiences or events. Example tasks for the Key Use of Recount include telling or summarizing stories, producing information reports, and sharing past experiences.
- **Explain:** To clarify the “why” or the “how” of ideas, actions, or phenomena. Example tasks for the Key Use of Explain include describing life cycles, sharing why or how things work, stating causes and effects, and sharing results of experiments.
- **Argue:** To persuade by making claims supported by evidence. Example tasks for the Key Use of Argue include stating preferences or opinions and constructing arguments with evidence.
- **Discuss:** To interact with others to build meaning and share knowledge. Example tasks for the Key Use of Discuss include participating in small and large group activities and projects.

Textbook and Supplemental Resources:

Please note: The selection of text depends on the student's current grade level.

GRADE 4

Name of Textbook: National Geographic – REACH Level E Volume 1

Textbook ISBN#: 978-1-3371-0455- 5

Textbook Publisher & Year of Publication: National Geographic/Cengage Learning 2017

Name of Textbook: National Geographic – REACH Level E Volume 2

Textbook ISBN#: 978-1-3371-0452-4

Textbook Publisher & Year of Publication: National Geographic/Cengage Learning 2017

GRADE 5

Name of Textbook: National Geographic – REACH Level F Volume 1

Textbook ISBN#: 978-1-3371-0453-1

Textbook Publisher & Year of Publication: National Geographic/Cengage Learning 2017

Name of Textbook: National Geographic – REACH Level F Volume 2

Textbook ISBN#: 978-1-3371-0454-8

Textbook Publisher & Year of Publication: National Geographic/Cengage Learning 2017

Supplemental Resources:

- McGraw-Hill Reading Wonders-Grade 4
- McGraw-Hill Reading Wonders-Grade 5
- Ready, Set, Go: Newcomers Kits Grades 3-5
- Finish Line for ELLs 2.0 Grades 4&5
- Morpheme Magic
- IXL

Curriculum Plan Grade 4

Please note:

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- It is essential to have a flexible curriculum map as new students may enroll in the ELD program at different points of the school year.

Reach E- Unit 1: Living Traditions

- **Standard(s):** WIDA English Language Development Standards (2020)
4-5 WIDA ELD STANDARD 1 Social and Instructional Language
4-5 WIDA ELD STANDARD 2 Language for Language Arts
4-5 WIDA ELD STANDARD 5 Social Studies

- **Anchor(s):**

Social and Instructional Language

Narrate

ELD-SI.4-12. Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12. Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12. Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12. Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

Language for Language Arts

Language Expectations: Multilingual learners will...

ELD-LA.4-5. Narrate. Interpretive

Interpret language arts narratives by

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5. Narrate. Expressive

Construct language arts narratives that

- Orient audience to context
- Develop and describe characters and their relationships
- Develop story with complication and resolution, time and event sequences
- Engage and adjust for audience

ELD-LA.4-5. Inform. Interpret

Interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

ELD-LA.4-5. Inform. Express

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

ELD-LA.4-5. Argue. Interpretive

Interpret language arts arguments by

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text

ELD-LA.4-5. Argue. Expressive

Construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

Language for Social Studies

ELD-SS.4-5. Explain. Interpretive

Interpret social studies explanations by

- Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for a series of contributing factors or causes
- Evaluating disciplinary concepts and ideas that are open to different interpretations

ELD-SS.4-5. Explain. Expressive

Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details
- Generalize probable causes and effects of developments or events

ELD-SS.4-5. Argue. Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)

- Analyzing relevant information from multiple sources to develop claims in response to compelling questions

- Evaluating point of view and credibility of source, based on distinctions between fact and opinion
- ELD-SS.4-5. Argue. Expressive

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims with reasons and multiple sources of evidence

- **Eligible Content:**

Understanding of: How important are traditions? How can traditions shape who we are? How do traditions help us?

- Cultural traditions, customs and celebrations
- Artistic and family traditions

Objectives:

Vocabulary & Grammar

- To recognize and define vocabulary words (DOK Level 1)
- To use words in complete sentences (DOK Level 1)
- To identify and write sentences using simple subjects and predicates (DOK Level 1)
- To construct sentences using compound subjects and predicates, and subject verb agreement (DOK Level 3)
- To construct sentences using complete sentences (DOK Level 3)

Reading and Writing

- To recall main ideas and details of story (DOK Level 1)
- To organize words using the dictionary (DOK Level 2)
- To investigate idioms and expressions (DOK 3)

Listening and speaking

- To repeat vocabulary words. (DOK Level 1)
- To construct sentences through conversation (DOK Level 2)
- To differentiate feelings through expression (DOK Level 3)

Comprehension and Critical Thinking

- To apply concepts of narration in a story (DOK Level 4)
- To create journal entries as a writing prompt to paraphrase (DOK Level 4)
- To construct and apply interview questions (DOK Level 3)

Core Activities and Corresponding Instructional Methods:

Speaking and Listening-

- Express feelings
- Agree and disagree
- Ask and give information
- Listen for Implicit Ideas
- Oral Language Project: Interview
- Give instructions
- Theme Theater: Perform a skit

Vocabulary-

- Social Studies Vocabulary
- Academic Vocabulary
- The Arts

- Use a dictionary
- Idioms and expressions

Language & grammar-

- Complete sentences
- Simple Subjects and Predicates
- Compound Subjects and Predicates
- Subject –Verb agreement

Writing-

Daily writing prompt-

- Name a tradition of your family
- Journal entry- Identify first person point of view and informal language
- Identify and use Text features for understanding
- Independent writing using key terms
- Create Interview questions
- Power writing – What crafts have you made?
- Biographic article about a musician
- Journal Entry – paraphrase

Reading-

- “A Musical Journey” Interview, main ideas and details, questions and answers
- “Shaped by Traditions” Dialogue
- “Martina the Beautiful Cockroach” Folk Tale, Plot, Character and setting
- “Coming of Age” Magazine article, narrator

Assessments:

- **Diagnostic:**
 - WIDA Screener (when applicable)
 - WIDA ACCESS
 - Reading Lexile Placement Test
- **Formative:**
 - REACH Level E Knowledge Based Assessments
 - REACH Level E Fluency Passages
- **Summative:**
 - REACH Level E Unit Assessment
 - REACH Project Based Assessment

Reach E- Unit 2: Animal Intelligence

- **Standard(s):** WIDA English Language Development Standards (2020)

4-5 WIDA ELD STANDARD 1 Social and Instructional Language

4-5 WIDA ELD STANDARD 2 Language for Language Arts

4-5 WIDA ELD STANDARD 4 Science

- **Anchor(s):**

Social and Instructional Language

Narrate

ELD-SI.4-12. Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12. Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12. Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes

• Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12. Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

Language for Language Arts

Language Expectations: Multilingual learners will...

ELD-LA.4-5. Narrate. Interpretive

Interpret language arts narratives by

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5. Narrate. Expressive

Construct language arts narratives that

- Orient audience to context
- Develop and describe characters and their relationships
- Develop story with complication and resolution, time and event sequences
- Engage and adjust for audience

ELD-LA.4-5. Inform. Interpret

Interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

ELD-LA.4-5. Inform. Express

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout Text

ELD-LA.4-5. Argue. Interpretive

Interpret language arts arguments by

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text

ELD-LA.4-5. Argue. Expressive

Construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

Language for Science

ELD-SC.4-5. Explain. Interpretive

Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining evidence and information to help explain how or why a phenomenon occurs
- Identifying evidence that supports particular points in an explanation

ELD-SC.4-5. Explain. Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Establish neutral or objective stance in communicating results
- Develop reasoning to show relationships between evidence and claims
- Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution

• **Eligible Content:**

Understanding of:

- Just how smart are animals?
- What can we learn from animals?
- How do animals show their intelligence?
- Animal behavior
- Learning and intelligence

Objectives:

- Vocabulary & Grammar
 - To recognize and define vocabulary words (DOK Level 1)
 - To use words in complete sentences (DOK Level 1)

- To identify and write sentences using simple subjects and predicates (DOK Level 1)
- To construct sentences using compound subjects and predicates, and subject verb agreement (DOK Level 3)
- To construct sentences using complete sentences (DOK Level 3)
- Reading and Writing
 - To analyze characters from a story (DOK Level 4)
 - To separate different kinds of sentences (DOK Level 2)
 - To investigate homophones (DOK 3)
- Listening and speaking
 - To repeat vocabulary words (DOK Level 1)
 - To construct sentences through conversation (DOK Level 2)
 - Recognize that dialogue is conversation (DOK Level 1)
- Comprehension and Critical Thinking
 - To connect the concept of main ideas and details to stories (DOK Level 4)
 - To create journal entries as a writing prompt to explain how animals use tools (DOK Level 4)
 - To construct a paragraph using different types of sentences (DOK Level 3)

