

# **PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**English Language Development (ELD)**

**Curriculum Writing Committee:  
Cindy Bachmann**

**Grade Level:  
6-8**

**Date of Board Approval: \_\_2024\_\_\_\_\_**

## DELAWARE VALLEY SCHOOL DISTRICT

### Course Weighting: ELD

<b>Oral Literacy: Listening &amp; Speaking</b>	<b>30%</b>
<b>Written Literacy: Reading &amp; Writing</b>	<b>30%</b>
<b>Knowledge-Based Assessments</b>	<b>20%</b>
<b>Daily Participation</b>	<b>20%</b>
<b>Total</b>	<b>100%</b>

### CURRICULUM MAP

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.

**Time/Credit for the Course:** Full Academic Year, 180 days; 1 period per day

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### Please note:

- Language proficiency in listening, speaking, reading, and writing, develops at different rates. It is important to recognize that linguistic complexity, vocabulary usage and language control 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 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.

### LEVEL 1--ENTERING

- **FUNDAMENTALS: INSIDE UNIT 1**

**Understanding of:** Sounds and Letters- Listening component with verbal messages and instruction for better language use.

**VOCABULARY:** gain a wide vocabulary with the use of notebooks and word walls.

**GRAMMAR:** using the grammar handbook, students will be introduced to American grammar components that may not be present in their own language. Once introduced, students will be encouraged to implement proper grammar usage in their writing and speaking tasks.

**READING:** Sequence, Problems and solutions, and Main Ideas and details.

**COMMUNICATION:** students will develop communications through pictures, writing and speaking while continually introducing new elements of speech, vocabulary and grammar for successful transitional outcomes.

### LEVEL 2 – BEGINNING

- **FUNDAMENTALS: INSIDE Volume 2**

**Understanding of:** Phonics and comprehension in reading, writing, and speaking.

**VOCABULARY:** words dealing with time, directions, civil rights, opinions, animals, plants and habitats

**GRAMMAR:** have to/need to, phrases, irregular and tenses of verbs, adjectives, nouns and Pronouns.

**READING:** phonics and decoding, R-controlled long vowels. Words with y. Cause and Effect, Sequence, Details and Compare/ Contrast.

**COMMUNICATION:** encourage students to speak about their home country by assigning projects and discussing traditions and special holiday celebrations.

### LEVEL 3 -- DEVELOPING

- **INSIDE Level A**

**Understanding of:** their place in the world. What Defines a Home?

**CULTURE:** Through the study of needs in both good times and bad times students are made aware of struggles and successes and how their decisions form their character.

**VOCABULARY:** context clues, related words, compound, base and suffixes of words. Latin and Greek roots.

**GRAMMAR:** types of sentences, noun, subject verb agreement, pronoun usage, adjectives, adverbs and participles.

**READING:** Reading Strategies, Analyze, Author's Point of View, Characterization, and Plot.

**COMMUNICATION:** Paragraph-Topic and Details, Claim and support, Main Idea and Support, Sequence Paragraph and Personal Narrative

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### LEVEL 4 -- EXPANDING

- **INSIDE Level B**

Understanding of: powerful ideas, the use of talents, and how does the past impact the future.

**VOCABULARY:** compound words, prefixes, suffixes, synonyms, antonyms, and root words.

**GRAMMAR:** complete sentences, forms of the verb Be, comparative adjectives and adverbs.

**READING:** Analyzing elements of Drama, comparing fiction and nonfiction, and reading Strategies.

**COMMUNICATION:** Problem & Solution, Chronological Order, Compare & Contrast, Personal Narrative, Short Story, Cause & Effect

### LEVEL 5 -- BRIDGING

- **INSIDE Level C**

**Understanding of:** decisions affecting identity, reactions to coming face to face with rival, and how and individual can make a difference.

**VOCABULARY:** context clues, jargon, figurative language, technical vocabulary, and word choice.

**GRAMMAR:** compound and complex sentences, phrases, participles, and present perfect and past perfect tenses.

**COMMUNICATION:** Analyzing Author's Point of View, Theme, cause and effect, and Drama

### 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 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 works, 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 including 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.

## DELAWARE VALLEY SCHOOL DISTRICT

### **Textbook and Supplemental Resources:**

**Please note:** The selection of text for each EL depends on the student's current proficiency level and reading Lexile.

Inside: Reading, Writing & Language—Fundamentals 1

Textbook ISBN#: 978-1-2854-3946-4

Textbook Publisher and Year of Publication: National Geographic Learning, Cengage Learning, 2014

Inside: Reading, Writing & Language—Fundamentals 2

Textbook ISBN#: 978-1-2854-3947-1

Textbook Publisher and Year of Publication: National Geographic Learning, Cengage Learning, 2014

INSIDE: Reading, Writing, & Language—Level A

Textbook ISBN#: 978-1-2854-3743-9

Textbook Publisher and Year of Publication: National Geographic Learning, Cengage Learning, 2014

INSIDE: Reading, Writing, & Language—Level B

Textbook ISBN#: 978-1-2854-3948-4

Textbook Publisher and Year of Publication: National Geographic Learning, Cengage Learning, 2014

INSIDE: Reading, Writing, & Language—Level C

Textbook ISBN#: 978-1-2854-3756-9

Textbook Publisher and Year of Publication: National Geographic Learning, Cengage Learning, 2014

### **Supplemental Resources:**

- Ready, Set, Go: Newcomers 6-12
- Finish line for ELLs 2.0: English Proficiency Practice

## Curriculum Plan

**Unit: 1**      **Level 1-ENTERING**

**Standard(s):** PDESAS English Language Development & Related Academic Standard

ELD.16.1.6-8, ELD.16.2.6-8, ELD.16.3.6-8, ELD.16.5.6-8

CC.1.2.6.A, CC.1.2.7.A, CC.1.2.8.A, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.A, CC.1.5.7.A, CC.1.5.8.A, CC.1.2.6.L, CC.1.2.7.L, CC.1.2.8.L, CC.1.3.6.K, CC.1.3.7.K, CC.1.3.8.K, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.B, CC.1.5.7.B, CC.1.5.8.B, CC.1.4.6.D, CC.1.4.7.D, CC.1.4.8.D, CC.1.4.6.P, CC.1.4.7.P, CC.1.4.8.P, CC.2.4.6.B.1, CC.2.4.7.B.1, CC.2.4.8.B.1, 8.1.6.C, 8.1.7.C, 8.1.8.C, 8.1.6.A, 8.1.6.B, 8.1.7.A, 8.1.7.B, 8.1.8.A, 8.1.8.B

**Anchor(s):**

ELD.16.1.6-8.1L, ELD.16.1.6-8.1R, ELD.16.1.6-8.1S, ELD.16.1.6-8.1W, ELD.16.2.6-8.1L, ELD.16.2.6-8.1R, ELD.16.2.6-8.1S, ELD.16.2.6-8.1W, ELD.16.3.6-8.1W, ELD.16.5.6-8.1R, ELD.16.5.6-8.1S

**Eligible Content:**

**Understanding Of: Who am I?**

- Give Personal Information
- Communicate through Self-Portraits
- Relate to Personal Experience
- Generate Ideas
- Listen Actively
- Express Social Courtesies
- Recognize High Frequency Words
- Develop Reading Fluency

