

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

English Language Development (ELD)

Curriculum Writing Committee-
Cindy Bachmann

Grade Level: 2nd & 3rd 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 2

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

Textbook ISBN#: 978-1-3371-0448-7

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

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

Textbook ISBN#: 978-1-3371-0449-04

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

GRADE 3

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

Textbook ISBN#: 978-1-3371-0450-0

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

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

Textbook ISBN#: 978-1-3371-0451-7

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

Supplemental Resources:

- McGraw-Hill Reading Wonders-Grade 2
- McGraw-Hill Reading Wonders-Grade 3
- Ready, Set, Go: Newcomers Kits Grades 3-5
- Finish Line for ELLs 2.0 Grades 2 & 3
- Morpheme Magic
- IXL

Curriculum Plan Grade 2

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 C- Unit 1: Hello Neighbor!

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

2-3: WIDA ELD Standard 1: Social and Instructional Language

2-3: WIDA ELD Standard 2: Language for Language Arts

2-3 WIDA ELD Standard 5: Language for Social Studies

- **Anchor(s):**

Social and Instructional Language

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences 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 or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and 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

Language for Language Arts

ELD-SI.K-3.Argue

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

- Revise one's own opinions based on new information

ELD-LA.2-3. Narrate. Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3. Narrate. Expressive

Construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution, or ending
- Engage and adjust for audience

ELD-LA.2-3. Inform. Interpretive

Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3. Inform. Expressive

Construct informational texts in language arts that

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

Language for Social Studies

ELD-SS.2-3. Explain. Interpretive

Interpret social studies explanations by

- Determining types of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for event sequences and/or causes/effects
- Evaluating disciplinary concepts and ideas associated with a compelling or supporting question

ELD-SS.2-3. Explain. Expressive

Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes, or cycles
- Generalize possible reasons for a development or event

- **Eligible Content:**

- **Understanding of:** What is a community? Who makes a community work? What makes a community special?
 - Community workers
 - Community places and events
 - Neighbors and neighborhoods

- Working together

Objectives:

- Vocabulary & Grammar
 - To recognize and define vocabulary words (DOK Level 1)
 - To use words in a sentence (DOK Level 1)
 - To identify and use multiple meaning words (DOK Level 1)
 - To construct sentences using nouns, singular plural, proper, and possessive (DOK Level 3)
- Reading and Writing
 - To recall elements and details of story structure, such as sequence of events, character, plot and setting (DOK Level 1)
 - To identify WHO, WHAT, WHEN, WHY, WHERE (DOK Level 1)
 - To categorize words through alphabetizing (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 the text and respond accordingly (DOK Level 4)
 - To create journal entries as a writing prompt (DOK Level 4)
 - To apply elements and details of story structure, such as sequence of events, character, plot and setting as concepts (DOK Level 4)
 - To use maps to identify neighborhoods (DOK Level 1)

Core Activities and Corresponding Instructional Methods:

- **Speaking and Listening-**
 - Give and ask for information
 - Ask and answer questions
 - Engage in conversation
 - Stay on topic
 - Theme Theater: Step into a story
 - Listen for the main idea
 - Oral language project: Webcast panel
- **Vocabulary-**
 - Recognize & use Social Studies Vocabulary
 - Recognize & use Academic Vocabulary
 - Multiple meaning words
 - Alphabetize words
- **Language & grammar-**
 - Identify and use nouns, singular plural, proper, and possessive nouns.
- **Writing-**
 - Daily writing prompt- Nurse- What does a nurse do?

- Journal Entry
- Write sentences about someone in your family or neighborhood
- Writing Lists: Job: What are some jobs?
- Photo Essay Writing
 - Reading Log Entry
 - Daily writing prompt: What is a home?
- **Reading-**
 - **“Quinito's Neighborhood”**: Identify character, setting and details
 - **“Working Her Way Around the World”**: Use text evidence
 - **“Be My Neighbor”** Details
 - **“My favorite Place”** Details

Assessments:

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

Reach C- Unit 2: Staying Alive

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

2-3: WIDA ELD Standard 1: Social and Instructional Language

2-3: WIDA ELD Standard 2: Language for Language Arts

2-3 WIDA ELD Standard 4: Language for Science

Anchor(s):

Social and Instructional Language

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences 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 or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and 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

Language for Language Arts

ELD-SI.K-3. Argue

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

ELD-LA.2-3. Narrate. Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3. Narrate. Expressive

Construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution, or ending

- Engage and adjust for audience

ELD-LA.2-3. Inform. Interpretive

Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3. Inform. Expressive

Construct informational texts in language arts that

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

Language for Science

ELD-SC.2-3. Explain .Interpretive

Interpret scientific explanations by

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

ELD-SC.2-3. Explain. Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

ELD-SC.2-3. Argue. Interpretive

Interpret scientific arguments by

- Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions
- Analyzing whether evidence is relevant or not
- Distinguishing between evidence and opinions

ELD-SC.2-3.Argue.Express

Construct scientific arguments that

- Introduce topic/phenomenon for an issue related to the natural and designed world(s)
- Make a claim supported by relevant evidence
- Establish a neutral tone
- Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim

- **Eligible Content:**

- **Understanding of:** What does it take to survive? When is it good to blend in? When is it better to stand out?
 - Surviving in the animal world
 - Animals and their habitats
 - Adaptations and needs
 - Animals fitting in and standing out

Objectives:

- Vocabulary & Grammar
 - To recognize and define vocabulary words (DOK Level 1)
 - Use words in a sentence (DOK Level 1)
 - To identify and use multiple meaning words (DOK Level 1)
 - To construct sentences using action and helping verbs, verbs be and have (DOK Level 3)
- Reading and Writing
 - To describe the features of a place or animal (DOK Level 1)
 - To identify animals and habitats (DOK Level 2)
 - To identify meanings by analyzing inferences (DOK 4)
- Listening and speaking
 - To repeat vocabulary words (DOK Level 1)
 - To construct sentences through conversation (DOK Level 2)
 - To explain about animals and their habitats (DOK Level 3)
- Comprehension and Critical Thinking
 - To apply concepts of the text and respond accordingly (DOK Level 4)
 - To create journal entries as a writing prompt (DOK Level 4)
 - To synthesize using information obtained to create an animal poem (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- **Speaking and Listening-**
 - Describe
 - Give, state, and follow directions
 - Present in a sequence
 - Theme Theater: Puppet Show
 - Explain
 - Paraphrase
 - Listen Actively
 - Oral language project: Information Presentation
- **Vocabulary-**
 - To recognize and use science vocabulary
 - To recognize and use academic vocabulary
 - Locate words in a dictionary
 - Multiple meaning words
 - Using context clues

- **Language & grammar-**
 - Identify & use action verbs
 - Identify & use helping verbs
 - Identify and use action and helping verbs and verbs BE and HAVE.
- **Writing-**
 - Daily writing prompt
 - Write the word features
 - Prompt- “How do features help animals?”
 - Prewrite a writing project
 - Say and Write
 - Journal entry
 - Animal Poem- write about what the animal is like
 - Prompt: What does size tell you about something?
 - Sentence Frame: What is happening in your favorite picture in “Twilight Hunt”
- **Reading-**
 - “**Twilight Hunt**” Plot, inferences, use text evidence
 - “**Hide and Seek**” Make inferences, use text evidence
 - “**Living Lights**” Compare, make inferences, use text evidence
 - “**Clever Creatures**” Make inferences, use text evidence