Core Activities and Corresponding Instructional Methods:

Speaking and Listening-

- Express Ideas
- Engage in discussion
- Listen actively
- Theme theater: Extend the story
- Engage in conversation
- Tell an original story
- Use gestures and expression
- Oral language project: TV talk show

Vocabulary-

- Science Vocabulary
- Academic Vocabulary
- Food
- Use a dictionary
- Homophones

Language & grammar-

- Kinds of sentences
- Questions
- Compound & Complex Sentences

Writing-

Daily writing prompt-

- What traits do you have?
- Write a fanciful story
- Write a piece giving animals human characteristics
- Write about the traits you admire in a character from the story
- Journal Entry – write from a character's point of view explaining their actions
- What do you need for survival?
- Write using dialogue
- Journal entry: using “Love and Roast Chicken” paraphrasing and maintaining meaning

Reading-

- “Love and Roast Chicken” Analyze characters
- “Mouse Deer and Farmer” Dialogue

- “Animal Smarts” Main idea and details
- “The Clever Chimps of Fongoli” Writers' style

Assessments:

- **Diagnostic:**
 - WIDA Screener (when applicable)
 - WIDA ACCESS
 - Reading Lexile Placement Test
- **Formative:**
 - REACH Level E Knowledge Based Assessments
 - REACH Level E Fluency Passages
- **Summative:**
 - REACH Level E Unit Assessment
 - REACH Project Based Assessment

Reach E- Unit 3: Amazing Places

- **Standard(s):** WIDA English Language Development Standards (2020)

4-5 WIDA ELD STANDARD 1 Social and Instructional Language

4-5 WIDA ELD STANDARD 2 Language for Language Arts

4-5 WIDA ELD STANDARD 5 Social Studies

- **Anchor(s):**

Social and Instructional Language

Narrate

ELD-SI.4-12. Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12. Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12. Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes

• Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12. Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

Language for Language Arts

Language Expectations: Multilingual learners will...

ELD-LA.4-5. Narrate. Interpretive

Interpret language arts narratives by

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5. Narrate. Expressive

Construct language arts narratives that

- Orient audience to context
- Develop and describe characters and their relationships
- Develop story with complication and resolution, time and event sequences
- Engage and adjust for audience

ELD-LA.4-5. Inform. Interpret

Interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

ELD-LA.4-5. Inform. Express

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

ELD-LA.4-5. Argue. Interpretive

Interpret language arts arguments by

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text

ELD-LA.4-5. Argue. Expressive

Construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

Language for Social Studies

ELD-SS.4-5. Explain. Interpretive

Interpret social studies explanations by

- Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for a series of contributing factors or causes
- Evaluating disciplinary concepts and ideas that are open to different interpretations

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Construct social studies explanations that

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Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to develop claims in response to compelling questions
- Evaluating point of view and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5. Argue. Expressive

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims with reasons and multiple sources of evidence

- **Eligible Content:**

Understanding of: Why learn about other places? What helps us imagine the world? What makes a place amazing?

- Maps
- Geographic features
- Imagining new places
- Going to extremes

Objectives:

- Vocabulary & Grammar
 - To recognize and define vocabulary words (DOK Level 1)
 - To use words in complete sentences (DOK Level 1)
 - To identify and write sentences using proper capitalization of proper nouns (DOK Level 1)
 - To construct sentences using plural nouns using s, es (DOK Level 3)
 - To construct sentences using Nouns and articles a, an, the (DOK Level 3)
 - To construct sentences using Irregular plurals: count and noncount (DOK Level 3)
- Reading and Writing
 - To recall elements and details of story main ideas and details (DOK Level 1)
 - To identify elements of poetry (DOK Level 1)
 - To relate a Theme to a story (DOK Level 2)
- Listening and speaking
 - To repeat vocabulary words (DOK Level 1)
 - To construct sentences through conversation (DOK Level 2)
- Comprehension and Critical Thinking
 - To apply concepts of writing a free verse poem (DOK Level 4)
 - To create journal using figurative language for visualization (DOK Level 4)
 - To construct a letter to the author (DOK Level 3)

Core Activities and Corresponding Instructional Methods:

- **Speaking and Listening-**
 - Give and follow directions, Restate directions
 - Restate directions
 - Describe places
 - Listen for important details
 - Theme theater: Step into the scene
 - Make and respond to requests
 - Adjust speech for purpose
 - Oral language project: Oral report
- **Vocabulary-**
- Social Studies vocabulary
- Academic vocabulary
- Places in the world
- Word origins
- Compound words
- **Language- grammar-**
- Plural nouns with -s, -es
- Nouns and articles a, an, the
- Irregular Plurals: Count/noncount
- Capitalization of Proper Nouns
- More plural nouns

- **Writing-**
 - Daily writing prompt-
 - What information can you find on the globe?
 - Write a friendly letter
 - Write sentences using figurative language for visualization
 - Write a letter to the author
 - Class writing creating an imaginary place
 - What kinds of things might you see, feel, and hear in a place that is on the equator?
 - Write a free verse poem
 - Restating questions for journal entry
 - Research project
- **Reading-**
 - “How I Learned Geography” Theme, setting
 - “Tortillas Like Africa” Elements of poetry
 - “Extreme Earth“ Main Ideas and details
 - “Photographing the World” Profile

Assessments:

- **Diagnostic:**
 - WIDA Screener (when applicable)
 - WIDA ACCESS
 - Reading Lexile Placement Test
- **Formative:**
 - REACH Level E Knowledge Based Assessments
 - REACH Level E Fluency Passages
- **Summative:**
 - REACH Level E Unit Assessment
 - REACH Project Based Assessment

Reach E- Unit 4 Power of Nature

- **Standard(s):** WIDA English Language Development Standards (2020)

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4-5 WIDA ELD STANDARD 2 Language for Language Arts

4-5 WIDA ELD STANDARD 4 Science

- **Anchor(s):**

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- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

Language for Science

ELD-SC.4-5. Explain. Interpretive

Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining evidence and information to help explain how or why a phenomenon occurs
- Identifying evidence that supports particular points in an explanation

ELD-SC.4-5. Explain. Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Establish neutral or objective stance in communicating results
- Develop reasoning to show relationships between evidence and claims
- Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution

- **Eligible Content:**

Understanding of: How we relate to nature? How powerful are the wind and water? How is nature is part of us?

- Natural resources
- Wind, Water, Earth and Air
- Nature's Power

Objectives:

- Vocabulary & Grammar
 - To recognize and define vocabulary words (DOK Level 1)
 - To use key words in complete sentences (DOK Level 1)
 - To identify and write sentences using present tense action verbs (DOK Level 1)
 - To construct sentences using present progressive tenses (DOK Level 3)
 - To construct sentences using forms of be, have and helping verbs (DOK Level 3)

- Reading and Writing
 - To relate cause and effect in a story (DOK Level 2)
 - To investigate facts from opinion (DOK Level 3)
 - To identify the main character and problem with a solution (DOK Level 1)
 - To tell what lyrical poetry is (DOK 1)
- Listening and speaking
 - To repeat vocabulary words. (DOK Level 1)
 - To construct sentences through conversation (DOK Level 2)
- Comprehension and Critical Thinking
 - To apply concepts of instructional writing (DOK Level 4)
 - To create journal entries as a writing prompt to persuade readers in a certain way (DOK Level 4)
 - To construct a paragraph explaining how wind works (DOK Level 3)

Core Activities and Corresponding Instructional Methods:

- **Speaking and Listening-**
 - Make comparisons
 - Express certainty, probability, possibility
 - Listen & learn from others
 - Oral language project: Instructions
 - Express needs and wants
 - Ask for and give advice
 - Adjust your speed for audience
 - Theme theater: Story extension
- **Vocabulary-**
 - Science vocabulary
 - Academic vocabulary
 - Parts of the body
 - Context clues
 - Multiple meaning words
- **Language & grammar-**
 - Present tense action verbs
 - Present progressive tense
 - Forms of be, have and modals
- **Writing-**
 - Daily writing prompt-
 - What kind of power does water have?
 - How to make a compost bin (instructions)
 - Writing using text features
 - Write about a very windy day. Use key terms.
 - Summarize the most interesting ideas students learned about wind
 - What resources do you help conserve when you recycle?
 - Write a persuasive article focusing on fact and opinions.
 - Journal Entry – How does wind work?
- **Reading-**
 - “Wind at Work” Cause and effect, headings
 - “Water: The Blue Gold” Fact and opinion, persuasive
 - “Dona Flor” Main character, problem and solution
 - “Nature Inside Us” Lyrical poetry, sensory language

Assessments:

- **Diagnostic:**
 - WIDA Screener (when applicable)
 - WIDA ACCESS
 - Reading Lexile Placement Test
- **Formative:**
 - REACH Level E Knowledge Based Assessments
 - REACH Level E Fluency Passages
- **Summative:**
 - REACH Level E Unit Assessment
 - REACH Project Based Assessment

Reach E- Unit 5: Invaders

- **Standard(s):** WIDA English Language Development Standards (2020)

4-5 WIDA ELD STANDARD 1 Social and Instructional Language

4-5 WIDA ELD STANDARD 2 Language for Language Arts

4-5 WIDA ELD STANDARD 4 Science

- **Anchor(s):**

Social and Instructional Language

Narrate

ELD-SI.4-12. Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12. Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12. Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes

• Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12. Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

Language for Language Arts

Language Expectations: Multilingual learners will...