**Objectives:**

- **VOCABULARY & GRAMMAR**
  - To communicate personal information using basic vocabulary (DOK Level 1)
  - To begin recognizing and using high frequency words (DOK Level 1, 2)
  - To recall and use unit vocabulary (DOK Level 1)
  - To use complete simple sentences to give information (DOK Level 1, 2)
  - To identify subject pronouns and the person/people with whom they correspond
  - To use the verb BE--present tense with appropriate subject pronoun (DOK Level 1, 2)
    - Statements with BE
    - Exclamations with BE
    - Proper nouns as Subjects
    - Use complete sentences.
- **READING & WRITING**
  - To read self-selected text (DOK Level 1)
  - To develop fluency while reading: Expression, accuracy & rate (DOK Level 1)
  - To use the reading strategy: Preview & set a purpose (DOK Level 1)

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- To activate prior knowledge (DOK Level 1, 2, 3)
- To identify and recall sequences in text (DOK Level 1)
- To recognize genre: Realistic Fiction & Photo Essay (DOK Level 1)
- To write an e-mail (DOK Level 1, 2)
- **LISTENING & SPEAKING**
  - To engage in classroom discussion (DOK Level 1)
  - To understand a speaker's message (DOK Level 1)
  - To respond to questions (DOK Level 1)
  - To give an oral response to visuals (DOK Level 1)
  - To develop oral fluency: Expression, accuracy & rate (DOK Level 1)
  - To associate sounds and spellings: a & o (DOK Level 1, 2)
- **COMPREHENSION & CRITICAL THINKING**
  - To analyze and interpret photos (DOK Levels 1, 2, 4)
  - To sequence events (DOK Level 2)

### Core Activities and Corresponding Instructional Methods:

- **READING, WRITING & LANGUAGE**
  - Daily Modeled & Expected Use: Greeting, Goodbye & social courtesy expressions
  - Productive Language: Student Introductions
  - Receptive Language: Personal Introductions comprehension
  - Guided Discussion: Information giving
  - Activity: Interview Peers
  - Graphic Organizer: Mind Map, Word Web, Sequence Chain, Study Card
  - Language Modeling: subject pronouns & BE verbs
  - Discrete grammar & vocabulary practice: subject pronouns & BE verbs
  - Discrete phonics practice: Short a & o
  - Oral language practice: use subject pronouns & BE verbs to expand personal introductions
  - Concept applied communication: forms, e-mails & telephone use
  - Reading Preparedness: High frequency words, Unit vocabulary & grammar
  - Read Text Selections: Good News, New at School, & Many People to Meet
  - Accessing the Text: Reading Selection Recordings
  - Guided & Independent Reading Comprehension
  - Fluency Passages: Develop Fluency: Expression, Accuracy & Rate
  - Language & Content: Mathematics applications
  - Writing Project: E-Mail
  - Revision Skills: Capital letters & punctuation

### Assessments:

#### Diagnostic:

- WIDA Screener (when applicable)
- WIDA ACCESS
- [Q](#) Reading Lexile Placement Test

#### Formative:

- [Q2](#), 3, 4 Reading Lexile Gains Test
- INSIDE Fundamentals Cluster Assessments

## **DELAWARE VALLEY SCHOOL DISTRICT**

- INSIDE Fundamentals Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Vocabulary Routines Journal

### **Summative:**

- INSIDE Fundamentals Unit Assessments
- Library Reading Comprehension Assessments
- INSIDE Project Based Assessment

### **Extensions:**

- Introduce a Person
- Photo description/narration
- Spelling dictation & sentence application
- Extended Reading: Folk Tale Collection--I Am La Luna; The Secret Water

### **Correctives:**

- INSIDE Fundamentals Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice
- English in a Flash: Auditory discrimination vocabulary practice

### **Materials and Resources:**

- Textbook website: [www.myNGconnect.com](http://www.myNGconnect.com)
- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book



## DELAWARE VALLEY SCHOOL DISTRICT

### **Unit: 2**      **Level 1-ENTERING**

**Standard(s):** PDESAS English Language Development & Related Academic Standards  
ELD.16.1.6-8, ELD.16.2.6-8, ELD.16.3.6-8, ELD.16.5.6-8

CC.1.2.6.A, CC.1.2.7.A, CC.1.2.8.A, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.A, CC.1.5.7.A, CC.1.5.8.A, CC.1.2.6.L, CC.1.2.7.L, CC.1.2.8.L, CC.1.3.6.K, CC.1.3.7.K, CC.1.3.8.K, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.B, CC.1.5.7.B, CC.1.5.8.B, CC.1.4.6.D, CC.1.4.7.D, CC.1.4.8.D, CC.1.4.6.P, CC.1.4.7.P, CC.1.4.8.P, CC.2.4.6.B.1, CC.2.4.7.B.1, CC.2.4.8.B.1, 8.1.6.C, 8.1.7.C, 8.1.8.C, 8.1.6.A, 8.1.6.B, 8.1.7.A, 8.1.7.B, 8.1.8.A, 8.1.8.B

### **Anchor(s):**

ELD.16.1.6-8.1L, ELD.16.1.6-8.1R, ELD.16.1.6-8.1S, ELD.16.1.6-8.1W, ELD.16.2.6-8.1L, ELD.16.2.6-8.1R, ELD.16.2.6-8.1S, ELD.16.2.6-8.1W, ELD.16.3.6-8.1W, ELD.16.5.6-8.1R, ELD.16.5.6-8.1S

### **Eligible Content:**

**Understanding of:** What foods do you like?

- Learn about Foods, Colors, Shapes & Sizes
- Respond to Food Visuals
- Express Likes
- Describe Appearances
- Generate Ideas
- Make Judgments
- Listen Actively
- Recognize High Frequency Words
- Develop Reading Fluency

### **Objectives:**

- **VOCABULARY & GRAMMAR**
  - To identify subject pronouns and the person/people with whom they correspond
  - To make affirmative statements with present tense action verbs and appropriate subject pronouns (DOK Level 1, 2 & 4)
  - To increase recognition and use of high frequency words (DOK Level 1, 2)
  - To recall and use unit vocabulary (DOK Level 1)
  - To use complete sentences to give information (DOK Level 1, 2)
  - To make observations about foods (DOK 2)
  - To build content-area vocabulary: Classify (DOK Level 1)
- **READING & WRITING**
  - To use the reading strategy: Preview & set a purpose (DOK Level 1)
  - To activate prior knowledge (DOK Level 1, 2, 3)
  - To identify details in a text (DOK Level 1)
  - To develop reading fluency: Phrasing, accuracy & rate (DOK Level 1)
  - To identify steps in a process within a text (DOK Level 2)
  - To write a How-To instruction Card (DOK Level 2, 3)
- **LISTENING & SPEAKING**
  - To ask & answer questions (DOK Level 1, 3)

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- o To listen actively (DOK Level 2)
- o To participate in conversation ((DOK Level 2)
- o To give an oral response to visuals & reading selections (DOK Level 1)
- o To develop oral fluency: Phrasing, accuracy & rate (DOK Level 1)
- o To associate sounds and spellings: i, u, ch & tch (DOK Level 1, 2)
- **COMPREHENSION & CRITICAL THINKING**
  - o To respond to and interpret visuals (DOK Level 1, 2)
  - o To make comparisons across texts (DOK Level 3)
  - o To generate ideas & make judgments (DOK Level 3, 4)
  - o To classify (DOK Level 2)
  - o To analyze literature (DOK Level 4)
  - o To sequence events (DOK Level 2)