Assessments:

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

Reach-Unit 3: Water for Everyone

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

2-3: WIDA ELD Standard 1: Social and Instructional Language

2-3: WIDA ELD Standard 2: Language for Language Arts

2-3 WIDA ELD Standard 4: Language for Science

- **Anchor(s):**

Social and Instructional Language

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences 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 or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and 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

Language for Language Arts

ELD-SI.K-3.Argue

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

ELD-LA.2-3. Narrate. Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3. Narrate. Expressive

Construct language arts narratives that

- Orient audience to context

- Develop story with time and event sequences, complication, resolution, or ending
- Engage and adjust for audience

ELD-LA.2-3. Inform. Interpretive

Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3. Inform. Expressive

Construct informational texts in language arts that

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

Language for Science

ELD-SC.2-3. Explain. Interpretive

Interpret scientific explanations by

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

ELD-SC.2-3. Explain. Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

ELD-SC.2-3. Argue. Interpretive

Interpret scientific arguments by

- Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions
- Analyzing whether evidence is relevant or not
- Distinguishing between evidence and opinions

ELD-SC.2-3. Argue. Expressive

Construct scientific arguments that

- Introduce topic/phenomenon for an issue related to the natural and designed world(s)
- Make a claim supported by relevant evidence
- Establish a neutral tone
- Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim

- **Eligible Content:**

- **Understanding of:** Where does water come from? Why does it rain? How do we get the water we need?
 - Where water comes from
 - The water cycle
 - Water as a natural resource
 - Connections to our natural world
 - Weather and Seasons

Objectives:

- **Vocabulary & Grammar**
 - To recognize and define vocabulary words (DOK Level 1)
 - Use words in a sentence (DOK Level 1)
 - To identify and use suffixes (DOK Level 1, 2)
 - To construct sentences using adjectives that describe and articles. (DOK Level 2, 3)
- **Reading and Writing**
 - To describe the features of the water cycle (DOK Level 1)
 - To identify weather and the seasons (DOK Level 2)
 - To identify problems and solutions (DOK 4)
 - To interpret data using text features (DOK Level 2)
- **Listening and speaking**
 - To repeat vocabulary words (DOK Level 1)
 - To retell a story (DOK Level 2)
 - To give information using data (DOK Level 4)
- **Comprehension and Critical Thinking**
 - To critique a problem and formulate a solution (DOK Level 3)
 - To create journal entries as a writing prompt (DOK Level 4)
 - To synthesize using information, text evidence and conclusions from a science experiment. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- **Speaking and Listening-**
 - Ask and give information
 - Elaborate
 - Adjust your language for your audience
 - Theme Theater: Dramatize “Frog Brings Rain”
 - Define and explain
 - Seek clarification
 - Listen to & learn from others
 - Oral Language Project: Oral Report
- **Vocabulary-**
 - Recognize & use Science vocabulary- Weather and seasons
 - Recognize & use Academic language
 - Multiple meaning words
 - Suffixes

- **Language-**
 - Adjectives that describe
 - Adjectives and articles
 - Adverbs
 - Adverbs that tell when
- **Writing-**
 - Daily writing Prompt
 - Develop fluency of writing
 - Interview Questions using RAFT
 - Writers Craft- “A Story’s beginning”
 - Journal Entry
 - Using key words and sentence frames to explain “how pumps work”
 - Writing Prompt- Why do we require water?
 - Journal entry- Paraphrase in logical order: “Play Pumps: Turning Work into Play”
- **Reading-**
 - **“Frog Brings Rain”** Problem and solution
 - **“Make Rain”** Cause and Effect
 - **“Play Pumps”** Ask Questions
 - **“The Mighty Colorado”** Make inferences, compare

Assessments:

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

REACH Level C- Unit 4: Lend a Hand

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

2-3: WIDA ELD Standard 1: Social and Instructional Language

2-3: WIDA ELD Standard 2: Language for Language Arts

2-3 WIDA ELD Standard 5: Language for Social Studies

- **Anchor(s):**

Social and Instructional Language

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences 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 or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and 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

Language for Language Arts

ELD-SI.K-3.Argue

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

ELD-LA.2-3. Narrate. Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3. Narrate. Expressive

Construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution, or ending
- Engage and adjust for audience

ELD-LA.2-3. Inform. Interpretive

Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3. Inform. Expressive

Construct informational texts in language arts that

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

Language for Social Studies

ELD-SS.2-3. Explain. Interpretive

Interpret social studies explanations by

- Determining types of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for event sequences and/or causes/effects
- Evaluating disciplinary concepts and ideas associated with a compelling or supporting question

ELD-SS.2-3. Explain. Expressive

Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes, or cycles
- Generalize possible reasons for a development or event

- **Eligible Content:**

Understanding of: What are our responsibilities to each other? Why do good deeds?
How do people make a difference?

- Good citizenship
- The responsibility of individuals in communities
- How people make a difference

Objectives:

- Vocabulary & Grammar
 - To recognize and define vocabulary words (DOK Level 1)
 - Use words in a sentence (DOK Level 1)
 - To identify and use suffixes and synonyms (DOK Level 1)
 - To construct complete sentences (DOK Level 3)
- Reading and Writing
 - To describe the features of the water cycle (DOK Level 1)
 - To construct sentences using subject verb agreement and predicates (DOK Level 3)
 - To identify weather and the seasons (DOK Level 2)
 - To identify problems and solutions (DOK 4)
 - To interpret data using text features (DOK Level 2)

- Listening and speaking
 - To repeat vocabulary words (DOK Level 1)
 - To retell a story (DOK Level 2)
 - To give information using data (DOK Level 4)
- Comprehension and Critical Thinking
 - To connect data with human giving (DOK Level 4)
 - To create journal entries as a writing prompt (DOK Level 4)
 - To synthesize sequencing of a story for a retell (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- **Speaking and Listening-**
 - Express feelings, ideas and opinions
 - Make and accept suggestions
 - Interpret a speaker's message
 - Theme Theater: Dramatize "The Lion and the Mouse"
 - Express opinions
 - Agree & disagree
 - Clarify and support ideas
 - Oral Language Project: Roundtable discussion
- **Vocabulary-**
 - Recognize & use Social Studies vocabulary
 - Recognize & use Academic vocabulary
 - Suffixes
 - Synonyms
- **Language & Grammar-**
 - Sentences and structures
 - Word order
 - Using complete sentences
 - Capitalization, complete sentences
 - Subjects & predicates
 - Subject-verb agreement
- **Writing-**
 - Daily writing prompt: "*Power of Writing*"
 - Prompt- What does it mean to be responsible?
 - Journal Entry from Isabell's point of view
 - Use vivid words, like in the Fables
 - Sentence Frames- What is your favorite Fable?
 - Writing Project- Preparation for an interview
 - Edit and proofread
 - Compose final draft
- **Reading-**
 - "**Aesop's Fables**" Character traits
 - "**Wisdom of The Ages**" Make predictions