ELD-LA.4-5. Narrate. Interpretive

Interpret language arts narratives by

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5. Narrate. Expressive

Construct language arts narratives that

- Orient audience to context
- Develop and describe characters and their relationships
- Develop story with complication and resolution, time and event sequences
- Engage and adjust for audience

ELD-LA.4-5. Inform. Interpret

Interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

ELD-LA.4-5. Inform. Express

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout Text

ELD-LA.4-5. Argue. Interpretive

Interpret language arts arguments by

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text

ELD-LA.4-5. Argue. Expressive

Construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

Language for Science

ELD-SC.4-5. Explain. Interpretive

Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining evidence and information to help explain how or why a phenomenon occurs
- Identifying evidence that supports particular points in an explanation

ELD-SC.4-5. Explain. Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Establish neutral or objective stance in communicating results
- Develop reasoning to show relationships between evidence and claims
- Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution

- **Eligible Content:**

Understanding of: When do harmful things become harmful? Can something gross be good? What happens when life forms compete.

- Habitats
- Scientific Process
- Amazing Organisms

Objectives:

- Vocabulary & Grammar
 - To recognize and define vocabulary words (DOK Level 1)
 - To use words in complete sentences (DOK Level 1)
 - To identify and write sentences using adjectives (DOK Level 1)
 - To construct sentences comparing with adjectives (DOK Level 3)

- To construct sentences using possessive nouns and adjectives (DOK Level 3)
- Reading and Writing
 - To recall elements and details of story structure, plot and narrator's point of view (DOK Level 1)
 - To identify the author's purpose (DOK Level 1)
 - To interpret the problem and solution (DOK Level 2)
- Listening and speaking
 - To repeat vocabulary words (DOK Level 1)
 - To construct sentences through conversation (DOK Level 2)
- Comprehension and Critical Thinking
 - To apply concepts of writing a news report (DOK Level 4)
 - To create a science fiction story (DOK Level 4)
 - To construct and apply an explanation of what mold looks like (DOK Level 3)

Core Activities and Corresponding Instructional Methods:

- **Speaking and Listening-**
 - Retell a story
 - Summarize
 - Theme Theater: Extend the story
 - Define and explain
 - Elaborate
 - Listen and take notes
 - Oral Language project: News report
- **Vocabulary-**
 - Science vocabulary
 - Academic vocabulary
 - School places and workers
 - Antonyms
 - Synonyms
- **Language & grammar-**
 - Adjectives
 - Comparing with adjectives
 - Possessive nouns and adjectives
- **Writing-**
 - Daily writing prompt-
 - What does mold look like?
 - Retell- "Jack and the Beanstalk"
 - Write a comparison to "Arthur Dorro's life."
 - Write a short news report about Mr. Harrison's class getting an award for their fungus discovery.
 - Write about experiments you have done, at school or at home.
 - Writing a Science Fiction Story
 - Journal Entry- paraphrase- "The Fungus that ate my School"
- **Reading-**
 - "The Fungus that Ate My School" Plot, narrators point of view
 - "Mold Terrarium" Author's purpose
 - "Aliens from Earth" Problem and solution, text features
 - "Island Observations" Science journal

Assessments:

- **Diagnostic:**
 - WIDA Screener (when applicable)
 - WIDA ACCESS
 - Reading Lexile Placement Test
- **Formative:**
 - REACH Level E Knowledge Based Assessments
 - REACH Level E Fluency Passages
- **Summative:**
 - REACH Level E Unit Assessment
 - REACH Project Based Assessment

Reach E- Unit 6 Treasure Hunters

- **Standards:** WIDA English Language Development Standards (2020)
 4-5 WIDA ELD STANDARD 1 Social and Instructional Language
 4-5 WIDA ELD STANDARD 2 Language for Language Arts
 4-5 WIDA ELD STANDARD 5 Social Studies

- **Anchor(s):**
Social and Instructional Language

Narrate

ELD-SI.4-12. Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12. Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12. Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes

- Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12. Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

Language for Language Arts

Language Expectations: Multilingual learners will...

ELD-LA.4-5. Narrate. Interpretive

Interpret language arts narratives by

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5. Narrate. Expressive

Construct language arts narratives that

- Orient audience to context
- Develop and describe characters and their relationships
- Develop story with complication and resolution, time and event sequences
- Engage and adjust for audience

ELD-LA.4-5. Inform. Interpret

Interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

ELD-LA.4-5. Inform. Express

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

ELD-LA.4-5. Argue. Interpretive

Interpret language arts arguments by

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text

ELD-LA.4-5. Argue. Expressive

Construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

Language for Social Studies

ELD-SS.4-5. Explain. Interpretive

Interpret social studies explanations by

- Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for a series of contributing factors or causes
- Evaluating disciplinary concepts and ideas that are open to different interpretations

ELD-SS.4-5. Explain. Expressive

Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details
- Generalize probable causes and effects of developments or events

ELD-SS.4-5. Argue. Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)

- Analyzing relevant information from multiple sources to develop claims in response to compelling questions

● Evaluating point of view and credibility of source, based on distinctions between fact and opinion
ELD-SS.4-5. Argue. Expressive

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims with reasons and multiple sources of evidence

- **Eligible Content:**

Understanding of: Why do we seek treasure? What will some people do for riches? What secrets can treasures reveal?

- Exploration
- Seeking fortune on the high seas
- Discovering history

Objectives:

- Vocabulary & Grammar
 - To recognize and define vocabulary words (DOK Level 1)
 - To use words in complete sentences (DOK Level 1)
 - To identify and write sentences using subject and object pronouns (DOK Level 1)
 - To construct sentences using reflexive pronouns (DOK Level 3)
 - To construct sentences using pronoun agreement, possessive pronouns and demonstrative pronouns (DOK Level 3)
- Reading and Writing
 - To recall elements of drama, characters. (DOK Level 1)
 - To identify procedural text, sequence (DOK Level 1)
 - To organize words using to write a new scene to a play (DOK Level 2)
- Listening and speaking
 - To repeat vocabulary words (DOK Level 1)
 - To construct sentences through conversation (DOK Level 2)
- Comprehension and Critical Thinking
 - To apply concepts of digital media to write an opinion piece (DOK Level 4)
 - To create a summary about a book they have read (DOK Level 4)
 - To construct and apply colorful characters for a story (DOK Level 3)

Core Activities and Corresponding Instructional Methods:

- **Speaking and Listening-**
 - Express intentions
 - Make and accept suggestions
 - Interpret a speaker's message
 - Theme Theater: Perform "Treasure Island"
 - Restate an idea
 - Verify or confirm information
 - Clarify or support ideas
 - Oral language project: Narrative presentation
- **Vocabulary-**
 - Social Studies vocabulary
 - Academic vocabulary

- Money
- Prefixes
- Suffixes
- **Language & grammar-**
 - Subject and Object pronouns
 - Reflexive pronouns
 - Pronoun Agreement
 - Possessive pronouns
 - Demonstratives
- **Writing-**
 - Daily writing prompt-
 - What kind of treasure would you like to find?
 - Write a summary of “Zack’s Essay”
 - Creating colorful characters for a story
 - Independent writing, student’s opinion.
 - Write a new scene for the play.
 - Write about a discovery you have made.
 - Write a message with directions.
 - Write a summary of a book you have read.
- **Reading-**
 - “Treasure Island” Characters, elements of drama
 - “Make a Treasure Map” Instructions, procedural text
 - “Real Pirates” History, sequence
 - “LaBelle Shipwreck” Web article, digital media

Assessments:

- **Diagnostic:**
 - WIDA Screener (when applicable)
 - WIDA ACCESS
 - Reading Lexile Placement Test
- **Formative:**
 - REACH Level E Knowledge Based Assessments
 - REACH Level E Fluency Passages
- **Summative:**
 - REACH Level E Unit Assessment
 - REACH Project Based Assessment

Reach E- Unit 7: Moving Through Space

- **Standard(s):** WIDA English Language Development Standards (2020)

4-5 WIDA ELD STANDARD 1 Social and Instructional Language

4-5 WIDA ELD STANDARD 2 Language for Language Arts

4-5 WIDA ELD STANDARD 4 Science

- **Anchor(s):**

Social and Instructional Language

Narrate

ELD-SI.4-12. Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12. Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12. Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12. Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

Language for Language Arts

Language Expectations: Multilingual learners will...