### Core Activities and Corresponding Instructional Methods:

- **READING, WRITING & LANGUAGE**
  - o Daily Modeled & Expected Use: Express likes & describe color, shape & size
  - o Productive Language: Naming & describing foods
  - o Receptive Language: Food names & descriptions comprehension
  - o Guided Discussion: What's for Lunch? What food is (description)?
  - o Activity: Interview Peers: What foods do you like?
  - o Graphic Organizer: Mind Map, Word Web, Sequence Chain, Classification Chart
  - o Language Modeling: subject pronouns & present tense action verbs
  - o Discrete grammar & vocabulary practice: subject pronouns & present tense action verbs
  - o Discrete phonics practice: Short i & u; ch & tch
  - o Oral language practice: use subject pronouns & present tense action verbs to expand food preparation descriptions
  - o Concept applied communication: Food Guide Pyramid, Production Map & Recipe
  - o Reading Preparedness: High frequency words, Unit vocabulary & grammar
  - o Read Text Selections: I Make Pictures Move, Something Good for Lunch, & U.S. Tour of Food
  - o Accessing the Text: Reading Selection Recordings
  - o Guided & Independent Reading Comprehension
  - o Fluency Passages: Develop Fluency: Phrasing, Accuracy & Rate
  - o Language & Content: Science applications
  - o Writing Project: How-to-Card
  - o Revision Skills: Capital letters & punctuation

### Assessments:

#### Diagnostic:

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1 Reading Lexile Placement Test

#### Formative:

- MP2, 3, 4 Reading Lexile Gains Test
- INSIDE Fundamentals Cluster Assessments

## **DELAWARE VALLEY SCHOOL DISTRICT**

- INSIDE Fundamentals Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Vocabulary Routines Journal

### **Summative:**

- INSIDE Fundamentals Unit Assessments
- Library Reading Comprehension Assessments
- INSIDE Project Based Assessment

### **Extensions:**

- Describe a favorite/traditional/heritage food
- Photo description/narration
- Spelling dictation & sentence application
- Extended Reading: Folk Tale Collection--Plain White Salt

### **Correctives:**

- INSIDE Fundamentals Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice
- English in a Flash: Auditory discrimination vocabulary practice

### **Materials and Resources:**

- Textbook website: [www.myNGconnect.com](http://www.myNGconnect.com)
- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book

# DELAWARE VALLEY SCHOOL DISTRICT

## **Unit: 3**      **Level 1-ENTERING**

**Standard(s):** PDESAS English Language Development & Related Academic Standards

ELD.16.1.6-8, ELD.16.2.6-8, ELD.16.3.6-8, ELD.16.5.6-8

CC.1.2.6.A, CC.1.2.7.A, CC.1.2.8.A, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.A, CC.1.5.7.A, CC.1.5.8.A, CC.1.2.6.L, CC.1.2.7.L, CC.1.2.8.L, CC.1.3.6.K, CC.1.3.7.K, CC.1.3.8.K, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.B, CC.1.5.7.B, CC.1.5.8.B, CC.1.4.6.D, CC.1.4.7.D, CC.1.4.8.D, CC.1.4.6.P, CC.1.4.7.P, CC.1.4.8.P, CC.2.4.6.B.1, CC.2.4.7.B.1, CC.2.4.8.B.1, 8.1.6.C, 8.1.7.C, 8.1.8.C, 8.1.6.A, 8.1.6.B, 8.1.7.A, 8.1.7.B, 8.1.8.A, 8.1.8.B

### **Anchor(s):**

ELD.16.1.6-8.1L, ELD.16.1.6-8.1R, ELD.16.1.6-8.1S, ELD.16.1.6-8.1W, ELD.16.2.6-8.1L, ELD.16.2.6-8.1R, ELD.16.2.6-8.1S, ELD.16.2.6-8.1W, ELD.16.3.6-8.1W, ELD.16.5.6-8.1R, ELD.16.5.6-8.1S

**Eligible Content:** What is the job for me?

### **Understanding of:**

- Learn about Careers & Tools of the Trade
- Use Graphic Organizers
- Ask and respond to Information Questions
- Ask and respond to Yes-or-No Questions
- Generate Ideas
- Interpret Visuals
- Listen Actively
- Recognize High Frequency Words
- Develop Reading Fluency

### **Objectives:**

- **VOCABULARY & GRAMMAR**
  - To increase recognition and use of high frequency words (DOK Level 1, 2)
  - To recall and use unit vocabulary (DOK Level 1)
  - To build content-area vocabulary: Observe, measure, compare & log (DOK Level 1)
  - To use complete sentences to give information (DOK Level 1, 2)
  - To make affirmative statements with present tense action verbs and appropriate subject pronouns (DOK Level 1, 2 & 4)
  - To ask for and give information (DOK Level 1, 3)
    - WH- question words
    - Yes-or-No questions
- **READING & WRITING**
  - To use the reading strategy: Preview & set a purpose (DOK Level 1)
  - To activate prior knowledge (DOK Level 1, 2, 3)
  - To identify details in text (DOK Level 1)
  - To use text features: Captions & Callouts (DOK Level 2)

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- To write an Interview (DOK Level 2)
- **LISTENING & SPEAKING**
  - To ask & answer questions (DOK Level 1, 3)
  - To listen actively (DOK Level 2)
  - To participate in conversation ((DOK Level 2)
  - To give an oral response to visuals & reading selections (DOK Level 1)
  - To associate sounds and spellings: e, ll, ss, zz, ck & sh (DOK Level 1, 2)
- **COMPREHENSION & CRITICAL THINKING**
  - To respond to and interpret visuals (DOK Level 1, 2)
  - To make comparisons across texts (DOK Level 3)
  - To generate ideas (DOK Level 3, 4)
  - To summarize (DOK Level 2)
  - To analyze literature (DOK Level 4)
  - To identify details (DOK Level 1)

### Core Activities and Corresponding Instructional Methods:

- **READING, WRITING & LANGUAGE**
  - Daily Modeled & Expected Use: Express job name and associated tool & action
  - Daily Modeled & Expected Use: Asking & answering Yes-or-No questions & WH-information questions
  - Productive Language: Describing doing jobs & using tools for jobs
  - Productive Language: Asking & answering Yes-or-No questions & WH-information questions
  - Receptive Language: Doing jobs & using tools for jobs descriptions comprehension
  - Receptive Language: Yes-or-No questions & WH- information questions comprehension
  - Guided Discussion: What is job is this? What does a (job name) do? What does a (job name) use?
  - Activity: Interview Peers: What is the job for you?
  - Graphic Organizer: Mind Map, Word Web, Concept Web, Observation Log, Expanded Meaning Map
  - Language Modeling: subject pronouns & present tense action verbs
  - Discrete grammar & vocabulary practice: subject pronouns & present tense action verbs
  - Discrete phonics practice: Short e; sh, ck, & double consonants ll, ss & zz
  - Oral language practice: use subject pronouns & present tense action verbs to expand working the job descriptions
  - Concept applied communication: Observation chart
  - Reading Preparedness: High frequency words, Unit vocabulary & grammar
  - Read Text Selections: What Is It?, Let Ben Take It, & Geologists: Rock Scientists
  - Accessing the Text: Reading Selection Recordings
  - Guided & Independent Reading Comprehension
  - Fluency Passages: Develop Fluency: Expression, Accuracy & Rate

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- o Language & Content: Science & Mathematics applications
- o Writing Project: Interview for a Job Handbook
- o Revision Skills: Capital letters & punctuation

### **Assessments:**

#### **Diagnostic:**

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1 Reading Lexile Placement Test

#### **Formative:**

- MP2, 3, 4 Reading Lexile Gains Test
- INSIDE Fundamentals Cluster Assessments
- INSIDE Fundamentals Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Vocabulary Routines Journal

#### **Summative:**

- INSIDE Fundamentals Unit Assessments
- Library Reading Comprehension Assessments
- INSIDE Project Based Assessment