- **“Giving Back”** Sequence
- **“Iraqi Children Get Wheelchairs – and Big Smiles”** Making Connections

Assessments:

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

Reach C-Unit 5: Everything Changes

- **Standard(s):** WIDA English Language Development Standards (2020)
 - 2-3: WIDA ELD Standard 1: Social and Instructional Language
 - 2-3: WIDA ELD Standard 2: Language for Language Arts
 - 2-3 WIDA ELD Standard 4: Language for Science

Anchor(s):

Social and Instructional Language

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences 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 or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and 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

Language for Language Arts

ELD-SI.K-3.Argue

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

ELD-LA.2-3. Narrate. Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3. Narrate. Expressive

Construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution, or ending

- Engage and adjust for audience

ELD-LA.2-3. Inform. Interpretive

Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3. Inform. Expressive

Construct informational texts in language arts that

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

Language for Science

ELD-SC.2-3. Explain. Interpretive

Interpret scientific explanations by

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

ELD-SC.2-3. Explain. Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

ELD-SC.2-3. Argue. Interpretive

Interpret scientific arguments by

- Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions
- Analyzing whether evidence is relevant or not
- Distinguishing between evidence and opinions

ELD-SC.2-3. Argue. Expressive

Construct scientific arguments that

- Introduce topic/phenomenon for an issue related to the natural and designed world(s)
- Make a claim supported by relevant evidence
- Establish a neutral tone
- Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim

- **Eligible Content:**

Understanding of: Why is nature always changing? How does nature repeat itself? What happens when the seasons change?

- Cycles and nature

- Seasons and weather
- Patterns and cycles
- Change

Objectives:

- **Vocabulary & Grammar**
 - To recognize and define vocabulary words (DOK Level 1)
 - Use words in a sentence (DOK Level 1)
 - Identifying and using Antonyms (DOK Level 1)
 - To construct different kinds of sentences-Questions, statements, exclamations, commands, and negative sentences (DOK Level 3)
 - To recognize multiple meaning words (DOK Level 1)
- **Reading and Writing**
 - To describe the features of the changing seasons (DOK Level 1)
 - To synthesize the relationship of the Earth and the sun (DOK Level 4)
 - To connect sunrise and sunset to the movement of the Earth and sun (DOK Level 4)
 - To interpret data using text features (DOK Level 2)
- **Listening and speaking**
 - To repeat vocabulary words (DOK Level 1)
 - To involve in role-play during theme theater (DOK Level 2)
 - To give information using data (DOK Level 4)
- **Comprehension and Critical Thinking**
 - To compare the seasons using text features (DOK Level 2)
 - To create journal entries as a writing prompt (DOK Level 4)
 - To synthesize through poetry (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- **Speaking and Listening-**
 - Engage in discussion
 - Use gestures and expressions
 - Theme Theater: Role play
 - Make comparisons
 - Describe
 - Listen for important details
 - Oral language project: Interview
- **Vocabulary-**
 - To recognize & use science vocabulary
 - To recognize & use academic vocabulary
 - Multiple meaning words
 - Antonyms
- **Language & Grammar-**
 - Kinds of sentences- Statements, Exclamations, Commands and Questions
 - Negative Sentences

- Yes/No questions
- Questions
- **Writing-**
 - Daily writing Prompt- Writing Projects: When do you see the stars? What do they make you think about?
 - “Playtime in the Park” sensory writing
 - Describing things in nature using sensory details.
 - Choose your favorite part of the story using sensory details.
 - Use language frames to create sentences using key terms.
 - Writing prompt- What are things that we measure?
 - Journal Entry: What makes the seasons?
- **Reading-**
 - “When the Wind Stops”- Theme, Visualize
 - “Day and Night” – Visualize, Use Text Evidence
 - “What Makes the Seasons?” - Compare and Contrast, Use Text Evidence
 - “A Winter Wonder” - Compare and Contrast, Use Text Evidence

Assessments:

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

REACH Level C - Unit 6: Better Together

- **Standard(s):** WIDA English Language Development Standards (2020)2-3: WIDA ELD Standard 1: Social and Instructional Language
2-3: WIDA ELD Standard 2: Language for Language Arts
2-3 WIDA ELD Standard 5: Language for Social Studies

Anchor(s):

Social and Instructional Language

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences 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 or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and 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

Language for Language Arts

ELD-SI.K-3.Argue

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

ELD-LA.2-3. Narrate. Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3. Narrate. Expressive

Construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution, or ending

- Engage and adjust for audience

ELD-LA.2-3. Inform. Interpretive

Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3. Inform. Expressive

Construct informational texts in language arts that

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

Language for Social Studies

ELD-SS.2-3. Explain. Interpretive

Interpret social studies explanations by

- Determining types of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for event sequences and/or causes/effects
- Evaluating disciplinary concepts and ideas associated with a compelling or supporting question

ELD-SS.2-3. Explain. Expressive

Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes, or cycles
- Generalize possible reasons for a development or event

- **Eligible Content:**

Understanding of: Why do people work together? What do we gain when we give? How can working together bring change?

- Cooperation
- Working together
- Making a difference

Objectives:

- Vocabulary & Grammar
 - To recognize and define vocabulary words (DOK Level 1)
 - To use words in a sentence (DOK Level 1)
 - To identify and use prefixes (DOK Level 1)
 - To construct and perform commands (DOK Level 3)
- Reading and Writing
 - To describe the story elements (DOK Level 1)
 - To construct sentences using pronouns (DOK Level 3)
 - To identify weather and the seasons (DOK Level 2)
 - To identify problems and solutions (DOK 4)

- To interpret data using text features (DOK Level 2)
- Listening and speaking
 - To repeat vocabulary words (DOK Level 1)
 - To retell a story (DOK Level 2)
 - To recite from a play (DOK Level 1)
- Comprehension and Critical Thinking
 - To connect data with human giving (DOK Level 4)
 - To create journal entries as a writing prompt (DOK Level 4)
 - To synthesize sequencing of a story for a retell (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- **Speaking and Listening-**
 - Give and carry out commands, follow directions, give instructions
 - Theme Theater: Perform “Domino Soup”
 - Express needs and wants
 - Ask for and give advice
 - Listen critically for the speaker’s purpose
 - Oral Language project: Instructions
- **Vocabulary-**
 - To recognize & use Social Studies vocabulary
 - To recognize & use Academic vocabulary
 - Prefixes
 - Use context clues
- **Language-**
 - Pronouns: Subject & Object Pronouns
 - Possessive adjectives
 - Possessive Pronouns
- **Writing-**
 - Daily writing Prompts: What is teamwork?
 - Write a RAFT for students to follow.
 - Write about a time you helped someone. Add descriptions.
 - Writing dialogue
 - Sentence Frame: Why should food be shared? Why is it important for people to eat together?
 - Choose a character from Domino Soup to write about.
 - How does working together help society?
 - Modeled writing – song lyrics
- **Reading-**
 - “Domino Soup” Story Elements, Determine Importance, Use Text Evidence
 - “Stone Soup” Story Elements, Determine Importance, Use Text Evidence
 - “In A Mountain Community” Main Idea, Determine Importance, Use Text Evidence
 - “Mi Barrio” Main Idea, Determine Importance, Use Text Evidence

