

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

English Language Development (ELD)

Curriculum Writing Committee-

Samantha Orr

Grade Level: 1st GRADE

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 levels.

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:

GRADE 1

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

Textbook ISBN#: 978-1-3059-5198-3

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

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

Textbook ISBN#: 978-1-3371-0343-5

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

Supplemental Resources:

- McGraw-Hill Reading Wonders-Grade 1
- Finish Line for ELLs 2.0 Grade 1
- Language for Learning
- Morpheme Magic
- IXL
- Supplemental activities National Geographic Reach

Curriculum Plan

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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.

Unit 1: My Family

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

Grade 1: WIDA ELD Standard 1: Social and Instructional Language

Grade 1: WIDA ELD Standard 2: Language for Language Arts

Anchor(s): Following the progression shown in the WIDA English Language Development Standards, multilingual learners will...

ELD-SI.K-3.Narrate:

- Share ideas about one's own and others' lived experience and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

ELD-SI.K-3.Inform:

- Define and classify objects and concepts
- Describe characteristics, patterns or behaviors
- Describe parts or wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain:

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue:

- Ask questions about other's opinions
- Support own opinions with reasons
- Clarify and elaborate on ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

ELD-LA.1. Narrative Interpretive:

Interpret language arts narratives (with prompting and support) by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to an event
- Identifying words and phrases that suggest feelings or appeal to the senses

ELD-LA.1.Narrative Expressive

Construct language arts narratives that

- Orient audience to story
- Develop story events
- Engage and adjust for audience

ELD-LA.1.Inform.Interpretive

Interpret informational texts in language arts by

- Identifying main topic and/or entity and key details
- Asking and answering questions about descriptions or attributes and characteristics
- Identifying word choices in relation to topic or content area

ELD-LA.1.Inform.Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Describe attributes and characteristics with facts, definitions, and relevant details

•**Eligible Content:**

Understanding of: What makes a family? How are families alike? What brings families together?

- Families
- Culture
- Relationships

Objectives:

DOK Level 1 - Recall and Reproduction (World of Families):

- Match family vocabulary with pictures from "Mystery Bottle" story
- Point to and name family members in photo book
- Practice singular/plural nouns using picture cards
- Complete "This is my ____" sentence frames
- Identify common vs. proper nouns in "Papa and Me"
- Label celebration pictures using word bank
- Match proper nouns to family celebration photos
- Copy celebration vocabulary with correct capitalization

DOK Level 3 - Strategic Thinking:

- Compare families from "The World is Your Family"
- Create photo essay with captions
- Explain family relationships using concept maps
- Plan and present family narrative
- Analyze settings in "Papa and Me"
- Create celebration action sequences
- Plan family celebration photo essay
- Compare different family celebrations

DOK Level 4 - Extended Thinking:

- Create family magazine combining all text types
- Design celebration project connecting to home culture
- Develop family photo essay with multiple text features
- Connect family celebrations across cultures

Core Activities and Corresponding Instructional Methods:**Reach: Unit 1-Week 1 A World of Families****Language:**

- Language Functions: Describe, Ask and Answer Questions
- Listening & Speaking: Make Eye Contact
- How to Learn Language: Review and Rehearse
- Grammar: Nouns, Singular and Plural Nouns
- Vocabulary: Social Studies Vocabulary, Academic Vocabulary, Basic Vocabulary-Family
- Reading: Reading Strategy-Plan: Preview, set a Purpose, and Predict; Genre-Story ("Mystery Bottle"), Photo Book ("Families"); Text Structure-Organize Ideas; Reading Fluency-Phrasing, Build Fluency: Accuracy and Rate
- Writing Fluency; Personal Response; Writer's Craft-Captions; Sentences

Reach: Unit 1-Week 2 A World of Families

Language:

- Language Functions: Describe
- Oral Language Project: Narrative Presentation
- Grammar: Nouns, Plural Nouns
- Vocabulary: Identify Nouns
- Reading: Reading Strategy-Plan: Preview, set a Purpose, and Predict; Text Features-Photos Genre-Magazine Article (“The World is Your Family”); Literary Analysis-Text Features of a Magazine Article; Reading Fluency-Phrasing, Accuracy and Rate
- Writing: Writing Fluency; Magazine Article; Journal Entry

Reach: Unit 1-Week 3 Family Events and Celebrations

Language:

- Language Functions: Give Information, Ask for and Give Information
- Listening & Speaking: Listen Actively
- How to Learn Language: Ask for Clarification
- Grammar: Common and Proper Nouns, Proper Nouns
- Vocabulary: Social Studies Vocabulary, Academic Vocabulary, Basic Vocabulary-Celebrations
- Reading: Reading Strategy-Plan; Genre-Story (“Papa and Me”); Literary Analysis-Identify Setting. Reading Fluency-Intonation, Accuracy and Rate
- Writing: Writing Fluency; Writer’s Craft-Action Words; Sentences; Writing Project-Photo Essay

Reach: Unit 1-Week 4 Family Events and Celebrations

Language:

- Language Functions: Give Information
- Theme Theater: Role-Play
- Grammar: Proper Nouns
- Vocabulary: Identify Nouns
- Reading: Reading Strategy-Plan; Genre-Postcard (“Postcard to Grandpa”); Reading Fluency-Accuracy and Rate; Literary Analysis-Text Features
- Writing: Writing Fluency; Sentences; Postcard; Writing Project: Photo Essay

Assessments:

- **Diagnostic:**
 - WIDA Screener (when applicable)
 - WIDA ACCESS
 - Reading Lexile
- **Formative:**
 - REACH Level B Knowledge Based Assessments
 - REACH Level B Fluency Passages

- **Summative:**
 - REACH Level Part 1 Vocabulary Content Word Test Unit 1 Assessment
 - REACH Level Part 1 Vocabulary Academic Word Test Unit 1 Assessment
 - REACH Level Part 2 Vocabulary Content Word Test Unit 1 Assessment
 - REACH Level Part 2 Vocabulary Academic Word Test Unit 1 Assessment
 - REACH Level B Grammar Unit Assessment
 - REACH Level B Reading Test Unit 1
 - REACH Project Based Assessment

Unit 2: Shoot for the Sun

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

Grade 1: WIDA ELD Standard 1: Social and Instructional Language

Grade 1: WIDA ELD Standard 2: Language for Language Arts

Grade 1: WIDA ELD Standard 4: Language of Science

Anchor(s): Following the progression shown in the WIDA English Language Development Standards, multilingual learners will...