ELD-LA.4-5. Narrate. Interpretive

Interpret language arts narratives by

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5. Narrate. Expressive

Construct language arts narratives that

- Orient audience to context
- Develop and describe characters and their relationships
- Develop story with complication and resolution, time and event sequences
- Engage and adjust for audience

ELD-LA.4-5. Inform. Interpret

Interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

ELD-LA.4-5. Inform. Express

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

ELD-LA.4-5. Argue. Interpretive

Interpret language arts arguments by

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text

ELD-LA.4-5. Argue. Expressive

Construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

Language for Science

ELD-SC.4-5. Explain. Interpretive

Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining evidence and information to help explain how or why a phenomenon occurs
- Identifying evidence that supports particular points in an explanation

ELD-SC.4-5. Explain. Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Establish neutral or objective stance in communicating results
- Develop reasoning to show relationships between evidence and claims
- Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution

- **Eligible Content:**

Understanding of: What does it takes to explore space? How fast is fast? Why explore space?

- Solving problems
- Speed
- Space
- Exploring Space

Objectives:

- Vocabulary & Grammar
 - To recognize and define vocabulary words (DOK Level 1)
 - To use words in complete sentences (DOK Level 1)
 - To identify and write sentences using adverbs (DOK Level 1)
 - To construct sentences comparing with adverbs (DOK Level 3)

- To construct sentences using prepositions and prepositional phrases (DOK Level 3)
- Reading and Writing
 - To recall elements of the plot, sequence (DOK Level 1)
 - To identify problems and solutions (DOK Level 1)
 - To organize to compare and contrast (DOK Level 2)
- Listening and speaking
 - To repeat vocabulary words (DOK Level 1)
 - To construct sentences through conversation (DOK Level 2)
- Comprehension and Critical Thinking
 - To apply concepts of writing an email home, as an astronaut in space (DOK Level 4)
 - To create journal entries about the word speed (DOK Level 4)
 - To construct and apply graphs to explain number facts (DOK Level 3)

Core Activities and Corresponding Instructional Methods:

- **Speaking and Listening-**
 - Ask and answer questions
 - Evaluate
 - Listen for the main idea
 - Oral language project: Informational presentation
 - Clarify
 - Give and carry out commands
 - Present in Sequence
 - Theme Theater: Space Travel Kit
- **Vocabulary-**
 - Science vocabulary
 - Academic vocabulary
 - Times and days of the week
 - Multiple meaning words
 - Word parts
- **Language & grammar-**
 - Adverbs
 - Comparing with Adverbs
 - Prepositions
 - Prepositional phrases
- **Writing-**
 - Daily writing prompt-
 - How do we measure things?
 - Write a book report- “All About Lo”
 - Using graphs to explain number facts
 - Independent writing, what would the student like to know?
 - Write a class review about an article
 - Write about the word speed
 - Write an email as an astronaut writing home
 - What can run faster than a Cheetah? Sentence structure and organization
- **Reading-**
 - “What’s Faster than a speeding Cheetah?” Math article, compare and contrast
 - “Building for Space Travel” Science report, problem and solution
 - “The Moon Over Star” Plot, dialogue
 - “The First Person on the Moon” Biography, sequence

Assessments:

- **Diagnostic:**
 - WIDA Screener (when applicable)
 - WIDA ACCESS
 - Reading Lexile Placement Test
- **Formative:**
 - REACH Level E Knowledge Based Assessments
 - REACH Level E Fluency Passages
- **Summative:**
 - REACH Level E Unit Assessment
 - REACH Project Based Assessment

Reach E- Unit 8 Saving a Piece of the World

- **Standards:** WIDA English Language Development Standards (2020)

4-5 WIDA ELD STANDARD 1 Social and Instructional Language

4-5 WIDA ELD STANDARD 2 Language for Language Arts

4-5 WIDA ELD STANDARD 5 Social Studies

- **Anchor(s):**

Social and Instructional Language

Narrate

ELD-SI.4-12. Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12. Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12. Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes

• Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12. Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

Language for Language Arts

Language Expectations: Multilingual learners will...

ELD-LA.4-5. Narrate. Interpretive

Interpret language arts narratives by

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5. Narrate. Expressive

Construct language arts narratives that

- Orient audience to context
- Develop and describe characters and their relationships
- Develop story with complication and resolution, time and event sequences
- Engage and adjust for audience

ELD-LA.4-5. Inform. Interpret

Interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

ELD-LA.4-5. Inform. Express

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

ELD-LA.4-5. Argue. Interpretive

Interpret language arts arguments by

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text

ELD-LA.4-5. Argue. Expressive

Construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

Language for Social Studies

ELD-SS.4-5. Explain. Interpretive

Interpret social studies explanations by

- Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for a series of contributing factors or causes
- Evaluating disciplinary concepts and ideas that are open to different interpretations

ELD-SS.4-5. Explain. Expressive

Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details
- Generalize probable causes and effects of developments or events

ELD-SS.4-5. Argue. Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to develop claims in response to compelling questions
- Evaluating point of view and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5. Argue. Expressive

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims with reasons and multiple sources of evidence

- **Eligible Content:**

Understanding of: What's worth protecting? What can we do to protect what's important? What would you risk to protect what's important?

- Preserving Species
- Preserving Culture
- Preserving Heritage

Objectives:

- Vocabulary & Grammar
 - To recognize and define vocabulary words (DOK Level 1)
 - To use words in complete sentences (DOK Level 1)
 - To identify and write sentences using regular and irregular past tense (DOK Level 1)
 - To construct sentences using present perfect tense (DOK Level 3)
 - To construct sentences using past progressive and future tenses (DOK Level 3)
- Reading and Writing
 - To recall elements having to do with goal and outcome setting (DOK Level 1)
 - To identify fact and opinion in a personal narrative (DOK Level 1)
 - To organize a poem that rhymes (DOK Level 2)
- Listening and speaking
 - To repeat vocabulary words (DOK Level 1)
 - To construct sentences through conversation (DOK Level 2)
- Comprehension and Critical Thinking
 - To apply concepts of word choice when writing a class paragraph (DOK Level 4)
 - To create a journal entry Why should we protect animals that are endangered? (DOK Level 4)
 - To construct a paragraph using figurative language to better reach your reader (DOK Level 3)

Core Activities and Corresponding Instructional Methods:

- **Speaking and Listening-**
 - Express opinions
 - Stay on topic
 - Theme Theater: Original play
 - Justify
 - Persuade
 - Listen critically
 - Oral language project: Persuasive presentation
- **Vocabulary-**
 - Social Studies vocabulary
 - Academic vocabulary
 - Celebrations
 - Idioms
 - Homographs
- **Language & grammar-**
 - Regular/Irregular Past tense
 - Present-perfect tense
 - Past progressive
 - Future tense
- **Writing-**
 - Daily writing prompt-
 - Why should we protect animals that are endangered?
 - Poetry that rhymes
 - Using figurative language to better reach your reader.

- Write about an endangered species you would like to save
- Write a class paragraph about what you learned about heroes.
- What value does Bison have?
- Summarize a book you have read.
- **Reading-**
 - **“Buffalo Music”** Goal and outcome setting
 - **“Saving Bison from Extinction”** Report, cause and effect
 - **“The Key Holders of Kabul”** Personal narrative, fact and opinion
 - **“The Librarian of Basra”** Historical narrative, word choice

Assessments:

- **Diagnostic:**
 - WIDA Screener (when applicable)
 - WIDA ACCESS
 - Reading Lexile Placement Test
- **Formative:**
 - REACH Level E Knowledge Based Assessments
 - REACH Level E Fluency Passages
- **Summative:**
 - REACH Level E Unit Assessment
 - REACH Project Based Assessment

Curriculum Plan Grade 5

Please note:

- Language proficiency in listening, speaking, reading, and writing develops at different individual rates due to a variety of factors. It is important to recognize that linguistic complexity, vocabulary usage, and language controls may vary within each proficiency level. The WIDA Can-Do Indicators give information on the language students are able to understand and produce in the classroom at each proficiency level.
- It is essential to have a flexible curriculum map as new students may enroll in the ELD program at different points of the school year.