Assessments:

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

Reach Level C - Unit 7: Best Buddies

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

2-3: WIDA ELD Standard 1: Social and Instructional Language

2-3: WIDA ELD Standard 2: Language for Language Arts

2-3: WIDA ELD Standard 4: Language for Science

- **Anchor(s):**

Social and Instructional Language

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences 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 or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and 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

Language for Language Arts

ELD-SI.K-3.Argue

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

ELD-LA.2-3. Narrate. Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3. Narrate. Expressive

Construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution, or ending

- Engage and adjust for audience

ELD-LA.2-3. Inform. Interpretive

Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3. Inform. Expressive

Construct informational texts in language arts that

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

Language for Science

ELD-SC.2-3. Explain. Interpretive

Interpret scientific explanations by

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

ELD-SC.2-3. Explain. Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

ELD-SC.2-3. Argue. Interpretive

Interpret scientific arguments by

- Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions
- Analyzing whether evidence is relevant or not
- Distinguishing between evidence and opinions

ELD-SC.2-3. Argue. Expressive

Construct scientific arguments that

- Introduce topic/phenomenon for an issue related to the natural and designed world(s)
- Make a claim supported by relevant evidence
- Establish a neutral tone
- Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim

- **Eligible Content:**

Understanding of: How do living things depend on each other? How are living things connected? What makes a good relationship?

- Animals and their basic needs

- The Interdependence of living things
- Relationships
- Interdependence

Objectives:

- **Vocabulary & Grammar**
 - To recognize and define vocabulary words (DOK Level 1)
 - To use words in a sentence (DOK Level 1)
 - To identify and use parts of a dictionary and glossary (DOK Level 1)
 - To construct complete sentences using regular and irregular past tense verbs (DOK Level 3)
- **Reading and Writing**
 - To describe the features of the food chain of living things (DOK Level 1)
 - To construct sentences using key words in context (DOK Level 3)
 - To identify parts and functions of the dictionary and glossary (DOK Level 2)
 - To identify problems and solutions of interdependent relationships (DOK 4)
 - To interpret data using text features (DOK Level 2)
- **Listening and speaking**
 - To repeat vocabulary words (DOK Level 1)
 - To retell a story (DOK Level 2)
 - To give information using data (DOK Level 4)
- **Comprehension and Critical Thinking**
 - To connect data with human giving (DOK Level 4)
 - To synthesize using pictures to draw conclusions of how in the wild, animals pair up to help each other (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- **Speaking and Listening-**
 - Express likes and dislikes
 - Listen and take notes
 - Evaluate
 - Theme theater: Reader's theater
 - Retell a story
 - Summarize
 - Summarize spoken messages
 - Oral language project: Narrative presentation
- **Vocabulary-**
 - Recognize & use Science vocabulary
 - Use a Dictionary/Glossary
 - Use Context Clues
- **Language & Grammar:**
 - Past Tense: Regular past tense verbs & Irregular past tense verbs
 - Future tense: with WILL and GOING TO

- **Writing-**
 - Daily writing Prompt-What is vegetation?
 - Describe how two living things help each other to survive, in “The Oak Tree and the Squirrel”
 - Write a letter to Elephant with expression
 - Create a character map and share
 - Persuasive Writing prompt: Imagine you are a marine ecologist; write persuasive statements you want others to feel strongly about.
- **Reading-**
 - “Go to Sleep, Gecko” characters, synthesize, use text evidence
 - “Enric Sala: Marine Ecologist” synthesize, use text evidence
 - “Odd Couples” topic and main idea, synthesize, use text evidence
 - “Working Together” topic and main idea, synthesize, use text evidence

Assessments:

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

Reach Level C Unit 8: Our United States

- **Standard(s):** WIDA English Language Development Standards (2020)
 - 2-3: WIDA ELD Standard 1: Social and Instructional Language
 - 2-3: WIDA ELD Standard 2: Language for Language Arts
 - 2-3 WIDA ELD Standard 5: Language for Social Studies

Anchor(s):

Social and Instructional Language

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences 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 or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and 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

Language for Language Arts

ELD-SI.K-3.Argue

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

ELD-LA.2-3. Narrate. Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3. Narrate. Expressive

Construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution, or ending
- Engage and adjust for audience

ELD-LA.2-3. Inform. Interpretive

Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3. Inform. Expressive

Construct informational texts in language arts that

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

Language for Social Studies

ELD-SS.2-3. Explain. Interpretive

Interpret social studies explanations by

- Determining types of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for event sequences and/or causes/effects
- Evaluating disciplinary concepts and ideas associated with a compelling or supporting question

ELD-SS.2-3. Explain. Expressive

Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes, or cycles
- Generalize possible reasons for a development or even

- **Eligible Content:**

Understanding of: What does America mean to you? How do people make America what it is? What is America?

- Customs, symbols, celebrations and landmarks
- National identity
- Patriotism

Objectives:

- Vocabulary & Grammar
 - To recognize and define vocabulary words (DOK Level 1)
 - To use words in a sentence (DOK Level 1)
 - To identify and use prefixes (DOK Level 1)
 - To construct complete short and long sentences (DOK Level 3)
- Reading and Writing
 - To describe the features of American culture (DOK Level 1)
 - To construct sentences using prepositions (DOK Level 3)
 - To identify the importance of being an American (DOK Level 2)
 - To identify what America is (DOK 4)
 - To interpret poetry to make connections (DOK Level 2)

- Listening and speaking
 - To repeat vocabulary words (DOK Level 1)
 - To retell a story (DOK Level 2)
- Comprehension and Critical Thinking
 - To connect definitions using a dictionary (DOK Level 4)
 - To create journal entries as a writing prompt using persuasive techniques (DOK Level 4)
 - To synthesize characterization (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- **Speaking and Listening-**
 - Make and respond to a request and ask for help
 - Tell an original story
 - Adjust language for your purpose
 - Theme Theater: Act out “Apple Pie 4th of July”
 - Express intentions
 - Persuade
 - Listen for implicit ideas
 - Oral Language Project: Persuasive Multimedia Presentation
- **Vocabulary-**
 - To recognize and use Social Studies vocabulary
 - To recognize and use Academic vocabulary
 - Use the dictionary
 - Prefixes
- **Language & Grammar:**
 - Prepositions that tell where
 - Prepositions that show time
 - Prepositional phrases tell more
- **Writing-**
 - Daily writing Prompt and writing projects
 - Create sentences by writing a short sentence then a long sentence
 - Write a descriptive paragraph for a character in a story.
 - Use RAFT to describe their American holiday.
 - Write a formal summary of a book they have read
 - Writing Project – Using words that present a unique and genuine voice
 - Implement prewrite, draft, revise, edit, proofread, and publish
 - Using sensory words to write Why America looks beautiful
 - Writing prompt- In what ways are all Americans united?
 - Paragraph writing- What does America mean to you?
 - Journal Entry – America is...
- **Reading-**
 - “Apple Pie 4th of July” Characters, reading strategies, use text evidence
 - “America: A Weaving” reading strategies, use text evidence