ELD-SI.K-3.Narrate:

- Share ideas about one's own and others' lived experience and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

ELD-SI.K-3.Inform:

- Define and classify objects and concepts
- Describe characteristics, patterns or behaviors
- Describe parts or wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain:

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue:

- Ask questions about other's opinions
- Support own opinions with reasons
- Clarify and elaborate on ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

ELD-LA.1. Narrative Interpretive:

Interpret language arts narratives (with prompting and support) by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to an event
- Identifying words and phrases that suggest feelings or appeal to the senses

ELD-LA.1.Narrative Expressive

Construct language arts narratives that

- Orient audience to story
- Develop story events
- Engage and adjust for audience

ELD-LA.1.Inform.Interpretive

- Identifying main topic and/or entity and key details
- Asking and answering questions about descriptions or attributes and characteristics
- Identifying word choices in relation to topic or content area

ELD-LA.1.Inform.Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Describe attributes and characteristics with facts, definitions, and relevant details

ELD-SC.1.Inform.Interpretive

Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying concept or entity

ELD-SC.1.Inform.Expressive

Construct scientific informational texts that

- Introduce others to topic or entity
- Define, describe, and classify concept, topic, or entity
- Summarize observations or factual information

ELD-SC.1.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations and data about a phenomenon
- Analyzing several events and observations to help explain how or why a phenomenon occurs
- Identifying information from observations (that supports particular points in explanations)

ELD-SC.1.Explain.Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

•**Eligible Content:**

Understanding of: When is something alive?

- Living and nonliving things
- Plant parts
- The world around us

Objectives:

DOK Level 1 Activities - Recall and Reproduction

- Read and identify bold vocabulary words in the chapter
- List basic needs of living things (food, water, air, shelter)
- Match pictures of living things to their basic needs
- "What do living things need to survive?"
- Circle all the living things in the picture"
- "Name three things that all living things do"

DOK Level 2- Activities - Skills and Concepts

- Sort pictures into living and non-living categories
- Create a T-chart comparing living and non-living characteristics
- Use text features to find information about living things
- Complete graphic organizers about basic needs
- Explain how different animals meet their needs
- Use context clues to understand new vocabulary

DOK Level 3 - Strategic Thinking

- Investigate how plants and animals in the text adapt to their environment
- Compare different habitats and explain why certain living things live there
- Create a cause-and-effect chart showing what happens when basic needs aren't met
- Explain why some things might seem living but aren't
- Analyze how different animals solve their survival problems
- Make connections between living things and their habitats

DOK Level 4- Extended Thinking

- Design a habitat that meets all the needs of a specific living thing
- Create a mini-research project about a living thing from the text
- Develop a solution for protecting living things in their environment

Core Activities and Corresponding Instructional Methods:

Reach: Unit 2-Week 1 Living Verses Non-Living Things

- Language:
 - Language Functions: Describe, Express Likes and Dislikes
 - Listening & Speaking: Speak Clearly
 - How to Learn Language: Compare and Contrast
 - Grammar: Adjectives That Describe and How Many/How Much?
 - Vocabulary: Science Vocabulary, Academic Vocabulary, Basic Vocabulary
 - Reading: Reading Strategy-Monitor; Genre-Fairy Tale (“Zina, the Wooden Puppet”), Song (“Are You Living”); Literary Analysis-List Facts; Literary Analysis-List Facts; Text Features: Rhythm and Rhyme, Reading Fluency-Phrasing, Accuracy and Rate
 - Writing: Writing Fluency; Personal Response; Writer’s Craft-Song Lyrics; Sentences; Sentences About Living Things

Reach: Unit 2-Week 2 Living Verses Non-Living Things

- Language:
 - Language Functions: Describe
 - Oral Language Project-Interview
 - Grammar: Adjectives: Color, Size, and Shape
 - Vocabulary: Sort Words
 - Reading: Reading Strategy-Monitor; Genre-Diagram (“A Straw Hat”); Literary Analysis-Text Features Reading Fluency-Accuracy and Rate
 - Writing: Writing Fluency; Steps in a Process; Journal Entry

Reach: Unit 2-Week 3 Structures of Living Things

- Language:
 - Language Functions: Retell a Story; Express Intentions
 - Listening & Speaking: Listen and Take Notes
 - How to Learn Language: Ask for Clarification
 - Grammar: Number Words; Count and Non-count Words
 - Vocabulary: Science Words; Academic Vocabulary, Basic Vocabulary
 - Reading: Reading Strategy-Monitor; Genre-Folk Tale (“The Daisy”); Literary Analysis-Identify Plot; Reading Fluency-Phrasing, Accuracy and Rate
 - Writing: Writing Fluency; Writer’s Craft-Action Words; Sentences; Writing Project-How to Make

Something

Reach: Unit 2-Week 4 Structures of Living Things

Language:

- Language Functions: Retell a Story
- Theme Theater-Dramatization
- Grammar: Adjectives-How Many or How Much?
- Vocabulary: Sort Words
- Reading: Reading Strategy-Monitor; Genre-Project Notebook (“Michael Fay and the Giant Redwoods”); Text Features-Photographs; Reading Fluency-Accuracy and Rate
- Writing: Writing Fluency; Sentences; How-to Sentences; Journal Entry Writing Project-How to Make Something.