### **Extensions:**

- Career Exploration
- Photo/Silent Video description/narration
- Spelling dictation & sentence application
- Extended Reading: Folk Tale Collection--Can Turtle Fly? & Anansi Gives Wisdom to the World

### **Correctives:**

- INSIDE Fundamentals Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice
- English in a Flash: Auditory discrimination vocabulary practice

### **Materials and Resources:**

- Textbook website: [www.myNGconnect.com](http://www.myNGconnect.com)
- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book

# DELAWARE VALLEY SCHOOL DISTRICT

## **Unit: 4**      **Level 1--ENTERING**

**Standard(s):** PDESAS English Language Development & Related Academic Standards

ELD.16.1.6-8, ELD.16.2.6-8, ELD.16.3.6-8, ELD.16.5.6-8  
CC.1.2.6.A, CC.1.2.7.A, CC.1.2.8.A, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.A, CC.1.5.7.A,  
CC.1.5.8.A, CC.1.2.6.L, CC.1.2.7.L, CC.1.2.8.L, CC.1.3.6.K, CC.1.3.7.K, CC.1.3.8.K, CC.1.3.6.A,  
CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.B, CC.1.5.7.B, CC.1.5.8.B, CC.1.4.6.D, CC.1.4.7.D, CC.1.4.8.D,  
CC.1.4.6.P, CC.1.4.7.P, CC.1.4.8.P, CC.2.4.6.B.1, CC.2.4.7.B.1, CC.2.4.8.B.1, 8.1.6.C, 8.1.7.C, 8.1.8.C,  
8.1.6.A, 8.1.6.B, 8.1.7.A, 8.1.7.B, 8.1.8.A, 8.1.8.B

### **Anchor(s):**

ELD.16.1.6-8.1L, ELD.16.1.6-8.1R, ELD.16.1.6-8.1S, ELD.16.1.6-8.1W, ELD.16.2.6-8.1L, ELD.16.2.6-8.1R, ELD.16.2.6-8.1S, ELD.16.2.6-8.1W, ELD.16.3.6-8.1W, ELD.16.5.6-8.1R, ELD.16.5.6-8.1S

**Eligible Content:** Students explore the theme “Numbers Count” along with the Essential Questions “How much?” & “How many?” through reading, writing, and discussion.

**Understanding of:** How much? & How many?

- Express Quantities
- Express Needs
- Ask and respond to Information Questions
- Ask and respond to Yes-or-No Questions
- Generate Numeric Ideas
- Interpret Visuals
- Listen Actively
- Recognize High Frequency Words
- Develop Reading Fluency
- Give numeric information

### **Objectives:**

- **VOCABULARY & GRAMMAR**
  - To increase recognition and use of high frequency words (DOK Level 1, 2)
  - To recall and use unit vocabulary (DOK Level 1)
  - To build content-area vocabulary: Apostrophe (DOK Level 1)
  - To use complete sentences to give information (DOK Level 1, 2)
  - To make negative statements using NOT (DOK Level 1, 3)
  - To ask questions with DO verbs and appropriate subject pronouns (DOK Level 1, 2 & 4)
  - To ask for and give numeric information (DOK Level 1, 3)
    - cardinal numbers
    - ordinal numbers
    - Yes-or-No questions
- **READING & WRITING**
  - To use the reading strategy: Preview, set a purpose, & Build Background (DOK Level 1)

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- To activate prior knowledge (DOK Level 1, 2, 3)
- To identify problems, solutions & details in text (DOK Level 1)
- To use text features: Tables (DOK Level 2)
- To write a Fact Sheet (DOK Level 2)
- **LISTENING & SPEAKING**
  - To ask & answer questions (DOK Level 1, 3)
  - To listen actively (DOK Level 2)
  - To participate in conversation ((DOK Level 2)
  - To give an oral response to visuals & reading selections (DOK Level 1)
  - To associate sounds and spellings: Blends & digraphs (DOK Level 1, 2)
- **COMPREHENSION & CRITICAL THINKING**
  - To respond to and interpret visuals (DOK Level 1, 2)
  - To make comparisons across texts (DOK Level 3)
  - To generate ideas (DOK Level 3, 4)
  - To make observations & classify (DOK Level 2)
  - To analyze literature (DOK Level 4)
  - To identify details (DOK Level 1)
  - To identify problem & solution (DOK Level 1)

### Core Activities and Corresponding Instructional Methods:

- **READING, WRITING & LANGUAGE**
  - Daily Modeled & Expected Use: Express number values & use quantity expressions
  - Daily Modeled & Expected Use: Asking Yes-or-No questions with DO verb; & answering with negative statements using NOT
  - Productive Language: Asking about & stating numeric facts
  - Productive Language: Asking & answering Yes-or-No questions
  - Receptive Language: numeric facts question & statement comprehension
  - Receptive Language: Yes-or-No questions & negative statements comprehension
  - Guided Discussion: What is needed? How many are needed? How many does (subject) (verb)?
  - Activity: Interview Peers: What and How many do you have? & Report: He/She has...
  - Graphic Organizer: Mind Map, Word Web, Problem-and-Solution Chart, Study Card
  - Language Modeling: subject pronouns & present tense DO verbs
  - Discrete grammar & vocabulary practice: subject pronouns & present tense DO verbs
  - Discrete phonics practice: Blends & digraphs
  - Oral language practice: use subject pronouns & present tense DO verbs to ask for & expand on numeric fact descriptions
  - Concept applied communication: Reading times, costs & numeric facts aloud
  - Reading Preparedness: High frequency words, Unit vocabulary & grammar
  - Read Text Selections: A Year Without Rain, Rush! & The Mighty Maya



## **DELAWARE VALLEY SCHOOL DISTRICT**

- Accessing the Text: Reading Selection Recordings
- Guided & Independent Reading Comprehension
- Fluency Passages: Develop Fluency: Phrasing, Accuracy & Rate
- Language & Content: Social Science applications
- Writing Project: Fact Sheet
- Revision Skills: Capitalizing Names of Locations

### **Assessments:**

#### **Diagnostic:**

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1 Reading Lexile Placement Test

#### **Formative:**

- MP2, 3, 4 Reading Lexile Gains Test
- INSIDE Fundamentals Cluster Assessments
- INSIDE Fundamentals Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Vocabulary Routines Journal

#### **Summative:**

- INSIDE Fundamentals Unit Assessments
- Library Reading Comprehension Assessments
- INSIDE Project Based Assessment

### **Extensions:**

- Numeric fact research, presentation, & Q & A
- Photo/Silent Video description/narration
- Spelling dictation & sentence application
- Extended Reading: Folk Tale Collection--Leave, Bees!