Reach F- Unit 1: Crossing Between Cultures

Standard(s): WIDA English Language Development Standards (2020)

4-5 WIDA ELD STANDARD 1 Social and Instructional Language

4-5 WIDA ELD STANDARD 2 Language for Language Arts

4-5 WIDA ELD STANDARD 5 Social Studies

- Anchor(s):

Social and Instructional Language

Narrate

ELD-SI.4-12. Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12. Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12. Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes

• Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12. Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

Language for Language Arts

Language Expectations: Multilingual learners will...

ELD-LA.4-5. Narrate. Interpretive

Interpret language arts narratives by

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5. Narrate. Expressive

Construct language arts narratives that

- Orient audience to context
- Develop and describe characters and their relationships
- Develop story with complication and resolution, time and event sequences
- Engage and adjust for audience

ELD-LA.4-5. Inform. Interpret

Interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

ELD-LA.4-5. Inform. Express

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

ELD-LA.4-5. Argue. Interpretive

Interpret language arts arguments by

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text

ELD-LA.4-5. Argue. Expressive

Construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

Language for Social Studies

ELD-SS.4-5. Explain. Interpretive

Interpret social studies explanations by

- Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for a series of contributing factors or causes
- Evaluating disciplinary concepts and ideas that are open to different interpretations

ELD-SS.4-5. Explain. Expressive

Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details
- Generalize probable causes and effects of developments or events

ELD-SS.4-5. Argue. Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)

- Analyzing relevant information from multiple sources to develop claims in response to compelling questions

● Evaluating point of view and credibility of source, based on distinctions between fact and opinion
ELD-SS.4-5. Argue. Expressive

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims with reasons and multiple sources of evidence

- **Eligible Content:**

Understanding of: How can where you are change who you are? Why do people move to new places?
What does it mean to fit in?

- Identity

Objectives:

- Vocabulary & Grammar
 - To recognize and define vocabulary words (DOK Level 1)
 - To use words in complete sentences (DOK Level 1)
 - To identify and write sentences using simple subjects and predicates (DOK Level 1)
 - To construct sentences using compound subjects and predicates, and subject verb agreement (DOK Level 3)
 - To construct sentences using complete sentences (DOK Level 3)
- Reading and Writing
 - To recall character development (DOK Level 1)
 - To organize words using the dictionary (DOK Level 2)
 - To investigate generalization and compare and contrast (DOK 3)
- Listening and speaking
 - To repeat vocabulary words. (DOK Level 1)
 - To construct sentences through conversation (DOK Level 2)
- Comprehension and Critical Thinking
 - To apply concepts of diary entries (DOK Level 4)
 - To create journal entries to paraphrase while maintaining meaning for “My Diary from Here to There” (DOK Level 4)
 - To construct and apply blog writing discussing a plan for a future party (DOK Level 3)

Core Activities and Corresponding Instructional Methods:

- **Speaking and Listening-**
 - Ask for and give information
 - Give detailed information
 - Listen to and learn from other
 - Theme theater: Step into the story
 - Make and respond to requests
 - Stay on topic
 - Oral language project: Interview
- **Vocabulary-**
 - Social Studies vocabulary
 - Academic vocabulary
 - Greetings and Goodbyes

- Use a dictionary
- Use a thesaurus
- **Language & grammar-**
 - Complete subject and predicate
 - Complete sentences
 - Simple subjects and predicates
 - Compound subjects and predicates
 - Subject –verb agreement
- **Writing-**
 - Daily writing prompt-
 - What is a country?
 - Blog: What would Lulu write about when planning her next party.
 - Practice writing diary entries.
 - Independent writing, put your thoughts in writing.
 - Class paragraph about what they liked about the story.
 - What opportunity have you had when you moved to a new place?
 - Writing personal narratives and the importance of complete sentences.
 - Journal entry paraphrasing “My Diary from Here to There” maintaining meaning.
- **Reading-**
 - “My Diary from Here to There” Character development, narrator
 - “I Was Dreaming to Come to America” Oral history, generalizing
 - “A Refugee Remembers: The Autobiography of John Bul Dau” Autobiography, compare and contrast
 - “American Stories” Documentary, text features

Assessments:

- **Diagnostic:**
 - WIDA Screener (when applicable)
 - WIDA ACCESS
 - Reading Lexile Placement Test
 - **Formative:**
- REACH Level F Knowledge Based Assessments
- REACH Level F Fluency Passages
- **Summative:**
- REACH Level F Unit Assessment
- REACH Project Based Assessment

Reach F- Unit 2: Catching the Light

- **Standard(s):** WIDA English Language Development Standards (2020)

4-5 WIDA ELD STANDARD 1 Social and Instructional Language

4-5 WIDA ELD STANDARD 2 Language for Language Arts

4-5 WIDA ELD STANDARD 4 Science

- **Anchor(s):**

Social and Instructional Language

Narrate

ELD-SI.4-12. Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12. Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12. Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes

• Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12. Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

Language for Language Arts

Language Expectations: Multilingual learners will...

ELD-LA.4-5. Narrate. Interpretive

Interpret language arts narratives by

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5. Narrate. Expressive

Construct language arts narratives that

- Orient audience to context
- Develop and describe characters and their relationships
- Develop story with complication and resolution, time and event sequences
- Engage and adjust for audience

ELD-LA.4-5. Inform. Interpret

Interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

ELD-LA.4-5. Inform. Express

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout Text

ELD-LA.4-5. Argue. Interpretive Interpret language arts arguments by

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text

ELD-LA.4-5. Argue. Expressive

Construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

Language for Science

ELD-SC.4-5. Explain. Interpretive

Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining evidence and information to help explain how or why a phenomenon occurs
- Identifying evidence that supports particular points in an explanation

ELD-SC.4-5. Explain. Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Establish neutral or objective stance in communicating results
- Develop reasoning to show relationships between evidence and claims
- Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution

- **Eligible Content:**

Understanding of: What is the power of the sun? What would happen if the sun disappeared?
How do we capture sunlight?

- The Sun's energy
- Myths
- Power

Objectives:

- Vocabulary & Grammar
 - To recognize and define vocabulary words (DOK Level 1)
 - To use words in different kinds of sentences (DOK Level 1)
 - To identify and write sentences using yes and no or do and does (DOK Level 1)
 - To construct compound and complex sentences (DOK Level 3)
 - To investigate word origins (DOK Level 3)

- Reading and Writing
 - To recall character and point of view (DOK Level 1)
 - To compare myths (DOK Level 3)
 - To investigate using a diagram to explain goal and outcome (DOK 3)
- Listening and speaking
 - To repeat vocabulary words (DOK Level 1)
 - To construct sentences through conversation (DOK Level 2)
- Comprehension and Critical Thinking
 - To apply concepts of a character's description (DOK Level 4)
 - To create a myth (DOK Level 4)
 - To construct a response to What are some ways to reflect light? (DOK Level 3)

Core Activities and Corresponding Instructional Methods:

- **Speaking and Listening-**
 - Give and carry out commands
 - Give, restate, and follow instructions
 - Theme theater: Story extension
 - Verify or confirm information
 - Listen to or make notes
 - Oral language project: Instructions
- **Vocabulary-**
 - Science vocabulary
 - Academic vocabulary
 - In the classroom
 - Word origins
- **Language & grammar-**
 - Different kinds of sentences
 - Questions with *yes/no*
 - Answers, *do* and *does*
 - Compound and Complex Sentences
- **Writing-**
 - Daily writing prompt-
 - What are some ways to reflect light?
 - Science fiction: What happens in the future or in another world?
 - Writing using vivid words.
 - Independent writing:
 - Using key terms and sentence frames.
 - Write a character description
 - Does a myth make a good explanation?
 - Write a myth
 - Journal entry- paraphrase, "Ten Suns"
- **Reading-**
 - "Ten Suns: A Chinese Myth" character, point of view
 - "How the Fifth Sun Came to Be" compare myths
 - "Energy For the Future" goal and outcome, diagram
 - "How to Make a Solar Oven" how to, summarizing

Assessments:

- **Diagnostic:**
 - WIDA Screener (when applicable)

- WIDA ACCESS
- Reading Lexile Placement Test
- **Formative:**
 - REACH Level F Knowledge Based Assessments
 - REACH Level F Fluency Passages
- **Summative:**
 - REACH Level F Unit Assessment
 - REACH Project Based Assessment

Reach F- Unit 3: Natures Network

- **Standard(s):** WIDA English Language Development Standards (2020)

4-5 WIDA ELD STANDARD 1 Social and Instructional Language

4-5 WIDA ELD STANDARD 2 Language for Language Arts

4-5 WIDA ELD STANDARD 4 Science

- **Anchor(s):**

Social and Instructional Language

Narrate

ELD-SI.4-12. Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12. Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12. Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12. Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

Language for Language Arts

Language Expectations: Multilingual learners will...