Assessments:

- **Diagnostic:**
 - WIDA Screener (when applicable)
 - WIDA ACCESS
 - Reading Lexile
- **Formative:**
 - REACH Level B Knowledge Based Assessments
 - REACH Level B Fluency Passages
- **Summative:**
 - REACH Level Part 1 Vocabulary Content Word Test Unit 2 Assessment
 - REACH Level Part 1 Vocabulary Academic Word Test Unit 2 Assessment
 - REACH Level Part 2 Vocabulary Content Word Test Unit 2 Assessment
 - REACH Level Part 2 Vocabulary Academic Word Test Unit 2 Assessment
 - REACH Level B Grammar Unit Assessment
 - REACH Level B Reading Test Unit 2
 - REACH Project Based Assessment

Unit 3: To Your Front Door

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

Grade 1: WIDA ELD Standard 1: Social and Instructional Language

Grade 1: WIDA ELD Standard 2: Language for Language Arts

Anchor(s): Following the progression shown in the WIDA English Language Development Standards, multilingual learners will...

ELD-SI.K-3.Narrate:

- Share ideas about one's own and others' lived experience and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

ELD-SI.K-3.Inform:

- Define and classify objects and concepts
- Describe characteristics, patterns or behaviors
- Describe parts or wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain:

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue:

- Ask questions about other's opinions
- Support own opinions with reasons
- Clarify and elaborate on ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

ELD-LA.1. Narrative Interpretive:

Interpret language arts narratives (with prompting and support) by

- Identifying a central message from key details

- Identifying how character attributes and actions contribute to an event
- Identifying words and phrases that suggest feelings or appeal to the senses

ELD-LA.1.Narrative Expressive

Construct language arts narratives that

- Orient audience to story
- Develop story events
- Engage and adjust for audience

ELD-LA.1.Inform.Interpretive

Interpret informational texts in language arts by

- Identifying main topic and/or entity and key details
- Asking and answering questions about descriptions or attributes and characteristics
- Identifying word choices in relation to topic or content area

ELD-LA.1. Inform. Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Describe attributes and characteristics with facts, definitions, and relevant details

•**Eligible Content:**

Understanding of: How do we get what we need? Where do we get what we need? What helps us get what we need?

- Goods and services
- Needs and wants
- Working together
- Depending on others

Objectives:

DOK Level 1 - Recall and Reproduction

- Basic Comprehension Questions:
- Point to and read sight words from the story. This helps students demonstrate basic word recognition skills.
- Name the main character in the story. This focuses on simple recall of explicitly stated information.
- What is the setting of this story? Students identify where the story takes place using direct textual evidence.

DOK Level 2 - Skills and Concepts

- Processing Questions:
- How does the main character feel at the beginning of the story compared to the end? Students need to identify and compare emotions across the text.
- What are three facts you learned about (the topic) from the text? This requires students to identify and organize information.
- Draw and label a picture showing the sequence of events in the story. Students demonstrate understanding through visual representation.

DOK Level 3 - Strategic Thinking

- Analysis Questions:
- Why do you think the character made that choice? Support your answer with evidence from the story. This encourages students to think critically and cite text evidence.
- How would the story be different if (alternative scenario)? Students must apply their understanding to a new situation.
- What lesson did the author want us to learn from this story? Explain your thinking using details from the text.

DOK Level 4 - Extended Thinking

- Complex Tasks:
- Create a different ending for the story that teaches the same lesson. Students synthesize their understanding to create new content.
- Compare this story with another story we've read. How are they similar and different? This requires connecting texts and analyzing multiple sources.
- Design a poster that shows the main character's journey through the story, including their problems and solutions. Students demonstrate comprehensive understanding through creative application at grade level Unit 3 DOK levels

Core Activities and Corresponding Instructional Methods:**Reach: Unit 3-Week 1 Peoples' Wants and Needs****Language:**

- Language Functions: Express Needs and Wants; Make a Request/Ask for Help
- Listening & Speaking: Listen to and Learn from Others
- How to Learn Language: Review and Rehearse
- Grammar: Verbs; Action Verbs
- Vocabulary: Social Studies Vocabulary; Academic Vocabulary; Basic Vocabulary-Community Places

- Reading: Reading Strategy-Ask Questions; Genre-Fable (“Wen-Mei and Her Clay Pot”); Genre-Social Studies Article (“Markets”); Text Features-Headings; Reading Fluency-Intonation. Accuracy and Rate
- Writing: Writing Fluency; Personal Response; Writers Craft-Short Sentences; Questions.

Reach: Unit 3-Week 2 Peoples’ Wants and Needs

•Language:

- Language Functions: Express Needs and Wants
- Oral Language Project: Persuasive Presentation
- Grammar: Verbs; Present-Tense Verbs: Subject-Verb Agreement
- Vocabulary: Identify Verbs
- Reading: Reading Strategy-Ask Questions; Genre-Online Article (“Flower Power”); Text Structure-Features of an Online Article; Reading Fluency-Accuracy and Rate
- Writing: Writing Fluency; Sentences; Journal Entry

Reach: Unit 3-Week 3 How We Get What We Need

Language:

- Language Functions: Ask Questions; Engage in Discussion
- Listening & Speaking: Speak at the Right Pace
- How to Learn Language: Find Patterns in Language
- Grammar: Verbs-to be; Verbs-to have
- Vocabulary: Social Studies Vocabulary; Academic Vocabulary; Basic Vocabulary-Community Places
- Reading: Reading Strategy-Ask Questions; Genre-Poem (“Delivery”); Text Structure-Identify Details; Literary Analysis-Rhyming Words; Reading Fluency-Intonation; Accuracy and Rate
- Writing: Writing Fluency; Writer’s Craft-Describe Actions Using Verbs; Rhyme Poem; Writing Project-Thank-You Letter

Reach: Unit 3-Week 4 How We Get What We Need

Language:

- Language Functions: Ask Questions
- Theme Theater: Improvisation
- Grammar: Subject-Verb Agreement-be and have
- Vocabulary: Identify Verbs
- Reading: Reading Strategy-Ask Questions; Genre-Fact Sheet (“Money”); Literary Analysis-Identify Important Details; Reading Fluency-Accuracy and Rate
- Writing: Writing Fluency; Detail Sentences; Journal Entry; Writing Project-Thank-You Letter

Assessments:

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

- Reading Lexile
- **Formative:**
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 - REACH Level B Fluency Passages
- **Summative:**
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 - REACH Level Part 2 Vocabulary Content Word Test Unit 3 Assessment
 - REACH Level Part 2 Vocabulary Academic Word Test Unit 3 Assessment
 - REACH Level B Grammar Unit Assessment
 - REACH Level B Reading Test Unit 3
 - REACH Project Based Assessment

Unit 4: Growing and Changing

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

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Grade 1: WIDA ELD Standard 2: Language for Language Arts

Grade 1: WIDA ELD Standard 4: Language of Science

Anchor(s): Following the progression shown in the WIDA English Language Development Standards, multilingual learners will...