### **Correctives:**

- INSIDE Fundamentals Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice
- English in a Flash: Auditory discrimination vocabulary practice

### **Materials and Resources:**

- Textbook website: [www.myNGconnect.com](http://www.myNGconnect.com)
- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book

# DELAWARE VALLEY SCHOOL DISTRICT

## **Unit: 5**      **Level 1--ENTERING**

### **Standard(s):** PDESAS English Language Development & Related Academic Standards

ELD.16.1.6-8, ELD.16.2.6-8, ELD.16.3.6-8, ELD.16.5.6-8

CC.1.2.6.A, CC.1.2.7.A, CC.1.2.8.A, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.A, CC.1.5.7.A, CC.1.5.8.A, CC.1.2.6.L, CC.1.2.7.L, CC.1.2.8.L, CC.1.3.6.K, CC.1.3.7.K, CC.1.3.8.K, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.B, CC.1.5.7.B, CC.1.5.8.B, CC.1.4.6.D, CC.1.4.7.D, CC.1.4.8.D, CC.1.4.6.P, CC.1.4.7.P, CC.1.4.8.P, CC.2.4.6.B.1, CC.2.4.7.B.1, CC.2.4.8.B.1, 8.1.6.C, 8.1.7.C, 8.1.8.C, 8.1.6.A, 8.1.6.B, 8.1.7.A, 8.1.7.B, 8.1.8.A, 8.1.8.B

### **Anchor(s):**

ELD.16.1.6-8.1L, ELD.16.1.6-8.1R, ELD.16.1.6-8.1S, ELD.16.1.6-8.1W, ELD.16.2.6-8.1L, ELD.16.2.6-8.1R, ELD.16.2.6-8.1S, ELD.16.2.6-8.1W, ELD.16.3.6-8.1W, ELD.16.5.6-8.1R, ELD.16.5.6-8.1S

### **Eligible Content:**

**Understanding of:** Where is...? What happens here?

- Express Location & Identify Locations
- Ask for & Give Information
- Generate Past Tense Ideas
- Use THERE IS & THERE ARE in statements
- Interpret Visuals
- Listen Actively
- Recognize High Frequency Words
- Develop Reading Fluency

### **Objectives:**

- **VOCABULARY & GRAMMAR**
  - To increase recognition and use of high frequency words (DOK Level 1, 2)
  - To recall and use unit vocabulary (DOK Level 1)
  - To build content-area vocabulary: Map, map title, symbol, scale, legend & key (DOK Level 1)
  - To use complete sentences with prepositions to give location information (DOK Level 1, 2)
  - To make statements using THERE IS & THERE ARE (DOK Level 1, 3)
  - To make pronoun-verb contractions (DOK Level 1, 2)
  - To use regular past tense verbs with appropriate subject pronouns (DOK Level 1, 3)
- **READING & WRITING**
  - To use the reading strategy: Preview, set a purpose, & Build Background (DOK Level 1)
  - To activate prior knowledge (DOK Level 1, 2, 3)
  - To identify details in text (DOK Level 1)
  - To use text features: Maps (DOK Level 2)
  - To write a Journal Page (DOK Level 2)

## **DELAWARE VALLEY SCHOOL DISTRICT**

- **LISTENING & SPEAKING**

- To ask & answer questions (DOK Level 1, 3)
- To listen actively (DOK Level 2)
- To participate in conversation ((DOK Level 2)
- To give an oral response to visuals & reading selections (DOK Level 1)
- To associate sounds and spellings: Word patterns & syllables (DOK Level 1, 2)

- **COMPREHENSION & CRITICAL THINKING**

- To respond to and interpret visuals (DOK Level 1, 2)
- To make comparisons across texts (DOK Level 3)
- To generate ideas (DOK Level 3, 4)
- To summarize (DOK Level 2)
- To analyze literature (DOK Level 4)
- To identify details (DOK Level 1)

### **Core Activities and Corresponding Instructional Methods:**

- **READING, WRITING & LANGUAGE**

- Daily Modeled & Expected Use: Express location using prepositions
- Daily Modeled & Expected Use: Express past tense actions
- Productive Language: Asking for & Giving location information
- Productive Language: Past activities
- Receptive Language: Location question & statement comprehension
- Receptive Language: Past activities comprehension
- Guided Discussion: Where is...? What happens here? What is in our city?
- Activity: Interview Peers: What did you do (time expression)?; & Report: He/She did...
- Graphic Organizer: Mind Map, Word Web, Detail Chart, Definition Map, Concept Web
- Language Modeling: subject pronouns & regular past tense verbs
- Discrete grammar & vocabulary practice: subject pronouns & regular past tense verbs
- Discrete phonics practice: Word patterns & syllables
- Oral language practice: use prepositions & regular past tense verbs to ask about & expand on location & activity descriptions
- Concept applied communication: Maps
- Reading Preparedness: High frequency words, Unit vocabulary & grammar
- Read Text Selections: More Than a Meal, Meet Jo, & San Francisco
- Accessing the Text: Reading Selection Recordings
- Guided & Independent Reading Comprehension
- Fluency Passages: Develop Fluency: Intonation, Accuracy & Rate
- Language & Content: Social Science applications
- Writing Project: Journal Page
- Writing Organization Skill: List Events in Order
- Revision Skills: Capitalizing Days of the Week & the pronoun I

## **DELAWARE VALLEY SCHOOL DISTRICT**

### **Assessments:**

#### **Diagnostic:**

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1 Reading Lexile Placement Test

#### **Formative:**

- MP2, 3, 4 Reading Lexile Gains Test
- INSIDE Fundamentals Cluster Assessments
- INSIDE Fundamentals Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Vocabulary Routines Journal

#### **Summative:**

- INSIDE Fundamentals Unit Assessments
- Library Reading Comprehension Assessments
- INSIDE Project Based Assessment

### **Extensions:**

- School/Town Tour
- Photo/Silent Video description/narration
- Spelling dictation & sentence application
- Extended Reading: Folk Tale Collection--The Frog Who Stirred the Cream; & Juan Bobo Goes Up and Down the Hill

### **Correctives:**

- INSIDE Fundamentals Reteaching Prescriptions
- FINISH LINE for ELLs: English Proficiency Practice
- English in a Flash: Auditory discrimination vocabulary practice

### **Materials and Resources:**

- Textbook website: [www.myNGconnect.com](http://www.myNGconnect.com)
- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book

## DELAWARE VALLEY SCHOOL DISTRICT

### **Unit: 6**      **Level 1--ENTERING**

**Standard(s):** PDESAS English Language Development & Related Academic Standards

ELD.16.1.6-8, ELD.16.2.6-8, ELD.16.3.6-8, ELD.16.5.6-8

CC.1.2.6.A, CC.1.2.7.A, CC.1.2.8.A, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.A, CC.1.5.7.A, CC.1.5.8.A, CC.1.2.6.L, CC.1.2.7.L, CC.1.2.8.L, CC.1.3.6.K, CC.1.3.7.K, CC.1.3.8.K, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.B, CC.1.5.7.B, CC.1.5.8.B, CC.1.4.6.D, CC.1.4.7.D, CC.1.4.8.D, CC.1.4.6.P, CC.1.4.7.P, CC.1.4.8.P, CC.2.4.6.B.1, CC.2.4.7.B.1, CC.2.4.8.B.1, 8.1.6.C, 8.1.7.C, 8.1.8.C, 8.1.6.A, 8.1.6.B, 8.1.7.A, 8.1.7.B, 8.1.8.A, 8.1.8.B

### **Anchor(s):**

ELD.16.1.6-8.1L, ELD.16.1.6-8.1R, ELD.16.1.6-8.1S, ELD.16.1.6-8.1W, ELD.16.2.6-8.1L, ELD.16.2.6-8.1R, ELD.16.2.6-8.1S, ELD.16.2.6-8.1W, ELD.16.3.6-8.1W, ELD.16.5.6-8.1R, ELD.16.5.6-8.1S

### **Eligible Content:**

**Understanding Of: Who** is my family? What is my home like?

- Introduce & Describe Family
- Ask for & Give Information about Household
- Generate Ideas about Home
- Give or Express Praise/Give or Accept Compliments
- Use HAS & HAVE in present tense statements and questions
- Interpret Visuals
- Listen Actively
- Recognize High Frequency Words
- Develop Reading Fluency