ELD-LA.4-5. Narrate. Interpretive

Interpret language arts narratives by

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5. Narrate. Expressive

Construct language arts narratives that

- Orient audience to context
- Develop and describe characters and their relationships
- Develop story with complication and resolution, time and event sequences
- Engage and adjust for audience

ELD-LA.4-5. Inform. Interpret

Interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

ELD-LA.4-5. Inform. Express

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

ELD-LA.4-5. Argue. Interpretive

Interpret language arts arguments by

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text

ELD-LA.4-5. Argue. Expressive

Construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

Language for Science

ELD-SC.4-5. Explain. Interpretive

Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining evidence and information to help explain how or why a phenomenon occurs
- Identifying evidence that supports particular points in an explanation

ELD-SC.4-5. Explain. Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Establish neutral or objective stance in communicating results
- Develop reasoning to show relationships between evidence and claims
- Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution

- **Eligible Content:**

Understanding of: What is Nature's network? How are living things connected? Why are the small things in nature important?

- Food Webs
- Ecosystems
- Connections

Objectives:

- Vocabulary & Grammar
 - To recognize and define vocabulary words (DOK Level 1)
 - To use plural nouns with s. es in sentences (DOK Level 1)
 - To identify and write sentences using nouns and articles a, an, the (DOK Level 1)
 - To construct sentences using capitalization of plural nouns (DOK Level 3)

- To construct sentences using more plural nouns (DOK Level 3)
- Reading and Writing
 - To recall plot and setting of stories (DOK Level 1)
 - To organize the main idea and details of an interview (DOK Level 2)
 - To investigate text features such as charts and tables (DOK 3)
- Listening and speaking
 - To repeat vocabulary words (DOK Level 1)
 - To construct sentences through conversation (DOK Level 2)
- Comprehension and Critical Thinking
 - To apply concepts of the elements of writing a narrative (DOK Level 4)
 - To create journal entries as a writing prompt to summarize a book they have read (DOK Level 4)
 - To compare what the student ate that day to what an herbivore eats (DOK Level 3)

Core Activities and Corresponding Instructional Methods:

- **Speaking and Listening-**
 - Tell an original story
 - Summarize
 - Theme theater: Puppet show
 - Engage in conversation
 - Retell a story
 - Listen for the main idea
 - Oral language project: Panel discussion
- **Vocabulary-**
 - Science vocabulary
 - Academic vocabulary
 - Food
 - Prefixes
 - Suffixes
- **Language & grammar-**
 - Plural nouns with -s, -es
 - Plural nouns (y to *i+ es*, f to *v+ es*)
 - Nouns and articles *a, an, the*
 - Irregular Plurals: count/noncount
 - Capitalization of Proper Nouns
 - More plural nouns
- **Writing-**
 - Daily writing prompt-
 - What are producers?
 - Elements of writing a narrative
 - Write a description of a predator
 - Respond using sentence frames- writing using key terms
 - Write a class paragraph, what did you like best about “Coyote and Badger”
 - What foods did you eat today that an herbivore eats
 - Write a paragraph, focus on main idea and details
 - Journal entry- summarize a book you have read
- **Reading-**
 - “Coyote and Badger” plot and setting
 - “Living Links” expository text, text features
 - “Fish of the Future” main idea and details, interview

- “Phyto-Power” charts and tables

Assessments:

- **Diagnostic:**
 - WIDA Screener (when applicable)
 - WIDA ACCESS
 - Reading Lexile Placement Test
- **Formative:**
 - REACH Level F Knowledge Based Assessments
 - REACH Level F Fluency Passages
- **Summative:**
 - REACH Level F Unit Assessment
 - REACH Project Based Assessment

Reach F- Unit 4: Justice

- **Standards:** WIDA English Language Development Standards (2020)

4-5 WIDA ELD STANDARD 1 Social and Instructional Language

4-5 WIDA ELD STANDARD 2 Language for Language Arts

4-5 WIDA ELD STANDARD 5 Social Studies

- **Anchor(s):**

Social and Instructional Language

Narrate

ELD-SI.4-12. Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12. Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12. Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12. Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

Language for Language Arts

Language Expectations: Multilingual learners will...

ELD-LA.4-5. Narrate. Interpretive

Interpret language arts narratives by

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5. Narrate. Expressive

Construct language arts narratives that

- Orient audience to context
- Develop and describe characters and their relationships
- Develop story with complication and resolution, time and event sequences
- Engage and adjust for audience

ELD-LA.4-5. Inform. Interpret

Interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

ELD-LA.4-5. Inform. Express

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

ELD-LA.4-5. Argue. Interpretive

Interpret language arts arguments by

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text

ELD-LA.4-5. Argue. Expressive

Construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

Language for Social Studies

ELD-SS.4-5. Explain. Interpretive

Interpret social studies explanations by

- Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for a series of contributing factors or causes
- Evaluating disciplinary concepts and ideas that are open to different interpretations

ELD-SS.4-5. Explain. Expressive

Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details
- Generalize probable causes and effects of developments or events

ELD-SS.4-5. Argue. Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to develop claims in response to compelling questions
- Evaluating point of view and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5. Argue. Expressive

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims with reasons and multiple sources of evidence

- **Eligible Content:**

Understanding of: What is Justice? What would you risk for justice? How can we achieve justice?

- The Civil War era
- The Civil Rights era
- The struggles for human rights

Objectives:

- Vocabulary & Grammar
 - To recognize and define vocabulary words (DOK Level 1)
 - To use words in complete sentences (DOK Level 1)
 - To identify and write sentences using present tense action verbs (DOK Level 1)
 - To construct sentences using present progressive tense (DOK Level 3)
 - To construct sentences using verbs am, is, are, have and was (DOK Level 3)
 - To use words in complete sentences using forms of be, have and helping verbs (DOK Level 1)
- Reading and Writing
 - To recall theme character and setting of a story (DOK Level 1)
 - To organize words using figurative language (DOK Level 2)
 - To investigate literary language, sequence and point of view (DOK 3)
- Listening and speaking
 - To repeat vocabulary words (DOK Level 1)
 - To construct sentences through conversation (DOK Level 2)
- Comprehension and Critical Thinking
 - To apply concepts of point of view focus on mood and feeling (DOK Level 4)
 - To create journal entries as a writing prompt to paraphrase” Crossing Bok Chitto” (DOK Level 4)
 - To construct a personal narrative with a focus on theme, details and sequence of events (DOK Level 3)

Core Activities and Corresponding Instructional Methods:

- **Speaking and Listening-**
 - Justify
 - Express certainty, probability, possibility
 - Use gestures & expressions
 - Theme theater: Dramatize “Crossing Bok Chitto”
 - Negotiate
 - Interpret a speaker’s message
 - Oral language project: Narrative presentation
- **Vocabulary-**
 - Social Studies vocabulary
 - Academic vocabulary
 - Signs and safety
 - Antonyms
 - Synonyms
- **Language & grammar-**
 - Present tense action verbs
 - Action verbs: Present progressive tense
 - Verbs: Am, is, are
 - Verbs: have, has
 - Forms of *be*, *have* and helping verbs
- **Writing-**
 - Daily writing prompt-

- Why are laws important?
- Personal narrative, focus on theme, details and sequence of events
- Write a story with a focus on mood and feeling
- Independent writing using sentence frames and key terms
- Class writing: review response
- What would you abolish if you could?
- Write a summary using logical order
- Journal Entry: paraphrase “Crossing Bok Chitto”
 - **Reading-**
- “Crossing Bok Chitto” theme, characters, setting
- “Journey to Freedom” figurative language
- “Harvesting Hope: The Story of Cesar Chavez” sequence, point of view
- “A Filmmaker for Justice” literary language

Assessments:

- **Diagnostic:**
 - WIDA Screener (when applicable)
 - WIDA ACCESS
 - Reading Lexile Placement Test
- **Formative:**
 - REACH Level F Knowledge Based Assessments
 - REACH Level F Fluency Passages
- **Summative:**
 - REACH Level F Unit Assessment
 - REACH Project Based Assessment

Reach F- Unit 5: Every Drop

- **Standard(s):** WIDA English Language Development Standards (2020)
4-5 WIDA ELD STANDARD 1 Social and Instructional Language
4-5 WIDA ELD STANDARD 2 Language for Language Arts
4-5 WIDA ELD STANDARD 4 Science

- **Anchor(s):**

Social and Instructional Language

Narrate

ELD-SI.4-12. Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12. Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12. Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes

- Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12. Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

Language for Language Arts

Language Expectations: Multilingual learners will...