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- Identifying a central message from key details
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- Introduce and define topic and/or entity for audience
- Describe attributes and characteristics with facts, definitions, and relevant details

ELD-SC.1.Inform.Interpretive

Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying concept or entity

ELD-SC.1.Inform.Expressive

Construct scientific informational texts that

- Introduce others to topic or entity
- Define, describe, and classify concept, topic, or entity
- Summarize observations or factual information

ELD-SC.1.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations and data about a phenomenon
- Analyzing several events and observations to help explain how or why a phenomenon occurs
- Identifying information from observations (that supports particular points in explanations)

ELD-SC.1.Explain.Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

•Eligible Content:

Understanding of: How do animals change as they grow? How do animal babies grow up? What happens to an animal's life?

- Animal life cycles
- Growth and change

Objectives:

DOK 1 - Recall & Reproduction

- Match pictures to vocabulary words using NGREACH picture cards
- Label common classroom objects in English
- Answer yes/no questions about visually-supported content
- Copy simple sentences from NGREACH sentence frames

DOK 2 - Skills & Concepts

- Sort pictures into categories (e.g., animals, food, clothing)
- Complete graphic organizers with picture/word combinations
- Use simple sentence frames to describe a picture
- Act out vocabulary words with gestures and simple phrases

DOK 3 - Strategic Thinking

- Create a simple picture story with basic sentences
- Compare two items using provided vocabulary and visuals
- Solve simple word problems with visual support
- Explain their daily routine using pictures and words

DOK 4 - Extended Thinking

- Create a class book combining pictures and simple sentences
- Design a solution to a classroom problem using words and drawings
- Plan and present a show-and-tell with multiple sentence frames
- Connect classroom learning to home experiences through bilingual sharing

Core Activities and Corresponding Instructional Methods:

Reach: Unit 4-Week 1 How Baby Animals Grow and Change

Language:

- Language Functions: Retell a Story; Seek Clarification
- Listening & Speaking: Present in Sequence
- How to Learn Language: Use and Reuse Language
- Grammar: Singular Subject Pronouns-I, you, it; Plural Subject Pronouns-we, you, they
- Vocabulary: Science Words; Academic Vocabulary, Basic Vocabulary-Times and Days of the Week
- Reading: Reading Strategy-Determine Importance; Genre-Question Book (“Guess What I’ll Be?”); Genre-Story (“Ruby in Her Own Time”); Text Structure-Identify Plot; Literary Analysis, Characters; Reading Fluency-Expression; Accuracy and Rate
- Writing: Writing Fluency; Personal Response; Writer’s Craft-Characters; Describe Characters; Sentences About Plot

Reach: Unit 4-Week 2 How Baby Animals Grow and Change

Language:

- Language Functions: Retell a Story
- Theme Theater: Retell “Ruby in Her Own Time”
- Grammar: Subject Pronoun Agreement-Gender & Number
- Vocabulary: Use Context Clues (Food and Times and Days of the Week.)
- Reading: Reading Strategy-Determine Importance; Genre-Science Article (“Turtles from Egg to Ocean”); Text Structure-Captions; Reading Fluency-Accuracy and Rate
- Writing: Writing Fluency; Captions; Summary

Reach: Unit 4-Week 3 Animal Life Cycles

Language:

- Language Functions: Restate an idea; Seek Clarification
- Listen & Speaking: Listen for the Main Idea
- How to Learn Language: Use and Reuse Language
- Grammar: Singular Possessive Adjectives-my, your, its; Plural Possessive Adjectives-our, the
- Vocabulary: Science Vocabulary; Academic Vocabulary; Basic Vocabulary-Foo
- Reading: Reading Strategy-Determine Importance; Genre-Science Article (“A Butterfly is Born”) Text Structure-Identify Main Idea and Details; Diagrams; Reading Fluency-Phrasing; Accuracy and Rate
- Writing: Writing Fluency; Personal Response; Writer’s Craft-Characters; Describe Characters. Sentences About Plot

Reach: Unit 4-Week 4 Animal Life Cycles

Language:

- Language Functions: Restate an idea
- Oral Language Project: Informational Presentation

- Grammar: Possessive Adjective Agreement-Gender and Number
- Vocabulary: Use Context Clues
- Reading: Reading Strategy-Determine Importance; Genre-Poem (“Caterpillar”); Literary Analysis: Determine Point of View; Reading Fluency-Accuracy and Rate
- Writing: Writing Fluency; Poem; Summary; Writing Project-Story

Assessments:

- **Diagnostic:**
 - WIDA Screener (when applicable)
 - WIDA ACCESS
 - Reading Lexile
- **Formative:**
 - REACH Level B Knowledge Based Assessments
 - REACH Level B Fluency Passages
- **Summative:**
 - REACH Level Part 1 Vocabulary Content Word Test Unit 4 Assessment
 - REACH Level Part 1 Vocabulary Academic Word Test Unit 4 Assessment
 - REACH Level Part 2 Vocabulary Content Word Test Unit 4 Assessment
 - REACH Level Part 2 Vocabulary Academic Word Test Unit 4 Assessment
 - REACH Level B Grammar Unit Assessment
 - REACH Level B Reading Test Unit 4
 - REACH Project Based Assessment

Unit 5: Creature Features

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

Grade 1: WIDA ELD Standard 1: Social and Instructional Language

Grade 1: WIDA ELD Standard 2: Language for Language Arts

Grade 1: WIDA ELD Standard 4: Language of Science

Anchor(s): Following the progression shown in the WIDA English Language Development Standards, multilingual learners will...