- **“America Is”** Author’s purpose, reading strategies, use text evidence
- **“This Land Is Your Land”** reading strategies, use text evidence

Assessments:

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

Curriculum Plan Grade 3

Reach Level D -Unit 1: Happy to Help

- **Standard(s):** WIDA English Language Development Standards (2020)
 - 2-3: WIDA ELD Standard 1: Social and Instructional Language
 - 2-3: WIDA ELD Standard 2: Language for Language Arts
 - 2-3 WIDA ELD Standard 5: Language for Social Studies

Anchor(s):

Social and Instructional Language

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences 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 or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and 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

Language for Language Arts

ELD-SI.K-3.Argue

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

ELD-LA.2-3. Narrate. Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3. Narrate. Expressive

Construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution, or ending
- Engage and adjust for audience

ELD-LA.2-3. Inform. Interpretive

Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3. Inform. Expressive

Construct informational texts in language arts that

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

Language for Social Studies

ELD-SS.2-3. Explain. Interpretive

Interpret social studies explanations by

- Determining types of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for event sequences and/or causes/effects
- Evaluating disciplinary concepts and ideas associated with a compelling or supporting question

ELD-SS.2-3. Explain. Expressive

Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes, or cycles
- Generalize possible reasons for a development or event

- **Eligible Content:**

Understanding of-How do people help each other? Can one act of kindness make a difference?

How can one person change many lives?

- Individual responsibility
- Working together
- Overcoming obstacles

Objectives:

- Vocabulary & Grammar
 - To recognize and define vocabulary words and use words in a sentence (DOK Level 1)
 - To identify and use prefixes. (DOK Level 1)
 - To construct complete short and long sentences (DOK Level 3)
 - To construct sentences using capitalization, complete subject/predicate and simple subject/predicate (DOK Level 3)
- Reading and Writing

- To describe the features of summarization (DOK Level 1)
- To compare a character's wants and needs (DOK Level 2)
- To identify the Realistic fiction genre (DOK 4)
- To interpret poetry to make connections (DOK Level 2)
- Listening and speaking
 - To repeat vocabulary words (DOK Level 1)
 - To retell a story (DOK Level 2)
- Comprehension and Critical Thinking
 - To connect definitions using a dictionary (DOK Level 4)
 - To create journal entries as a writing prompt using mindful expression (DOK Level 4)
 - To synthesize and identify the parts of a plot and summarize (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- **Speaking and Listening-**
 - Make and respond to a request/ Ask for help
 - Use gestures and expressions
 - Make comparisons
 - Seek clarification
- **Vocabulary-**
 - Recognize & use Social Studies vocabulary
 - Recognize & use Science vocabulary
 - Recognize & use academic vocabulary
 - Alphabetical Order
 - Determine meanings
- **Language-**
 - Complete Sentences: Begin with a capital letter
 - Complete Sentences: Subject & predicate
 - Complete Subject/Predicate
 - Simple Subject/Simple Predicate: Agreement
 - More Subjects & Predicates
- **Writing-**
 - Daily writing Prompt
 - Using pictures and RAFT for a retell
 - Writers Craft: Writing practice focused on character and audience perception
 - Write a response using sentence frames
 - Whole class writing: What did you like best about the story
 - Prompt: What kind of problems can a student have?
 - Journal Entry: paraphrase "Those Shoes"
- **Reading-**
 - "Those Shoes"- Plot, characters
 - "Guardian Angel" Poetry, Poetic form

- Autobiography: “The World's Greatest Underachiever” - Autobiography, comparisons, point of view.
- Biography: “Joseph Lekuton: Making a Difference” -biography, chronological order

Assessments:

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

Reach Level D: Unit 2: Nature's Balance

- **Standard(s):** WIDA English Language Development Standards (2020)
2-3: WIDA ELD Standard 1: Social and Instructional Language
2-3: WIDA ELD Standard 2: Language for Language Arts
2-3 WIDA ELD Standard 4: Language for Science

Anchor(s):

Social and Instructional Language

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences 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 or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and 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

Language for Language Arts

ELD-SI.K-3.Argue

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

ELD-LA.2-3. Narrate. Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3. Narrate. Expressive

Construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution, or ending

- Engage and adjust for audience

ELD-LA.2-3. Inform. Interpretive

Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3. Inform. Expressive

Construct informational texts in language arts that

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

Language for Science

ELD-SC.2-3. Explain. Interpretive

Interpret scientific explanations by

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

ELD-SC.2-3. Explain. Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

ELD-SC.2-3. Argue. Interpretive

Interpret scientific arguments by

- Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions
- Analyzing whether evidence is relevant or not
- Distinguishing between evidence and opinions

ELD-SC.2-3. Argue. Expressive

Construct scientific arguments that

- Introduce topic/phenomenon for an issue related to the natural and designed world(s)
- Make a claim supported by relevant evidence
- Establish a neutral tone
- Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim

- **Eligible Content:**

Understanding of-What happens when nature loses its balance? Which is worse: too much or too little? How are the parts of an ecosystem connected?

- Ecosystems

- Balance
- Interdependence

Objectives:

- Vocabulary & Grammar
 - To recognize and define vocabulary word and use words in a sentence (DOK Level 1)
 - To identify and use sensory words (DOK Level 1)
 - To construct complete short and long sentences (DOK Level 3)
- Reading and Writing
 - To describe the features of paraphrasing (DOK Level 1)
 - To construct sentences using different kinds of sentences, compound sentences and coordinating conjunctions (DOK Level 3)
 - To compare various forms of money (DOK Level 2)
 - To identify the humorous genre (DOK 4)
 - To interpret poetry to make connections (DOK Level 2)
- Listening and speaking
 - To repeat vocabulary words (DOK Level 1)
 - To paraphrase a story (DOK Level 2)
- Comprehension and Critical Thinking
 - To make connections using a timeline (DOK Level 4)
 - To create journal entries as a writing and create a fable (DOK Level 4)
 - To analyze riddles (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

Speaking and Listening-

- Ask and Answer Questions
- Restate and Idea or Paraphrase
- Listen for the main idea
- Theme Theater: Action Figure Show
- Give and carry out commands
- Give, restate and follow directions
- Oral Language Project: Narrative Presentation

Vocabulary-

- Recognize & use Science vocabulary
- Recognize & use academic vocabulary
- Syllables
- Pronunciation

Language-

- Kinds of sentences: Statements, Exclamations, Commands & Questions
- Compound Sentences: Coordinating Conjunctions

Writing-

- Daily writing Prompt:

- Using different types of sentences to create a fable.
- Using sensory words in a journal entry.
- Write about a time when things seemed out of balance IE sometimes it rains too much.
- Whole class response paragraph: what did the students like best about the selection?
- What do you need to supply every day?
- Use modeled writing to write a humorous story for a newspaper column.
- Journal Entry: paraphrase “When the Pigs Took Over”, Don Carlos was always looking for new foods.