ELD-LA.4-5. Narrate. Interpretive

Interpret language arts narratives by

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5. Narrate. Expressive

Construct language arts narratives that

- Orient audience to context
- Develop and describe characters and their relationships
- Develop story with complication and resolution, time and event sequences

- Engage and adjust for audience

ELD-LA.4-5. Inform. Interpret

Interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

ELD-LA.4-5. Inform. Express

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

ELD-LA.4-5. Argue. Interpretive

Interpret language arts arguments by

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text

ELD-LA.4-5. Argue. Expressive

Construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

Language for Science

ELD-SC.4-5. Explain. Interpretive

Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining evidence and information to help explain how or why a phenomenon occurs
- Identifying evidence that supports particular points in an explanation

ELD-SC.4-5. Explain. Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Establish neutral or objective stance in communicating results
- Develop reasoning to show relationships between evidence and claims
- Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution

• **Eligible Content:**

Understanding of: Why is water so important? How does water connect our world? How does water affect people's lives?

- Water cycle
- Weather and climate
- Conserving our resources

Objectives:

- Vocabulary & Grammar
 - To recognize and define vocabulary words (DOK Level 1)
 - To use words in complete sentences (DOK Level 1)

- To identify and write sentences using adjectives (DOK Level 1)
- To construct sentences using adjectives that compare (DOK Level 3)
- To construct sentences using singular and plural possessive nouns (DOK Level 3)
- Reading and Writing
 - To recall main ideas and details of a story (DOK Level 1)
 - To organize a summary focusing on characters, setting and characters' functions (DOK Level 2)
 - To investigate analogies (DOK 3)
- Listening and speaking
 - To repeat vocabulary words (DOK Level 1)
 - To construct sentences through conversation (DOK Level 2)
- Comprehension and Critical Thinking
 - To apply concepts of writing a concluding sentence (DOK Level 4)
 - To create journal entries as a writing prompt to answer the question "Why is the atmosphere important to people on earth? (DOK Level 4)
 - To construct a personal narrative with a focus on water conservation, main ideas and details (DOK Level 3)

Core Activities and Corresponding Instructional Methods:

- **Speaking and Listening-**
 - Define and Explain
 - Express needs and wants
 - Clarify & support ideas
 - Oral language project: Science panel
 - Ask for and give advice
 - Listen for important details
- **Vocabulary-**
 - Science vocabulary
 - Academic vocabulary
 - Weather
 - Analogies
 - Relate words
- **Language & grammar-**
 - Descriptive Adjectives
 - Comparative & long Adjectives
 - Singular and Plural Possessives
 - Possessive nouns and adjectives
- **Writing-**
 - Daily writing prompt-
 - Why is the atmosphere important to people on earth?
 - Personal narrative, focus on water conservation, main ideas and details
 - Write a report about water.
 - Independent writing using sentence frames and key terms.
 - Write a letter to the author- how to protect the water cycle.
 - Write: How can conversation change shortages?
 - Write paragraph: Main Idea and details.
 - Write a summary focusing on concluding sentence.
- **Reading-**
 - "One Well" main ideas and details
 - "Picturing the Pantanal" main ideas and details
 - "My Great Grandmother's Gourd" characters and setting

- “Juan del Oso and the Water of life” characters’ functions

Assessments:

- **Diagnostic:**
 - WIDA Screener (when applicable)
 - WIDA ACCESS
 - Reading Lexile Placement Test
- **Formative:**
 - REACH Level F Knowledge Based Assessments
 - REACH Level F Fluency Passages
- **Summative:**
 - REACH Level F Unit Assessment
 - REACH Project Based Assessment

Reach F- Unit 6: The Wild West

- **Standards:** WIDA English Language Development Standards (2020)
4-5 WIDA ELD STANDARD 1 Social and Instructional Language
4-5 WIDA ELD STANDARD 2 Language for Language Arts
4-5 WIDA ELD STANDARD 5 Social Studies

- **Anchor(s):**

Social and Instructional Language

Narrate

ELD-SI.4-12. Narrate

- Share ideas about one’s own and others’ lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12. Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12. Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes

● Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12. Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

Language for Language Arts

Language Expectations: Multilingual learners will...

ELD-LA.4-5. Narrate. Interpretive

Interpret language arts narratives by

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5. Narrate. Expressive

Construct language arts narratives that

- Orient audience to context
- Develop and describe characters and their relationships
- Develop story with complication and resolution, time and event sequences
- Engage and adjust for audience

ELD-LA.4-5. Inform. Interpret

Interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

ELD-LA.4-5. Inform. Express

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

ELD-LA.4-5. Argue. Interpretive

Interpret language arts arguments by

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text

ELD-LA.4-5. Argue. Expressive

Construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

Language for Social Studies

ELD-SS.4-5. Explain. Interpretive

Interpret social studies explanations by

- Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for a series of contributing factors or causes
- Evaluating disciplinary concepts and ideas that are open to different interpretations

ELD-SS.4-5. Explain. Expressive

Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details
- Generalize probable causes and effects of developments or events

ELD-SS.4-5. Argue. Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
 - Analyzing relevant information from multiple sources to develop claims in response to compelling questions
 - Evaluating point of view and credibility of source, based on distinctions between fact and opinion
- ELD-SS.4-5. Argue. Expressive
- Construct social studies arguments that
- Introduce topic
 - Select relevant information to support claims with evidence from multiple sources
 - Establish perspective
 - Show relationships between claims with reasons and multiple sources of evidence

- **Eligible Content:**

Understanding of: What does it take to settle a new land? How wild was the west? What turns a town into a ghost town?

- U.S. History: The Westward Expansion
- The Wild West

Objectives:

- Vocabulary & Grammar
 - To recognize and define vocabulary words (DOK Level 1)
 - To use words in complete sentences (DOK Level 1)
 - To identify and write sentences using subject and object pronouns (DOK Level 1)
 - To construct sentences using reflexive pronouns and pronoun agreement (DOK Level 3)
 - To construct sentences using demonstrative and indefinite pronoun (DOK Level 3)
- Reading and Writing
 - To recall cause and effect of a story (DOK Level 1)
 - To organize words using compound words (DOK Level 2)
 - To investigate elements of drama, logical order and poetic elements (DOK 3)
- Listening and speaking
 - To repeat vocabulary words (DOK Level 1)
 - To construct sentences through conversation (DOK Level 2)
- Comprehension and Critical Thinking
 - To apply concepts of imagery, sensory and figurative language (DOK Level 4)
 - To create journal entries as a writing prompt to paraphrase in logical order “Westward Bound” (DOK Level 4)
 - To construct and apply two paragraphs answering, “What is life like in your community?” (DOK Level 3)

Core Activities and Corresponding Instructional Methods:

- **Speaking and Listening-**
 - Describe experiences
 - Express feelings
 - Adjust language to audience
 - Express opinions
 - Agree and disagree
 - Listen actively
 - Theme theater: Perform “The Road to Rhyolite”
- **Vocabulary-**
- Social Studies vocabulary

- Academic vocabulary
- Money
- Homographs
- Compound words
- **Language & grammar-**
 - Subject and object pronouns
 - Reflexive pronouns
 - Pronoun Agreement
 - Singular and plural possessive pronouns
 - Demonstratives and indefinite pronouns
 - Different kinds of pronouns
- **Writing-**
 - Daily writing prompt-
 - Why do you think so many people went west during the gold rush?
 - Writing a paragraph about the Wild West: focus on imagery, sensory and figurative language
 - Writing using observation of a photo, map or illustration
 - Independent writing using sentence frames and key terms
 - Write a letter: Using sentence frames and key terms
 - Write: A letter home describing some places the writer explored
 - What happens to frontiers when people explore them for many years?
 - How can conversation change shortages?
 - Write two paragraphs: What is life like in your community.
 - Journal Entry: paraphrase in logical order “Westward Bound”
- **Reading-**
 - “Westward Bound” cause and effect
 - “A Day in the Life of Vaquero” logical order, author’s purpose
 - “The Road to Rhyolite” elements of drama, cause and effect
 - “Rhyolite: The true Story of a Ghost Town” narrative poem, poetic element

Assessments:

- **Diagnostic:**
 - WIDA Screener (when applicable)
 - WIDA ACCESS
 - Reading Lexile Placement Test
- **Formative:**
 - REACH Level F Knowledge Based Assessments
 - REACH Level F Fluency Passages
- **Summative:**
 - REACH Level F Unit Assessment
 - REACH Project Based Assessment

Reach F- Unit 7: Talking about Trash

- **Standard(s):** PDESAS English Language Proficiency
4-5 WIDA ELD STANDARD 1 Social and Instructional Language
4-5 WIDA ELD STANDARD 2 Language for Language Arts
4-5 WIDA ELD STANDARD 4 Science

- **Anchor(s):**

Social and Instructional Language

Narrate

ELD-SI.4-12. Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12. Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12. Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes

- Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12. Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

Language for Language Arts

Language Expectations: Multilingual learners will...