ELD-SI.K-3.Narrate:

- Share ideas about one's own and others' lived experience and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

ELD-SI.K-3.Inform:

- Define and classify objects and concepts
- Describe characteristics, patterns or behaviors
- Describe parts or wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain:

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue:

- Ask questions about other's opinions
- Support own opinions with reasons
- Clarify and elaborate on ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

ELD-LA.1. Narrative Interpretive:

Interpret language arts narratives (with prompting and support) by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to an event
- Identifying words and phrases that suggest feelings or appeal to the senses

ELD-LA.1.Narrative Expressive

Construct language arts narratives that

- Orient audience to story
- Develop story events
- Engage and adjust for audience

ELD-LA.1.Inform.Interpretive

Interpret informational texts in language arts by

- Identifying main topic and/or entity and key details
- Asking and answering questions about descriptions or attributes and characteristics
- Identifying word choices in relation to topic or content area

ELD-LA.1.Inform.Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Describe attributes and characteristics with facts, definitions, and relevant details

ELD-SC.1.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations and data about a phenomenon
- Analyzing several events and observations to help explain how or why a phenomenon occurs
- Identifying information from observations (that supports particular points in explanations)

ELD-SC.1.Explain.Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

ELD-SC.1.Inform.Interpretive

Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying concept or entity

ELD-SC.1.Inform.Expressive

Construct scientific informational texts that

- Introduce others to topic or entity
- Define, describe, and classify concept, topic, or entity
- Summarize observations or factual information

•**Eligible Content:**

Understanding of: How are animals different? What makes each animal special? How do animals move?

- Animal features
- Animal movements
- Our diverse world

Objectives:

DOK 1 - Recall & Reproduction

- Match pictures to vocabulary words using NGREACH picture cards
- Label common classroom objects in English
- Answer yes/no questions about visually supported content
- Copy simple sentences from NGREACH sentence frames

DOK 2 - Skills & Concepts

- Sort pictures into categories (e.g., animals, food, clothing)
- Complete graphic organizers with picture/word combinations
- Use simple sentence frames to describe a picture
- Act out vocabulary words with gestures and simple phrases

DOK 3 - Strategic Thinking

- Create a simple picture story with basic sentences
- Compare two items using provided vocabulary and visuals
- Solve simple word problems with visual support
- Explain their daily routine using pictures and words

DOK 4 - Extended Thinking

- Create a class book combining pictures and simple sentences
- Design a solution to a classroom problem using words and drawings
- Plan and present a show-and-tell with multiple sentence frames
- Connect classroom learning to home experiences through bilingual sharing

Core Activities and Corresponding Instructional Methods:**Reach: Unit 5-Week 1 External Characteristics of Animals**

Language:

- Language Functions: Compare and Contrast; Summarize
- Listening & Speaking: Use Gestures and Expressions
- How to Learn Language: Use Nonverbal Clues
- Grammar: Sentences; Sentence Capitalization
- Vocabulary: Science Vocabulary; Academic Vocabulary; Basic Vocabulary-Clothing
- Reading: Reading Strategy-Make Connections; Genre-Fact Book ("What Do You Do with a Tai Like This?"); Genre-Animal Fantasy ("For Pete's Sake"); Text Structure-Compare and Contrast, Literary Analysis-Character; Reading Fluency-Expression, Accuracy and Rate
- Writing: Writing Fluency; Personal Response; Writer's Craft-Describing Words; Compare and Contrast; Sentences About Characters

Reach: Unit 5-Week 2 External Characteristics of Animals

Language:

- Language Functions: Compare and Contrast
- Theme Theater: Dramatization
- Grammar: Complete Sentences
- Vocabulary: Synonyms
- Reading: Reading Strategy-Make Connections; Genre-Science Article ("Alligators"); Literary Analysis-Main Idea and Details; Reading Fluency-Accuracy and Rate
- Writing: Writing Fluency; Detail Sentences; Journal Entry

Reach: Unit 5-Week 3 How Animals Move

Language:

- Language Functions: Give Information; Evaluate
- Listening & Speaking: Interpret a Speaker's Message
- How to Learn Language: Ask for Clarification
- Grammar: Simple Subject; Simple Predicate
- Vocabulary: Science Vocabulary; Academic Vocabulary; Basic Vocabulary-Outdoor Activities
- Reading: Reading Strategy-Make Connections; Genre-Fact Book ("Slither, Slide, Hop, and Run") Literary Analysis-Categorize; Text Features-Labels; Reading Fluency-Intonation, Accuracy Rate
- Writing: Writing Fluency; Writer's Craft-Fact Sentences; Sentences; Writing Project-Science Articles

Assessments:

- **Diagnostic:**

- WIDA Screener (when applicable)
- WIDA ACCESS
- Reading Lexile
- **Formative:**
 - REACH Level B Knowledge Based Assessments
 - REACH Level B Fluency Passages
- **Summative:**
 - REACH Level Part 1 Vocabulary Content Word Test Unit 5 Assessment
 - REACH Level Part 1 Vocabulary Academic Word Test Unit 5 Assessment
 - REACH Level Part 2 Vocabulary Content Word Test Unit 5 Assessment
 - REACH Level Part 2 Vocabulary Academic Word Test Unit 5 Assessment
 - REACH Level B Grammar Unit Assessment
 - REACH Level B Reading Test Unit 5
 - REACH Project Based Assessment

Unit 6: Up in the Air

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

Grade 1: WIDA ELD Standard 1: Social and Instructional Language

Grade 1: WIDA ELD Standard 2: Language for Language Arts

Grade 1: WIDA ELD Standard 4: Language of Science

Anchor(s): Following the progression shown in the WIDA English Language Development Standards, multilingual learners will...