Reading-

- **“When the Pigs Took Over”**- Compare/contrast, setting, plot
- **“Animals, More or Less”**- Questions/ answer, riddle
- **“When the Wolves Returned”**- Article, cause and effect, timeline
- **“Megafish Man”**- Topics and main idea

Assessments:

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

Reach Level D: Unit 3: Life in the Soil

- **Standard(s):** WIDA English Language Development Standards (2020)
2-3: WIDA ELD Standard 1: Social and Instructional Language
2-3: WIDA ELD Standard 2: Language for Language Arts
2-3 WIDA ELD Standard 4: Language for Science

Anchor(s):

Social and Instructional Language

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences 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 or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and 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

Language for Language Arts

ELD-SI.K-3.Argue

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

ELD-LA.2-3. Narrate. Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3. Narrate. Expressive

Construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution, or ending

- Engage and adjust for audience

ELD-LA.2-3. Inform. Interpretive

Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3. Inform. Expressive

Construct informational texts in language arts that

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

Language for Science

ELD-SC.2-3. Explain. Interpretive

Interpret scientific explanations by

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

ELD-SC.2-3. Explain. Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

ELD-SC.2-3. Argue. Interpretive

Interpret scientific arguments by

- Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions
- Analyzing whether evidence is relevant or not
- Distinguishing between evidence and opinions

ELD-SC.2-3. Argue. Expressive

Construct scientific arguments that

- Introduce topic/phenomenon for an issue related to the natural and designed world(s)
- Make a claim supported by relevant evidence
- Establish a neutral tone
- Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim

- **Eligible Content:**

Understanding of- What is so amazing about plants? What are plants like? What is it like where plants grow?

- Plant life cycles

- Plant diversity
- Growth and change
- Our diverse world

Objectives:

- Vocabulary & Grammar
 - To recognize and define vocabulary words and use words in a sentence (DOK Level 1)
 - To identify and use sequence and multiple meaning words (DOK Level 1)
 - To construct sentences using plural nouns with s, es and articles (DOK Level 3)
- Reading and Writing
 - To describe the features of Haiku (DOK Level 1)
 - To construct a Haiku (DOK Level 3)
 - To compare genres (DOK Level 2)
 - To analyze the characteristics of your favorite foods (DOK 4)
 - To interpret inferences (DOK Level 2)
- Listening and speaking
 - To repeat vocabulary words (DOK Level 1)
 - To identify the sequence of a story (DOK Level 2)
- Comprehension and Critical Thinking
 - To make connections about what you can produce (DOK Level 4)
 - To create journal entries and create a Haiku. (DOK Level 4)
 - To analyze main idea and details (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

Speaking and Listening-

- Give and ask for information
- Present in sequence
- Theme Theater: Step into the story
- Define & explain
- Listen actively
- Oral Language Project: News report

Vocabulary-

- Recognize & use Science vocabulary
- Recognize and use academic vocabulary
- Multiple Meaning words
- Suffixes

Language-

- Plural Nouns with –s and -es
- Singular Nouns and articles
- Count and noncount nouns
- Common and proper nouns

- Multiple meaning words

Writing-

- Daily writing Prompt:
 - What does a root do?
 - “Gardener’s Journal” What happens to a plant next?
 - “Characteristics of your favorite foods”
 - Using key terms in sentence frames
 - What can you produce?
 - Write a Haiku

Reading-

- **“Two Old Potatoes and Me”** – Sequence and characters
- **“America’s Sprouting’s”** – Haiku and sensory details, and compare genres
- **“A Protected Place”**- Article, main idea and details
- **“Rosie’s Reports”** – Blog, Author’s purpose

Assessments:

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

Reach Level D: Unit 4: Let's Work Together

- **Standard(s):** WIDA English Language Development Standards (2020)
2-3: WIDA ELD Standard 1: Social and Instructional Language
2-3: WIDA ELD Standard 2: Language for Language Arts
2-3 WIDA ELD Standard 5: Language for Social Studies

Anchor(s):

Social and Instructional Language

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences 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 or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and 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

Language for Language Arts

ELD-SI.K-3.Argue

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

ELD-LA.2-3. Narrate. Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3. Narrate. Expressive

Construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution, or ending

- Engage and adjust for audience

ELD-LA.2-3. Inform. Interpretive

Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3. Inform. Expressive

Construct informational texts in language arts that

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

Language for Social Studies

ELD-SS.2-3. Explain. Interpretive

Interpret social studies explanations by

- Determining types of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for event sequences and/or causes/effects
- Evaluating disciplinary concepts and ideas associated with a compelling or supporting question

ELD-SS.2-3. Explain. Expressive

Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes, or cycles
- Generalize possible reasons for a development or event

- **Eligible Content:**

Understanding of-What's the best way to get things done? What are the rewards of working together? Why should we listen to new ideas?

- Community
- Innovation
- Cooperation
- Leadership

Objectives:

- Vocabulary & Grammar
 - To recognize and define vocabulary word and use words in a sentence (DOK Level 1)
 - To identify needs vs. wants (DOK Level 1)
 - To construct sentences using present tense and action verbs (DOK Level 3)
 - To construct sentences using helping verbs; can, could, should and may, must, have to, has to (DOK Level 3)
- Reading and Writing
 - To describe the features of a persuasive article. (DOK Level 1)
 - To construct a persuasive letter (DOK Level 3)

- To create dialogue (DOK Level 4)
- To analyze the characteristics of a character to design dialogue (DOK 4)
- To interpret theme (DOK Level 2)
- Listening and speaking
 - To repeat vocabulary words (DOK Level 1)
 - To identify the author's purpose (DOK Level 2)
- Comprehension and Critical Thinking
 - To make connections about what you can produce (DOK Level 4)
 - To create journal entries and create a Haiku (DOK Level 4)
 - To analyze main idea and details (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

Speaking and Listening-

- Express needs, wants and feelings
- Engage in conversation
- Listen for important details
- Theme Theater: Dramatization
- Persuade, Agree and Disagree
- Adjust your language for your audience
- Oral language project: Persuasive presentations

Vocabulary-

- Recognize & use Social Studies vocabulary
- Recognize & use academic vocabulary
- Prefixes
- Classify words

Language-

- Present Tense verbs: Action verbs
- Helping Verbs; can, could, should
- Helping Verbs: may, must, have to, has to
- Forms of be/have; subject verb agreement

Writing-

Daily writing Prompt

- Develop dialogue and characterization of a character
- Develop writing using sentence frames
- Interactive writing to develop theme
- Paragraph writing- explain "advertisement"
- Write a persuasive letter
- Write a summary of a story or book

Reading-

- **Mamma Panya's Pancakes-** Theme, third person narrator
- **Ba's Business-** Characters and setting
- **A Better Way-** opinion and evidence, persuasive article
- **The Ant and the Grasshopper-** text features, author's purpose

Assessments:

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

Reach Level D: Unit 5: Mysteries of Matter

- **Standard(s):** WIDA English Language Development Standards (2020)
2-3: WIDA ELD Standard 1: Social and Instructional Language
2-3: WIDA ELD Standard 2: Language for Language Arts
2-3 WIDA ELD Standard 4: Language for Science