### **Objectives:**

- **VOCABULARY & GRAMMAR**
  - To increase recognition and use of high frequency words (DOK Level 1, 2)
  - To recall and use unit vocabulary (DOK Level 1)
  - To build content-area vocabulary: Headings & Main Idea (DOK Level 1)
  - To use complete sentences with plural nouns to give information (DOK Level 1, 2)
  - To extend praise/compliments (DOK Level 2, 3)
  - To use present tense verbs HAS & HAVE with appropriate subject pronouns (DOK Level 1, 3)
- **READING & WRITING**
  - To use the reading strategy: Preview, set a purpose, & Build Background (DOK Level 1)
  - To activate prior knowledge (DOK Level 1, 2, 3)
  - To identify main idea & details in text (DOK Level 1)
  - To use text features: Headings (DOK Level 2)
  - To write a description (DOK Level 2)

## **DELAWARE VALLEY SCHOOL DISTRICT**

- **LISTENING & SPEAKING**

- To ask & answer questions (DOK Level 1, 3)
- To listen actively (DOK Level 2)
- To participate in conversation ((DOK Level 2)
- To give an oral response to visuals & reading selections (DOK Level 1)
- To associate sounds and spellings: Word patterns--plural noun suffixes--& blending syllables (DOK Level 1, 2)

- **COMPREHENSION & CRITICAL THINKING**

- To respond to and interpret visuals (DOK Level 1, 2)
- To make comparisons across texts (DOK Level 3)
- To generate ideas (DOK Level 3, 4)
- To make inferences (DOK Level 2, 3)
- To analyze literature (DOK Level 4)
- To identify details that support a main idea (DOK Level 3)

### **Core Activities and Corresponding Instructional Methods:**

- **READING, WRITING & LANGUAGE**

- Daily Modeled & Expected Use: Express family & household information
- Daily Modeled & Expected Use: Express haves
- Productive Language: Asking for & Giving family & home information
- Productive Language: Describing personal & household possessions
- Receptive Language: family, home & possessions description comprehension
- Guided Discussion: Meet my family, My house
- Activity: Interview Peers: What do you have?; & Report: He/She has...
- Graphic Organizer: Mind Map, Word Web, Idea Diagram, Expanded Meaning Map, Main Idea and Details Chart
- Language Modeling: subject pronouns & HAS/HAVE present tense verbs
- Discrete grammar & vocabulary practice: subject pronouns & HAS/HAVE present tense verbs
- Discrete phonics practice: Long vowels a/i/o/u, word patterns--plural noun suffixes & blending syllables
- Oral language practice: use plural nouns & HAS/HAVE present tense verbs to ask about & expand on family & home descriptions
- Concept applied communication: Family Pedigree Chart, House Diagram/Blueprint
- Reading Preparedness: High frequency words, Unit vocabulary & grammar
- Read Text Selections: Families, When We Came to Wisconsin, & The Family Reunion
- Accessing the Text: Reading Selection Recordings
- Guided & Independent Reading Comprehension
- Fluency Passages: Develop Fluency: Phrasing, Accuracy & Rate
- Language & Content: Mathematics applications
- Writing Project: Description
- Revision Skills: Plural noun suffixes -s & -es

## **DELAWARE VALLEY SCHOOL DISTRICT**

### **Assessments:**

#### **Diagnostic:**

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1 Reading Lexile Placement Test

#### **Formative:**

- MP2, 3, 4 Reading Lexile Gains Test
- INSIDE Fundamentals Cluster Assessments
- INSIDE Fundamentals Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Vocabulary Routines Journal

#### **Summative:**

- INSIDE Fundamentals Unit Assessments
- Library Reading Comprehension Assessments
- INSIDE Project Based Assessment

### **Extensions:**

- School/Town Tour
- Photo/Silent Video description/narration
- Spelling dictation & sentence application
- Extended Reading: Folk Tale Collection--Who Needs Two Wings?

### **Correctives:**

- INSIDE Fundamentals Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice
- English in a Flash: Auditory discrimination vocabulary practice

### **Materials and Resources:**

- Textbook website: [www.myNGconnect.com](http://www.myNGconnect.com)
- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book

## Curriculum Plan

**Unit: 1**      **Level 2-BEGINNING**

**Standard(s):** PDESAS English Language Development & Related Academic Standards

ELD.16.1.6-8, ELD.16.2.6-8, ELD.16.3.6-8, ELD.16.5.6-8

CC.1.2.6.A, CC.1.2.7.A, CC.1.2.8.A, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.A, CC.1.5.7.A, CC.1.5.8.A, CC.1.2.6.L, CC.1.2.7.L, CC.1.2.8.L, CC.1.3.6.K, CC.1.3.7.K, CC.1.3.8.K, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.B, CC.1.5.7.B, CC.1.5.8.B, CC.1.4.6.D, CC.1.4.7.D, CC.1.4.8.D, CC.1.4.6.P, CC.1.4.7.P, CC.1.4.8.P, CC.2.4.6.B.1, CC.2.4.7.B.1, CC.2.4.8.B.1, 7.1.6.B, 7.1.7.B, 7.1.8.B, 7.2.6.A, 7.2.7.A, 7.2.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C, 8.1.6.A, 8.1.6.B, 8.1.7.A, 8.1.7.B, 8.1.8.A, 8.1.8.B, 8.1.6.A, 8.1.7.A, 8.1.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C

**Anchor(s):**

ELD.16.1.6-8.2L, ELD.16.1.6-8.2R, ELD.16.1.6-8.2S, ELD.16.1.6-8.2W, ELD.16.2.6-8.2L, ELD.16.2.6-8.2R, ELD.16.2.6-8.2S, ELD.16.2.6-8.2W, ELD.16.3.6-8.3W, ELD.16.5.6-8.2L, ELD.16.5.6-8.2R, ELD.16.5.6-8.2S, ELD.16.5.6-8.2W

**Eligible Content:**

**Understanding of:** How can we help in our community?

- Tell Time
- Communicate about community workers & their work
- Communicate cause & effect
- Speculate about what may, might or could happen
- Examine local government
- Use the phrases HAVE TO & NEED TO
- Use possessive adjectives to show ownership
- Generate Ideas about community interdependence
- Interpret Visuals
- Listen Actively
- Recognize High Frequency Words
- Increase Reading Fluency

**Objectives:**

- **VOCABULARY & GRAMMAR**
  - To increase recognition and use of high frequency words (DOK Level 1, 2)
  - To recall and use unit vocabulary (DOK Level 1)
  - To build content-area vocabulary: Indent, Paragraph, Supporting details, & Topic sentence (DOK Level 1)
  - To use complete sentences with possessive pronouns to communicate ownership (DOK Level 1, 2)
  - To make observations and express conclusions using HAVE TO & NEED TO (DOK Level 2, 3)
  - To predict what MAY, MIGHT or COULD happen (DOK Level 2)



## **DELAWARE VALLEY SCHOOL DISTRICT**

- **READING & WRITING**

- To use the reading strategy: Preview, set a purpose, & Build Background (DOK Level 1)
- To activate prior knowledge (DOK Level 1, 2, 3)
- To identify cause & effect in text (DOK Level 1, 2)
- To use text features: Paragraphs (DOK Level 2)
- To write a Friendly Letter (DOK Level 2)

- **LISTENING & SPEAKING**

- To ask & answer questions (DOK Level 1, 3)
- To listen actively (DOK Level 2)
- To participate in conversation ((DOK Level 2)
- To give an oral response to visuals & reading selections (DOK Level 1)
- To associate sounds and spellings: Long vowels ie, igh, ui & ue (DOK Level 1, 2)