ELD-SI.K-3.Narrate:

- Share ideas about one's own and others' lived experience and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

ELD-SI.K-3.Inform:

- Define and classify objects and concepts
- Describe characteristics, patterns or behaviors
- Describe parts or wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain:

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue:

- Ask questions about other's opinions
- Support own opinions with reasons
- Clarify and elaborate on ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

ELD-LA.1. Narrative Interpretive:

Interpret language arts narratives (with prompting and support) by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to an event
- Identifying words and phrases that suggest feelings or appeal to the senses

ELD-LA.1.Narrative.Expressive

Construct language arts narratives that

- Orient audience to story
- Develop story events
- Engage and adjust for audience

ELD-LA.1.Inform.Interpretive

Interpret informational texts in language arts by

- Identifying main topic and/or entity and key details
- Asking and answering questions about descriptions or attributes and characteristics
- Identifying word choices in relation to topic or content area

ELD-LA.1.Inform.Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Describe attributes and characteristics with facts, definitions, and relevant details

ELD-SC.1.Inform.Interpretive

Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying concept or entity

ELD-SC.1.Inform.Expressive

Construct scientific informational texts that

- Introduce others to topic or entity
- Define, describe, and classify concept, topic, or entity
- Summarize observations or factual information

ELD-SC.1.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations and data about a phenomenon
- Analyzing several events and observations to help explain how or why a phenomenon occurs
- Identifying information from observations (that supports particular points in explanations)

ELD-SC.1.Explain.Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

•Eligible Content:

Understanding of: What's wild weather about? Why does weather matter? How does weather change?

- Weather
- Seasons
- Patterns and Cycles

Objectives:

DOK 1 - Recall & Reproduction

- Match pictures to vocabulary words using NGREACH picture cards
- Label common classroom objects in English
- Answer yes/no questions about visually supported content
- Copy simple sentences from NGREACH sentence frames

DOK 2 - Skills & Concepts

- Sort pictures into categories (e.g., animals, food, clothing)
- Complete graphic organizers with picture/word combinations
- Use simple sentence frames to describe a picture
- Act out vocabulary words with gestures and simple phrases

DOK 3 - Strategic Thinking

- Create a simple picture story with basic sentences
- Compare two items using provided vocabulary and visuals
- Solve simple word problems with visual supplements
- Explain their daily routine using pictures and words

DOK 4 - Extended Thinking

- Create a class book combining pictures and simple sentences
- Design a solution to a classroom problem using words and drawings
- Plan and present a show-and-tell with multiple sentence frames

- Connect classroom learning to home experiences through bilingual sharing

Core Activities and Corresponding Instructional Methods:

Reach: Unit 6-Week 1 Up in the Air

•Language:

- Language Functions: Explain; Express Likes and Dislikes
- Listening & Speaking: Use Correct Speech
- How to Learn Language: Use Language Patterns
- Grammar: Statements, Exclamations, and Commands; Negative Sentences/Questions
- Vocabulary: Science Vocabulary; Academic Vocabulary; Basic Vocabulary-Weather
- Reading: Reading Strategy-Make Inferences; Genre-Story (“Storm is Coming”); Genre-Science Non-Fiction (“I Face the Wind”); Text Structure: Cause and Effect; Reading Fluency-Expression, Accuracy and Rate
- Writing: Writing Fluency; Personal Response; Writer’s Craft-Ask and Answer Questions; Retell Steps; Sentences About the Wind.

Reach: Unit 6-Week 2 Up in the Air

Language:

- Language Functions: Explain
- Oral Language Project: Conduct an Experiment
- Grammar: Sentence Types
- Vocabulary: Compound Words
- Reading: Reading Strategy-Make Inferences; Genre-Legend (“Wind Eagle”) A Native America Legend”); Literary Analysis-Character’s Actions; Reading Fluency-Accuracy and Rate
- Writing: Writing Fluency; Story; Summary

Reach: Unit 6-Week 3 How Weather Changes

Language:

- Language Functions: Express Ideas; Engage in Conversation
- Listening & Speaking: Listen and Make Comments
- How to Learn Language: Relate to Personal Experience
- Grammar: Yes/No Questions; More Ways to Start a Question
- Vocabulary: Science Vocabulary; Academic Vocabulary; Basic Vocabulary-Weather
- Reading: Reading Strategy-Make Inferences; Genre-Realistic Fiction (“A Year for Kiko”); Text Structure-Classify Details; Literary Analysis-Sensory Details; Reading Fluency-Expression Accuracy and Rate
- Writing: Writing Fluency; Personal Response; Writer’s Craft-Ask and Answer Questions; Retell Steps; Sentences About the Wind

Reach: Unit 6-Week 4 How Weather Changes

Language:

- Language Functions: Express Ideas
- Theme Theater: Puppet Show
- Grammar: Ask Questions to Get Information
- Vocabulary: Compound Words
- Reading: Reading Strategy-Make Inferences; Genre-Interview (“Chasing Storms with Ti Samaras”); Literary Analysis-Text Features; Reading Fluency-Accuracy and Rate

Assessments:

- **Diagnostic:**
 - WIDA Screener (when applicable)
 - WIDA ACCESS
 - Reading Lexile
- **Formative:**
 - REACH Level B Knowledge Based Assessments
 - REACH Level B Fluency Passages
- **Summative:**
 - REACH Level Part 1 Vocabulary Content Word Test Unit 6 Assessment
 - REACH Level Part 1 Vocabulary Academic Word Test Unit 6 Assessment
 - REACH Level Part 2 Vocabulary Content Word Test Unit 6 Assessment
 - REACH Level Part 2 Vocabulary Academic Word Test Unit 6 Assessment
 - REACH Level B Grammar Unit Assessment
 - REACH Level B Reading Test Unit 6
 - REACH Project Based Assessment

Unit 7: Then and Now

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

Grade 1: WIDA ELD Standard 1: Social and Instructional Language

Grade 1: WIDA ELD Standard 2: Language for Language Arts

Grade 1: WIDA ELD Standard 5: Language of Social Studies

Anchor(s): Following the progression shown in the WIDA English Language Development Standards, multilingual learners will...