Anchor(s):

Social and Instructional Language

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences 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 or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and 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

Language for Language Arts

ELD-SI.K-3.Argue

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

ELD-LA.2-3. Narrate. Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3. Narrate. Expressive

Construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution, or ending

- Engage and adjust for audience

ELD-LA.2-3. Inform. Interpretive

Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3. Inform. Expressive

Construct informational texts in language arts that

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

Language for Science

ELD-SC.2-3. Explain. Interpretive

Interpret scientific explanations by

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

ELD-SC.2-3. Explain. Expressive

Construct scientific explanations that

- Describes observations and/or data about a phenomenon
- Develops a logical sequence between data or evidence and claim
- Compares multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

ELD-SC.2-3. Argue. Interpretive

Interpret scientific arguments by

- Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions
- Analyzing whether evidence is relevant or not
- Distinguishing between evidence and opinions

ELD-SC.2-3. Argue. Expressive

Construct scientific arguments that

- Introduce topic/phenomenon for an issue related to the natural and designed world(s)
- Make a claim supported by relevant evidence
- Establish a neutral tone
- Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim

- **Eligible Content:**

Understanding of-What causes matter to change? What happens when the temperature changes? What happens when two things mix?

- Phases of matter

- Forms of matter
- Water in many forms
- Extreme Earth

Objectives:

- Vocabulary & Grammar
 - To recognize and define vocabulary words and use words in a sentence (DOK Level 1)
 - To identify needs vs. wants (DOK Level 1)
 - To construct sentences using adjectives and possessive nouns (DOK Level 3)
 - To construct sentences using vivid language (DOK Level 3)
- Reading and Writing
 - To describe the features of an interview (DOK Level 1)
 - To construct a diagram showing the different forms of matter (DOK Level 3)
 - To create sentences using key terms (DOK Level 4)
 - To analyze a story to paraphrase (DOK 4)
 - To interpret formal vs. informal writing (DOK Level 2)
- Listening and speaking
 - To repeat vocabulary words (DOK Level 1)
 - To identify the aspects of the seasons (DOK Level 2)
- Comprehension and Critical Thinking
 - To make connections about what you can produce (DOK Level 4)
 - To create journal entries using vivid words (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

Speaking and Listening-

- Describe Actions
- Elaborate
- Adjust your language for your purpose
- Theme Theater: Perform “Melt the Snow”
- Describe Places
- Evaluate
- Listen to take and make notes
- Oral language project: Interview

Vocabulary-

- Recognize & use Science vocabulary
- Recognize & use academic vocabulary
- Seasons
- Months
- Synonyms & Antonyms

Language-

- Adjectives and Articles
- Adjectives that compare

- Possessive Nouns and Adjectives

Writing-

Daily writing Prompt-

- Make connections
- Use vivid words to describe
- Write sentences using Key terms
- What are the different forms of matter?
- Consider formal and informal writing
- Paraphrase

Reading-

- **“Melt the Snow”** Play- elements of drama, character and plot
- **“Saved in Ice”** E-mail, web-based article, text features
- **“Quicksand”** Cause and effect, diagrams
- **“Meet Maycira Costa”** Interview, visuals

Assessments:

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

Reach Level D: Unit 6: From Past to Present

- **Standard(s):** WIDA English Language Development Standards (2020)
 - 2-3: WIDA ELD Standard 1: Social and Instructional Language
 - 2-3: WIDA ELD Standard 2: Language for Language Arts
 - 2-3 WIDA ELD Standard 5: Language for Social Studies

Anchor(s):

Social and Instructional Language

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences 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 or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and 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

Language for Language Arts

ELD-SI.K-3.Argue

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

ELD-LA.2-3. Narrate. Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3. Narrate. Expressive

Construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution, or ending
- Engage and adjust for audience

ELD-LA.2-3. Inform. Interpretive

Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationships between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3. Inform. Expressive

Construct informational texts in language arts that

- Introduce and define a topic and/or entity for audience
- Add details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

Language for Social Studies

ELD-SS.2-3. Explain. Interpretive

Interpret social studies explanations by

- Determining types of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for events sequences and/or causes/effects
- Evaluating disciplinary concepts and ideas associated with a compelling or supporting question

ELD-SS.2-3. Explain. Expressive

Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes, or cycles
- Generalize possible reasons for a development or event

- **Eligible Content:**

Understanding of-How can we preserve our traditions? What creates a musical heritage? How do artists and storytellers share traditions?

- Culture and Traditions
- Art and Music
- Many ways to tell a story
- Heritage

Objectives:

- Vocabulary & Grammar
 - To recognize and define vocabulary words and use sensory words (DOK Level 1)
 - To identify music in culture (DOK Level 1)
 - To construct sentences using subject/ object pronouns (DOK Level 3)
 - To construct sentences using possessive, demonstrative pronouns and pronoun agreement (DOK Level 3)
- Reading and Writing
 - To describe the features and styles of music (DOK Level 1)
 - To construct a paragraph telling how a favorite song makes them feel (DOK Level 3)
 - To create a biographical essay of a favorite musician (DOK Level 4)

- To analyze the styles and cultures of songs (DOK 4)
- To interpret sensory details in lyrics (DOK Level 2)
- Listening and speaking
 - To repeat vocabulary words (DOK Level 1)
 - To identify the homophones (DOK Level 2)
- Comprehension and Critical Thinking
 - To make connections about what you can produce (DOK Level 4)
 - To create journal entries using an online chat (DOK Level 4)
 - To analyze details of lyrics in a song (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

Speaking and Listening-

- Ask and give information
- Engage in discussion
- Summarize spoken messages
- Theme theater: Recite a song
- Give and follow Instructions
- Verify or Confirm information
- Listen for implicit ideas
- Oral Language project: Instructions

Vocabulary-

- Recognize & use Social Studies vocabulary
- Recognize & use academic vocabulary
- Playful language
- Homophones

Language-

- Subject and Object Pronouns
- Pronoun Agreement
- Demonstrative Pronouns
- Possessive Pronouns
- Pronoun agreement

Writing-

Daily writing Prompt-

- How does rhythm relate to music?
- Using online chat, students identify sensory details.
- Students will use their favorite song to think about words and how the song makes them feel.
- Class writing, favorite part of story (whole class)
- Write about their favorite style of music
- Write a biographical paragraph about a favorite musician
- Write a formal summary of a book they have read

Reading-

- **“Oye, Celia! A song for Celia Cruz”**- Song lyrics, classify details, sensory language
- **“Blues Legend: Blind Lemon Jefferson:** Important details, biography

- **“Carving Stories in Cedar”** - Visualization, descriptive article, legend, text features
- **“Stories to Tell”** - Folk Tale, characters, intonation

Assessments:

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

Reach Level D: Unit 7: Blast! Crash! Splash!