ELD-LA.4-5. Narrate. Interpretive

Interpret language arts narratives by

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5. Narrate. Expressive

Construct language arts narratives that

- Orient audience to context
- Develop and describe characters and their relationships
- Develop story with complication and resolution, time and event sequences

- Engage and adjust for audience

ELD-LA.4-5. Inform. Interpret

Interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

ELD-LA.4-5. Inform. Express

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

ELD-LA.4-5. Argue. Interpretive

Interpret language arts arguments by

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text

ELD-LA.4-5. Argue. Expressive

Construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

Language for Science

ELD-SC.4-5. Explain. Interpretive

Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining evidence and information to help explain how or why a phenomenon occurs
- Identifying evidence that supports particular points in an explanation

ELD-SC.4-5. Explain. Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Establish neutral or objective stance in communicating results
- Develop reasoning to show relationships between evidence and claims
- Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution

● **Eligible Content:**

Understanding of: Why should we care about garbage? How can garbage be used for good? When is garbage gross?

- Renewable and nonrenewable resources
- Conservation

Objectives:

- Vocabulary & Grammar
 - To recognize and define vocabulary words (DOK Level 1)
 - To use words in complete sentences (DOK Level 1)
 - To identify and write sentences using adverbs and adverbs that compare (DOK Level 1)
 - To construct sentences using prepositions and prepositional phrases (DOK Level 3)

- Reading and Writing
 - To identify persuasive writing (DOK Level 1)
 - To organize words using fact and opinion (DOK Level 2)
 - To investigate goals and outcomes as point of view (DOK 3)
- Listening and speaking
 - To repeat vocabulary words (DOK Level 1)
 - To construct sentences through conversation (DOK Level 2)
- Comprehension and Critical Thinking
 - To apply concepts of fact and opinion and supporting fact and examples in a paragraph (DOK Level 4)
 - To create journal entries as a writing prompt to paraphrase maintaining meaning “The World of Waste.” (DOK Level 4)
 - To construct a letter to the author-responding to the author’s viewpoints (DOK Level 3)

Core Activities and Corresponding Instructional Methods:

- **Speaking and Listening-**
 - Persuade
 - Express intensions
 - Present in Sequence
 - Oral language project: Persuasive presentation
 - Make comparisons
 - Elaborate
 - Listen for implicit ideas
 - Theme theater: Reader’s theater
- **Vocabulary-**
 - Science vocabulary
 - Academic vocabulary
 - Clothing
 - Multiple meaning words
 - Context clues
- **Language & grammar-**
 - Adverbs
 - Adverbs that compare actions
 - Prepositions
 - Prepositional phrases
 - Prepositional phrases in sentences
- **Writing-**
 - Daily writing prompt-
 - What are some energy sources that are renewable?
 - Plan a persuasive essay- focus on opinion, supporting facts and examples
 - Writing an opinion paragraph using persuasive language and facts
 - Independent Writing: using sentence frames and key terms
 - Write: A letter to the author- responding to the author’s viewpoints
 - What problems can recycling solve?
 - Write persuasive response to Why should we care about garbage?
 - How can conversation change shortages?
 - Write two paragraphs: What is lifelike in your community
 - Journal Entry: paraphrase maintaining meaning “The World of Waste”
- **Reading-**
 - “The World of Waste” persuasive, author’s viewpoint

- “Message in a Bottle” fact and opinion
- “Where I Live” goal and outcome, point of view
- “Sarah Cynthia Sylvia Shout Would Not Take the Garbage Out” poetic elements

Assessments:

- **Diagnostic:**
 - WIDA Screener (when applicable)
 - WIDA ACCESS
 - Reading Lexile Placement Test
- **Formative:**
 - REACH Level F Knowledge Based Assessments
 - REACH Level F Fluency Passages
- **Summative:**
 - REACH Level F Unit Assessment
 - REACH Project Based Assessment

Reach F- Unit 8: One Idea

- **Standards:** WIDA English Language Development Standards (2020)

4-5 WIDA ELD STANDARD 1 Social and Instructional Language

4-5 WIDA ELD STANDARD 2 Language for Language Arts

4-5 WIDA ELD STANDARD 5 Social Studies

- **Anchor(s):**

Social and Instructional Language

Narrate

ELD-SI.4-12. Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12. Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12. Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes

• Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12. Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

Language for Language Arts

Language Expectations: Multilingual learners will...

ELD-LA.4-5. Narrate. Interpretive

Interpret language arts narratives by

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5. Narrate. Expressive

Construct language arts narratives that

- Orient audience to context
- Develop and describe characters and their relationships
- Develop story with complication and resolution, time and event sequences
- Engage and adjust for audience

ELD-LA.4-5. Inform. Interpret

Interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

ELD-LA.4-5. Inform. Express

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

ELD-LA.4-5. Argue. Interpretive

Interpret language arts arguments by

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text

ELD-LA.4-5. Argue. Expressive

Construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

Language for Social Studies

ELD-SS.4-5. Explain. Interpretive

Interpret social studies explanations by

- Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for a series of contributing factors or causes
- Evaluating disciplinary concepts and ideas that are open to different interpretations

ELD-SS.4-5. Explain. Expressive

Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details
- Generalize probable causes and effects of developments or events

ELD-SS.4-5. Argue. Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to develop claims in response to compelling questions
- Evaluating point of view and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5. Argue. Expressive

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims with reasons and multiple sources of evidence

- **Eligible Content:**

- **Understanding of:** How can one idea change your future? How does an idea become real? How can one person change many lives?

- Economics.
- Kids in business.
- Microfinance.

Objectives:

- Vocabulary & Grammar
 - To recognize and define vocabulary words (DOK Level 1)
 - To use words in complete sentences (DOK Level 1)
 - To identify and write sentences using past tense verbs (DOK Level 1)
 - To construct sentences using present and past – perfect tense verbs (DOK Level 3)
 - To construct sentences using past progressive and future tense verbs (DOK Level 3)
- Reading and Writing
 - To recall steps in a process (DOK Level 1)
 - To organize words using chronological text structure (DOK Level 2)
 - To investigate idioms and expressions (DOK 3)
- Listening and speaking
 - To repeat vocabulary words (DOK Level 1)
 - To construct sentences through conversation (DOK Level 2)
- Comprehension and Critical Thinking
 - To apply concepts of writing a letter to the author – asking about procedural steps (DOK Level 4)
 - To create journal entries as a writing prompt to paraphrase maintaining meaning “One Hen” (DOK Level 4)
 - To construct a response to “Why is it important for a business to make a profit?” (DOK Level 3)

Core Activities and Corresponding Instructional Methods:

- **Speaking and Listening-**
 - Express Ideas
 - Engage in discussion
 - Adjust language to purpose
 - Oral language project: Informational presentation
 - Restate an idea
 - Evaluate
 - Listen critically
 - Theme theater: Original play
- **Vocabulary-**
 - Social Studies vocabulary
 - Academic vocabulary
 - Making Things
 - Idioms
 - Sayings
- **Language & grammar-**
 - Past tense verbs
 - Present-perfect tense
 - Regular & Irregular Past tense verbs
 - Past progressive
 - Present/Past Perfect tense
 - Future tense
- **Writing-**

- Daily writing prompt-
- Why is it important for a business to make a profit?
- Write a speech that expresses ideas
- Organize writing in a clear way to help readers understand your ideas.
- Independent Writing: using sentence frames and key terms
- Write: A letter to the author- asking about procedural steps
- What is a successful business? Focus on expenses, income, and profit
- Write problem solution paragraph about an idea for a business
- What kind of influence have you had on others?
- Write a Summary of a book they have read
- Journal Entry: paraphrase maintaining meaning “One Hen”
 - **Reading-**
- “Starting your Own Business: Seven Steps to Success” steps in a process
- “Blind Teen Starts Business Creating Braille Restaurant Menus” chronological text structure
- “One Hen” fiction elements, point of view
- “Another Way of Doing Business” problem and solution

Assessments:

- **Diagnostic:**
 - WIDA Screener (when applicable)
 - WIDA ACCESS
 - Reading Lexile Placement Test
- **Formative:**
 - REACH Level F Knowledge Based Assessments
 - REACH Level F Fluency Passages
- **Summative:**
 - REACH Level F Unit Assessment
 - REACH Project Based Assessment