ELD-SI.K-3.Narrate:

- Share ideas about one's own and others' lived experience and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

ELD-SI.K-3.Inform:

- Define and classify objects and concepts
- Describe characteristics, patterns or behaviors
- Describe parts or wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain:

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue:

- Ask questions about other's opinions
- Support own opinions with reasons
- Clarify and elaborate on ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

ELD-LA.1. Narrative Interpretive:

Interpret language arts narratives (with prompting and support) by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to an event
- Identifying words and phrases that suggest feelings or appeal to the senses

ELD-LA.1.Narrative Expressive

Construct language arts narratives that

- Orient audience to story
- Develop story events
- Engage and adjust for audience

ELD-LA.1.Inform.Interpretive

Interpret informational texts in language arts by

- Identifying main topic and/or entity and key details
- Asking and answering questions about descriptions or attributes and characteristics
- Identifying word choices in relation to topic or content area

ELD-LA.1.Inform.Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Describe attributes and characteristics with facts, definitions, and relevant details

ELD-SS.1.Inform.Interpretive

Interpret informational texts in social studies by

- Determining topic associated with compelling or supporting questions
- Defining and classifying attributes, characteristics, and qualities in relevant information

ELD-SS.1.Inform.Expressive

Construct informational texts in social studies that

- Determining topic associated with compelling or supporting questions
- Defining and classifying attributes, characteristics, and qualities in relevant information

ELD-SS.1.Argue.Interpretive

Interpret social studies arguments by

- Identifying topic
- Analyzing evidence gathered from source
- Evaluating source based on distinctions between fact and opinion

ELD-SS.1.Argue.Expressive

Construct social studies arguments that

- Introduce topic

- Select relevant information to support claim with evidence
- Show relationship between claim, evidence and reasoning

•**Eligible Content:**

Understanding of: What's the difference between then and now? Why does the world keep changing? Are new ways always better?

- Past and present
- Inventions and technology
- Our changing world
- Celebrating the past

Objectives:

DOK 1 - Recall & Reproduction

- Match pictures to vocabulary words using NGREACH picture cards
- Label common classroom objects in English
- Answer yes/no questions about visually supported content
- Copy simple sentences from NGREACH sentence frames

DOK 2 - Skills & Concepts

- Sort pictures into categories (e.g., animals, food, clothing)
- Complete graphic organizers with picture/word combinations
- Use simple sentence frames to describe a picture
- Act out vocabulary words with gestures and simple phrases

DOK 3 - Strategic Thinking

- Create a simple picture story with basic sentences
- Compare two items using provided vocabulary and visuals
- Solve simple word problems with visual support
- Explain their daily routine using pictures and words

DOK 4 - Extended Thinking

- Create a class book combining pictures and simple sentences
- Design a solution to a classroom problem using words and drawings
- Plan and present a show-and-tell with multiple sentence frames
- Connect classroom learning to home experiences through bilingual sharing

Core Activities and Corresponding Instructional Methods:**Reach: Unit 7-Week 1 How Our World Keeps Changing**

Language:

- Language Functions: Express Opinions; Agree and Disagree
- Listening & Speaking: Adjust Your Language for Your Audience
- How to Learn Language: Say it Another Way
- Grammar: Regular Past Tense -ed; Irregular Past Tense-was, were, go, went, do, did
- Vocabulary: Social Studies Vocabulary; Academic Vocabulary; Basic Vocabulary-Technology
- Reading: Reading Strategy-Visualize; Genre-Biography (“Now and Ben The Modern Invention of Benjamin Franklin”); Genre-History Article (“Communication Then and Now”); Literary Analysis-Main Idea and Details; Text Features-Time Line; Reading Fluency-Intonation, Accuracy and Rate
- Writing: Writing Fluency; Personal Response; Writer’s Craft-Letter Writing; Sentences. Sentences About Communication Then and Now

Reach: Unit 7-Week 2 How Our World Keeps Changing

Language:

- Language Functions: Express Opinions
- Oral Language Project: Panel Discussion
- Grammar: Regular and Irregular Past Tense Verbs
- Vocabulary: Alphabetize and Use a Dictionary
- Reading: Reading Strategy-Visualize; Genre-Blog Entry (“My Space Adventures”); Literary Analysis-Main Idea and Details; Reading Fluency-Accuracy and Rate
- Writing: Writing Fluency; Blog Entry; Journal Entry

Reach: Unit 7-Week 3 Continuity and Change

Language:

- Language Functions: Express Needs and Wants; Express Feelings
- Listening & Speaking: Listen for Important Details
- How to Learn Language: Create Visuals
- Grammar: Future Tense with will; Future Tense with am/is/are going to
- Vocabulary: Social Studies Vocabulary; Academic Vocabulary; Basic Vocabulary-Technology
- Reading: Reading Strategy-Visualize; Genre-Realistic Fiction (“A New Old Tune”); Literary Analysis-Describe Character’s Feelings; Reading Fluency-Expression, Accuracy and Rate

Reach: Unit 7-Week 4 Continuity and Change

Language:

- Language Functions: Express Feelings
- Theme Theater: Extend the Story
- Grammar: Future Tense with will; Future Tense with am/is/are going to

- Vocabulary: Alphabetize and Use a Dictionary
- Reading: Reading Strategy-Visualize; Genre-Poem (“Invention Poems”); Literary Analysis Rhythm; Reading Fluency-Accuracy and Rate
- Writing: Writing Fluency; Poem; Summary; Writing Project-Friendly Letter

Assessments:

- **Diagnostic:**
 - WIDA Screener (when applicable)
 - WIDA ACCESS
 - Reading Lexile
- **Formative:**
 - REACH Level B Knowledge Based Assessments
 - REACH Level B Fluency Passages
- **Summative:**
 - REACH Level Part 1 Vocabulary Content Word Test Unit 7 Assessment
 - REACH Level Part 1 Vocabulary Academic Word Test Unit 7 Assessment
 - REACH Level Part 2 Vocabulary Content Word Test Unit 7 Assessment
 - REACH Level Part 2 Vocabulary Academic Word Test Unit 7 Assessment
 - REACH Level B Grammar Unit Assessment
 - REACH Level B Reading Test Unit 7
 - REACH Project Based Assessment

Unit 8: Get out the Map!

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

Grade 1: WIDA ELD Standard 1: Social and Instructional Language

Grade 1: WIDA ELD Standard 2: Language for Language Arts

Grade 1: WIDA ELD Standard 5: Language of Social Studies

Anchor(s): Following the progression shown in the WIDA English Language Development Standards, multilingual learners will...