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

2-3: WIDA ELD Standard 1: Social and Instructional Language

2-3: WIDA ELD Standard 2: Language for Language Arts

2-3 WIDA ELD Standard 4: Language for Science

Anchor(s):

Social and Instructional Language

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences 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 or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and 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

Language for Language Arts

ELD-SI.K-3.Argue

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

ELD-LA.2-3. Narrate. Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3. Narrate. Expressive

Construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution, or ending
- Engage and adjust for audience

ELD-LA.2-3. Inform. Interpretive

Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3. Inform. Expressive

Construct informational texts in language arts that

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

Language for Science

ELD-SC.2-3. Explain. Interpretive

Interpret scientific explanations by

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

ELD-SC.2-3. Explain. Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

ELD-SC.2-3. Argue. Interpretive

Interpret scientific arguments by

- Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions
- Analyzing whether evidence is relevant or not
- Distinguishing between evidence and opinions

ELD-SC.2-3. Argue. Expressive

Construct scientific arguments that

- Introduce topic/phenomenon for an issue related to the natural and designed world(s)
- Make a claim supported by relevant evidence
- Establish a neutral tone
- Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim

- **Eligible Content:**

Understanding of-What Forces can change Earth? Why are we fascinated by volcanos? What gives a tsunami its power?

- Forces of Nature.
- Nature's Impact on Land and Living Things.

- Nature's Power.

Objectives:

- Vocabulary & Grammar
 - To recognize and define vocabulary words. Use words in a sentence. (DOK Level 1)
 - To identify Greek and Latin Roots/compound words. (DOK Level 1)
 - To construct sentences using adverbs (DOK Level 3)
 - To construct sentences using prepositions and prepositional phrases (DOK Level 3)
- Reading and Writing
 - To describe the elements of poetry (DOK Level 1)
 - To construct a photo essay (DOK Level 3)
 - To create dialogue (DOK Level 4)
 - To analyze the characteristics of a photo essay (DOK 4)
 - To interpret cause and effect (DOK Level 2)
- Listening and speaking
 - To repeat vocabulary words (DOK Level 1)
 - To identify and stay on topic when paraphrasing/summarizing (DOK Level 2)
- Comprehension and Critical Thinking
 - To make connections about what you can produce (DOK Level 4)
 - To create journal entries as a writing and create a summary (DOK Level 4)
 - To analyze important details (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

Speaking and Listening-

- Tell an original story
- Summarize
- Stay on topic
- Oral language project: Informational presentation
- Express opinions and ideas
- Listen critically
- Understand opinions and ideas
- Theme Theater

Vocabulary-

- Recognize & use Science vocabulary
- Recognize & use academic vocabulary
- Weather terms
- Greek and Latin roots
- Compound words

Language-

- Adverbs
- Prepositions
- Prepositional Phrases

Writing-

Daily writing Prompt

- What kind of things flow?
- Practice using precise words for imagery (sentences in journals)
- Sentence frames; what job would you like if you lived on an island?
- Class paragraph- favorite part of the poem
- Write what you would create or make if you lived on an island with only a few people
- Writing a photo essay
- Paraphrase “Selvakumar Knew Better” maintaining order

Reading-

- **“An Island Grows”** Narrative poem, imagery, elements of poetry
- **“Volcano Views”** Text features, important details
- **“Selvakumar Knew Better”** Historical fiction, cause and effect, dialogue
- **“Tsunami”** Online article, causes and effects

Assessments:

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

Reach Level D: Unit 8: Getting There

- **Standard(s):** WIDA English Language Development Standards (2020)
 - 2-3: WIDA ELD Standard 1: Social and Instructional Language
 - 2-3: WIDA ELD Standard 2: Language for Language Arts
 - 2-3 WIDA ELD Standard 3: Language for Mathematics

Anchor(s):

Social and Instructional Language

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- Ask questions about what others have shared
- Recount and restate ideas

- Discuss how stories might end or next steps

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- 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

Language for Language Arts

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
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- Defend change in one's own thinking
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Interpret language arts narratives by

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Construct language arts narratives that

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Interpret informational texts in language arts by

- Identifying the main idea and key details
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ELD-LA.2-3. Inform. Expressive

Construct informational texts in language arts that

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

Language for Mathematics

ELD-MA.2-3. Explain. Interpret

Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing a plan for problem-solving steps
- Evaluating simple patterns or structure

ELD-MA.2-3. Explain. Expressive

Construct mathematical explanations that

- Introduce a concept or entity
- Describe a solution and steps used to solve problems with others
- State reasoning used to generate solution

ELD-MA.2-3. Argue. Interpretive

Interpret mathematics arguments by

- Identifying conjectures about what might be true
- Distinguishing connections among ideas in justifications
- Extracting mathematical operations and facts from solution strategies to create generalizations

ELD-MA.2-3. Argue. Express

Construct mathematics arguments that

- Create conjecture using definitions
- Generalize commonalities across cases
- Justify conclusion steps and strategies in simple patterns
- Identify and respond to others' arguments

- **Eligible Content:**

Understanding of-What tools can we use to achieve our goals? What are the ways we use numbers? How can planning ahead help us reach our goals?

- Measuring in miles
- Mapping a course
- Perseverance
- Planning ahead

Objectives:

- Vocabulary & Grammar
 - To recognize and define vocabulary words and use words in a sentence (DOK Level 1)
 - To identify goals and outcomes (DOK Level 1)
 - To construct sentences using past tense –regular and irregular verbs (DOK Level 3)
 - To construct sentences using future tense with *will/am/is/are/going to* (DOK Level 3)
- Reading and Writing
 - To identify features of a map (DOK Level 1)
 - To describe the features of a race – planning /goal setting (DOK Level 1)
 - To construct an informal letter (DOK Level 3)
 - To create paragraphs using vivid words that describe (DOK Level 4)
 - To analyze character 's behaviors in a story (DOK 4)

- To interpret the distance of races (DOK Level 2)
- Listening and speaking
 - To repeat vocabulary words (DOK Level 1)
 - To identify word categories (DOK Level 2)
- Comprehension and Critical Thinking
 - To make connections about what you can achieve (DOK Level 4)
 - To create journal entries to determine distance (DOK Level 4)
 - To analyze main idea and details (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

Speaking and Listening-

- Ask for and Give advice
- Make and accept suggestions
- Clarify and support ideas
- Theme theater: Perform a skit
- Express intentions
- Express certainty, probability, and possibility
- Interpret a speaker's message
- Oral language project: Panel discussion

Vocabulary-

- Recognize & use Math vocabulary
- Recognize & use Academic vocabulary
- Outdoor activities/sports
- Word Categories
- Homographs

Language-

- Past tense: Regular and irregular verbs
- Future tense with *will/am/is/are/going to*

Writing-

Daily writing Prompt:

- What is the distance of a race?
- Write a friendly letter with salutation, date, body and signature
- Vivid words that describe how things look, feel or sound
- Use sentence frame for sentences using key terms
- What does it mean to achieve a goal?
- Write a Folktale
- Journal entry paraphrasing character's behaviors in a story

Reading-

- **"Running Shoes"** Realistic fiction, goal and outcome, character's motive
- **"Two Clever Plans"** Myth, Folk Tale, Goal and Outcome
- **"One Man's Goal"** Main idea and details, map compass rose, and legend
- **"Climbing Toward Her Goal"** Main Ideas and details

Assessments:

- **Diagnostics**
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