- **COMPREHENSION & CRITICAL THINKING**

- To respond to and interpret visuals (DOK Level 1, 2)
- To make comparisons across texts (DOK Level 3)
- To generate ideas (DOK Level 3, 4)
- To identify cause & effect (DOK Level 1, 2)
- To summarize (DOK Level 2)
- To analyze & respond to literature (DOK Level 3, 4)

### **Core Activities and Corresponding Instructional Methods:**

- **READING, WRITING & LANGUAGE**

- Daily Modeled & Expected Use: Express Time, Ownership, Certainty & Possibility
- Productive Language: Communicate about community work & interdependence
- Productive Language: Describing what belongs to whom
- Receptive Language: community work & interdependence description comprehension
- Receptive Language: ownership explanation comprehension
- Guided Discussion: I could help, They all work in our community, We have to help
- Activity: Interview Peers: What is your job?; & Report: He/She...
- Graphic Organizer: Mind Map, Concept Web/Map, Cause-and-Effect Chart, Study Card, Idea Web, Detail Chart
- Language Modeling: using MAY, MIGHT & COULD to predict; using HAVE TO & NEED TO to express certainty
- Discrete grammar & vocabulary practice: MAY, MIGHT, COULD, HAVE TO, NEED TO & possessive adjectives
- Discrete phonics practice: Long vowels ie, igh, ui & ue
- Oral language practice: use possessive adjectives, MAY/MIGHT/COULD/HAVE TO/NEED TO to ask about & expand on community interdependence descriptions
- Concept applied communication: Clock/Watch, Mind/Concept Map
- Reading Preparedness: High frequency words, Unit vocabulary & grammar

## **DELAWARE VALLEY SCHOOL DISTRICT**

- Read Text Selections: Power Out!, Hot Crumbs Cause Fire, & Dog Detectives
- Accessing the Text: Reading Selection Recordings
- Guided & Independent Reading Comprehension
- Fluency Passages: Develop Fluency: Expression, Accuracy & Rate
- Language & Content: Language Arts applications
- Writing Project: Friendly Letter
- Revision Skills: Add details

### **Assessments:**

#### **Diagnostic:**

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1 Reading Lexile Placement Test

#### **Formative:**

- MP2, 3, 4 Reading Lexile Gains Test
- INSIDE Fundamentals Cluster Assessments
- INSIDE Fundamentals Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Vocabulary Routines Journal

#### **Summative:**

- INSIDE Fundamentals Unit Assessments
- Library Reading Comprehension Assessments
- INSIDE Project Based Assessment

### **Extensions:**

- Introduce a Person
- Photo description/narration
- Spelling dictation & sentence application
- Extended Reading: Folk Tale Collection--María and the Baker's Bread; Mouse-Deer Must Be Quick!

### **Correctives:**

- INSIDE Fundamentals Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice
- English in a Flash: Auditory discrimination vocabulary practice

### **Materials and Resources:**

- Textbook website: [www.myNGconnect.com](http://www.myNGconnect.com)
- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book

## DELAWARE VALLEY SCHOOL DISTRICT

### **Unit: 2**      **Level 2-BEGINNING**

#### **Standard(s):** PDESAS English Language Development & Related Academic Standards

ELD.16.1.6-8, ELD.16.2.6-8, ELD.16.3.6-8, ELD.16.5.6-8

CC.1.2.6.A, CC.1.2.7.A, CC.1.2.8.A, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.A, CC.1.5.7.A, CC.1.5.8.A, CC.1.2.6.L, CC.1.2.7.L, CC.1.2.8.L, CC.1.3.6.K, CC.1.3.7.K, CC.1.3.8.K, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.B, CC.1.5.7.B, CC.1.5.8.B, CC.1.4.6.D, CC.1.4.7.D, CC.1.4.8.D, CC.1.4.6.P, CC.1.4.7.P, CC.1.4.8.P, CC.2.4.6.B.1, CC.2.4.7.B.1, CC.2.4.8.B.1, 7.1.6.B, 7.1.7.B, 7.1.8.B, 7.2.6.A, 7.2.7.A, 7.2.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C, 8.1.6.A, 8.1.6.B, 8.1.7.A, 8.1.7.B, 8.1.8.A, 8.1.8.B, 8.1.6.A, 8.1.7.A, 8.1.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C

#### **Anchor(s):**

ELD.16.1.6-8.2L, ELD.16.1.6-8.2R, ELD.16.1.6-8.2S, ELD.16.1.6-8.2W, ELD.16.2.6-8.2L, ELD.16.2.6-8.2R, ELD.16.2.6-8.2S, ELD.16.2.6-8.2W, ELD.16.3.6-8.3W, ELD.16.5.6-8.2L, ELD.16.5.6-8.2R, ELD.16.5.6-8.2S, ELD.16.5.6-8.2W

#### **Eligible Content:**

**Understanding of:** How can we make the world a better place?

- Give directions & information
- Express wants & feelings
- Use irregular past tense verbs
- Generate Ideas about making a difference/making the world a better place
- Interpret Visuals
- Listen Actively
- Recognize High Frequency Words
- Increase Reading Fluency

#### **Objectives:**

- **VOCABULARY & GRAMMAR**
  - To increase recognition and use of high frequency words (DOK Level 1, 2)
  - To recall and use unit vocabulary (DOK Level 1)
  - To build content-area vocabulary: Data, Table, Graph, Section & Key (DOK Level 1)
  - To use complete sentences with irregular past tense verbs to give information (DOK Level 1, 2)
  - To make observations and give directions (DOK Level 2)
  - To express wants and feelings (DOK Level 2)
- **READING & WRITING**
  - To use the reading strategy: Preview, set a purpose, Build Background & Ask questions (DOK Level 1)
  - To activate prior knowledge (DOK Level 1, 2, 3)
  - To identify sequence in text (DOK Level 1, 2)
  - To use text features: Table & Circle Graph (DOK Level 2)
  - To write a Personal Narrative (DOK Level 2)
- **LISTENING & SPEAKING**
  - To ask & answer questions (DOK Level 1, 3)

## DELAWARE VALLEY SCHOOL DISTRICT

- To listen actively (DOK Level 2)
- To participate in conversation ((DOK Level 2)
- To give an oral response to visuals & reading selections (DOK Level 1)
- To associate sounds and spellings: R-controlled vowels (DOK Level 1, 2)
- **COMPREHENSION & CRITICAL THINKING**
  - To respond to and interpret visuals (DOK Level 1, 2)
  - To make comparisons across texts (DOK Level 3)
  - To generate ideas (DOK Level 3, 4)
  - To classify details (DOK Level 1, 2)
  - To summarize (DOK Level 2)
  - To analyze & respond to literature (DOK Level 3, 4)

### Core Activities and Corresponding Instructional Methods:

- **READING, WRITING & LANGUAGE**
  - Daily Modeled & Expected Use: Give Directions, Express Wants & Feelings
  - Productive Language: Communicate steps we can take to make the world a better place
  - Productive Language: Describing what people did in the past to make a difference
  - Receptive Language: Making a difference narrative comprehension
  - Receptive Language: Historical Figures biography comprehension
  - Guided Discussion: How do kids help?, Use your rights to change the world, & Some people who led America
  - Activity: Interview Peers: What have you done/can you do to make a difference in the world?; & Report: He/She...
  - Graphic Organizer: Mind Map, Word Web, Time Line, Category Chart, Story-Plan
  - Language Modeling: using irregular past tense verbs to tell about historical people and events
  - Discrete grammar & vocabulary practice: irregular past tense verbs
  - Discrete phonics practice: R-controlled vowels
  - Oral language practice: use irregular past tense verbs to ask about & expand descriptions on biographies of historical figures & the differences they made
  - Concept applied communication: Election Data, Calendar of Public Holidays
  - Reading Preparedness: High frequency words, Unit vocabulary & grammar
  - Read Text Selections: Who Was Martin Luther King, Jr.?, Kids Are Helping Kids, & Striving for Change
  - Accessing the Text: Reading Selection Recordings
  - Guided & Independent Reading Comprehension
  - Fluency Passages: Develop Fluency: Phrasing, Accuracy & Rate
  - Language & Content: Social Science applications
  - Writing Project: Personal Narrative
  - Revision Skills: Gather Feedback, Mark Changes, Check grammar/spelling/mechanics