ELD-SI.K-3.Narrate:

- Share ideas about one's own and others' lived experience and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

ELD-SI.K-3.Inform:

- Define and classify objects and concepts
- Describe characteristics, patterns or behaviors
- Describe parts or wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain:

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue:

- Ask questions about other's opinions
- Support own opinions with reasons
- Clarify and elaborate on ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

ELD-LA.1. Narrative Interpretive:

Interpret language arts narratives (with prompting and support) by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to an event
- Identifying words and phrases that suggest feelings or appeal to the senses

ELD-LA.1.Narrative Expressive

Construct language arts narratives that

- Orient audience to story
- Develop story events
- Engage and adjust for audience

ELD-LA.1.Inform.Interpretive

Interpret informational texts in language arts by

- Identifying main topic and/or entity and key details
- Asking and answering questions about descriptions or attributes and characteristics
- Identifying word choices in relation to topic or content area

ELD-LA.1.Inform.Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Describe attributes and characteristics with facts, definitions, and relevant details

ELD-SS.1.Inform.Interpretive

Interpret informational texts in social studies by

- Determining topic associated with compelling or supporting questions
- Defining and classifying attributes, characteristics, and qualities in relevant information

ELD-SS.1.Inform.Expressive

Construct informational texts in social studies that

- Determining topic associated with compelling or supporting questions
- Defining and classifying attributes, characteristics, and qualities in relevant information

ELD-SS.1.Argue.Interpretive

Interpret social studies arguments by

- Identifying topic
- Analyzing evidence gathered from source
- Evaluating source based on distinctions between fact and opinion

ELD-SS.1.Argue.Expressive

Construct social studies arguments that

- Introduce topic

- Select relevant information to support claim with evidence
- Show relationship between claim, evidence and reasoning

•**Eligible Content:**

Understanding of: Why do we need maps? What can maps show us? How can maps help us?

- Maps
- Signs and symbols
- Finding our way in the world

Objectives:

DOK Level 1 - Recall and Reproduction Basic Comprehension Questions:

- Who are the main characters in the story? Identify and name the characters you remember from the text.
- What is the setting of the story? Look at the pictures and tell where the story takes place.
- Point to and read sight words from the text that you recognize.

DOK Level 2 - Skills and Concepts Understanding and Application:

- How would you compare two characters from the story? Explain how they are similar or different using details from the text.
- What text features help you understand the main idea? Look at the headings, pictures, and captions to explain your answer.
- Can you create a timeline of three main events that happened in the story? Use sequence words like first, next, and last.

DOK Level 3 - Strategic Thinking Analysis and Reasoning:

- Why do you think the main character made that choice? Use evidence from the story to support your thinking.
- What might happen if the story continued? Make a prediction based on what you learned about the characters.
- How does the author help us understand the problem in the story? Cite specific examples from the text.

DOK Level 4 - Extended Thinking Complex Reasoning:

- How could this story connect to your own life? Create a detailed explanation using examples from both the text and your experience.
- What lessons can we learn from this story that might help us in other situations? Explain your thinking with specific examples.

- If you could change one part of the story, what would you change and how would it affect the rest of the story?

Core Activities and Corresponding Instructional Methods:

Reach: Unit 8-Week 1 How We Use Maps

Language:

- Language Functions: Follow Directions; Give and Follow Directions
- Listening & Speaking: Give Instructions
- How to Learn Language: Create Visual Maps
- Grammar: Adverbs that Tell How with -ly; Adverbs that Tell Where, When
- Vocabulary: Social Studies Vocabulary; Academic Vocabulary; Basic Vocabulary-Signs and Safety
- Reading: Reading Strategy-Review and Reading Strategies; Genre-Story (“Larry Gets Lost in Seattle”); Genre-Informational Text (“If Maps Could Talk”); Literary Analysis-Use Information Text Features-Maps; Reading Fluency-Phrasing, Accuracy and Rate
- Writing: Writing Fluency; Personal Response; Writer’s Craft-Speaking Directly to Readers Comment; Sentences About Maps

Reach: Unit 8-Week 2 How We Use Maps

Language:

- Language Functions: Give and Follow Directions
- Oral Language Project: Scavenger Hunt
- Grammar: Adverbs the Tell Where, How, and When
- Vocabulary: Suffixes
- Reading: Reading Strategy-Review All Reading Strategies; Genre-Poem (“Haiku”); Literacy Analysis-Sensory Language; Reading Fluency-Accuracy and Ra
- Writing: Writing Fluency; Haiku Poem; Journal Entry.

Reach Unit 8-Week 3 Using Maps to tell Stories

Language:

- Language functions: Tell a Story/ Tell an original story
- Oral language: Readers Theater
- Grammar: Prepositions/ Prepositional Phrases
- Vocabulary: Prefixes
- Reading: Reading Strategy- Review All Reading Strategies: How to Article Analysis-Sensory Language; Text feature
- Writing: Writing Fluency; Journal Entry

Reach Unit 8 Week 4 Using Maps to tell Stories

Language:

- Language functions: Tell a Story
- Oral language: Talk Together

- Grammar: Prepositions/ Prepositional Phrases
- Vocabulary: More Prefixes
- Reading: Reading Strategy: Review Reading Strategies
Analysis: Fairy Tale
- Writing: Journal Entry

Assessments:

- **Diagnostic:**
 - o WIDA Screener (when applicable)
 - o WIDA ACCESS
 - o Reading Lexile Placement Test
- **Formative:**
 - o REACH Level B Knowledge Based Assessments
 - o REACH Level B Fluency Passages
- **Summative:**
 - o REACH Level Part 1 Vocabulary Content Word Test Unit 8 Assessment
 - o REACH Level Part 1 Vocabulary Academic Word Test Unit 8 Assessment
 - o REACH Level Part 2 Vocabulary Content Word Test Unit 8 Assessment
 - o REACH Level Part 2 Vocabulary Academic Word Test Unit 8 Assessment
 - o REACH Level B Grammar Unit Assessment
 - o REACH Level B Reading Test Unit 8
 - o REACH Project Based Assessment