## **DELAWARE VALLEY SCHOOL DISTRICT**

### **Assessments:**

#### **Diagnostic:**

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1 Reading Lexile Placement Test

#### **Formative:**

- MP2, 3, 4 Reading Lexile Gains Test
- INSIDE Fundamentals Cluster Assessments
- INSIDE Fundamentals Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Vocabulary Routines Journal

#### **Summative:**

- INSIDE Fundamentals Unit Assessments
- Library Reading Comprehension Assessments
- INSIDE Project Based Assessment

### **Extensions:**

- Describe a favorite/traditional/heritage food
- Photo description/narration
- Spelling dictation & sentence application
- Extended Reading: Folk Tale Collection--Juan Bobo Goes Up and Down the Hill; The Brother Who Gave Rice

### **Correctives:**

- INSIDE Fundamentals Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice
- English in a Flash: Auditory discrimination vocabulary practice

### **Materials and Resources:**

- Textbook website: [www.myNGconnect.com](http://www.myNGconnect.com)
- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book

## DELAWARE VALLEY SCHOOL DISTRICT

### **Unit: 3**      **Level 2-BEGINNING**

**Standard(s):** PDESAS English Language Development & Related Academic Standards  
ELD.16.1.6-8, ELD.16.2.6-8, ELD.16.3.6-8, ELD.16.5.6-8

CC.1.2.6.A, CC.1.2.7.A, CC.1.2.8.A, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.A, CC.1.5.7.A, CC.1.5.8.A, CC.1.2.6.L, CC.1.2.7.L, CC.1.2.8.L, CC.1.3.6.K, CC.1.3.7.K, CC.1.3.8.K, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.B, CC.1.5.7.B, CC.1.5.8.B, CC.1.4.6.D, CC.1.4.7.D, CC.1.4.8.D, CC.1.4.6.P, CC.1.4.7.P, CC.1.4.8.P, CC.2.4.6.B.1, CC.2.4.7.B.1, CC.2.4.8.B.1, 7.1.6.B, 7.1.7.B, 7.1.8.B, 7.2.6.A, 7.2.7.A, 7.2.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C, 8.1.6.A, 8.1.6.B, 8.1.7.A, 8.1.7.B, 8.1.8.A, 8.1.8.B, 8.1.6.A, 8.1.7.A, 8.1.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C

#### **Anchor(s):**

ELD.16.1.6-8.2L, ELD.16.1.6-8.2R, ELD.16.1.6-8.2S, ELD.16.1.6-8.2W, ELD.16.2.6-8.2L, ELD.16.2.6-8.2R, ELD.16.2.6-8.2S, ELD.16.2.6-8.2W, ELD.16.3.6-8.3W, ELD.16.5.6-8.2L, ELD.16.5.6-8.2R, ELD.16.5.6-8.2S, ELD.16.5.6-8.2W

#### **Eligible Content:**

**Understanding of:** How can we take care of our earth?

- Learn about Animals, Plants & Habitats
- Give Opinions
- Make Suggestions
- Use Sensory Adjectives to Describe
- Generate Ideas about the environment
- Interpret Visuals
- Listen Actively
- Recognize High Frequency Words
- Increase Reading Fluency

#### **Objectives:**

- **VOCABULARY & GRAMMAR**
  - To increase recognition and use of high frequency words (DOK Level 1, 2)
  - To recall and use unit vocabulary (DOK Level 1)
  - To build content-area vocabulary: Line graph, Y-axis, X-axis, scale, point, title, X-axis label, Y-axis label (DOK Level 1)
  - To use complete sentences to give opinions & make suggestions (DOK Level 1, 2)
  - To use sensory adjectives to describe observations (DOK Level 1, 2)
- **READING & WRITING**
  - To use the reading strategy: Preview & set a purpose (DOK Level 1)
  - To activate prior knowledge (DOK Level 1, 2, 3)
  - To identify details in text (DOK Level 1)
  - To use text features: Line Graphs (DOK Level 2)
  - To write a Fact-and-Opinion Article (DOK Level 2)
- **LISTENING & SPEAKING**
  - To ask & answer questions (DOK Level 1, 3)

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- To listen actively (DOK Level 2)
- To participate in conversation ((DOK Level 2)
- To give an oral response to visuals & reading selections (DOK Level 1)
- To associate sounds and spellings: multisyllabic words (DOK Level 1, 2)
- **COMPREHENSION & CRITICAL THINKING**
  - To respond to and interpret visuals (DOK Level 1, 2)
  - To make comparisons across texts (DOK Level 3)
  - To generate ideas (DOK Level 3, 4)
  - To summarize (DOK Level 2)
  - To analyze literature (DOK Level 4)
  - To identify details (DOK Level 1)

### Core Activities and Corresponding Instructional Methods:

- **READING, WRITING & LANGUAGE**
  - Daily Modeled & Expected Use: Express Animal, Plant & Habitat relationships
  - Daily Modeled & Expected Use: Give opinions & Make suggestions
  - Productive Language: Analyzing environmental concerns & posing solutions
  - Productive Language: Describe different ecosystems.
  - Receptive Language: Environmental concerns & solutions descriptions comprehension
  - Receptive Language: Ecosystem description comprehension
  - Guided Discussion: We must care for our Earth! What lives around the water? Life in the forest
  - Activity: Interview Peers: How is Pennsylvania's environment similar to and different from that of your home country?
  - Graphic Organizer: Mind Map, Word Web, Detail Chart, Example Chart, Detail Web, Fact-Opinion Chart
  - Language Modeling: sensory adjectives
  - Discrete grammar & vocabulary practice: sensory adjectives
  - Discrete phonics practice: Multisyllabic words
  - Oral language practice: use sensory adjectives to expand ecosystem descriptions
  - Concept applied communication: Food Web, Ecosystem Diagram
  - Reading Preparedness: High frequency words, Unit vocabulary & grammar
  - Read Text Selections: Rachel Carson, Animals in the Wild, & Animal Ecosystems
  - Accessing the Text: Reading Selection Recordings
  - Guided & Independent Reading Comprehension
  - Fluency Passages: Develop Fluency: Phrasing & Accuracy
  - Language & Content: Science & Mathematics applications
  - Writing Project: Fact-and-Opinion Article
  - Revision Skills: Add details, Grammar--sensory adjective use, & comma use

### Assessments:

#### Diagnostic:

- WIDA Screener (when applicable)
- WIDA ACCESS

## **DELAWARE VALLEY SCHOOL DISTRICT**

- MP1 Reading Lexile Placement Test

### **Formative:**

- MP2, 3, 4 Reading Lexile Gains Test
- INSIDE Fundamentals Cluster Assessments
- INSIDE Fundamentals Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Vocabulary Routines Journal

### **Summative:**

- INSIDE Fundamentals Unit Assessments
- Library Reading Comprehension Assessments
- INSIDE Project Based Assessment

### **Extensions:**

- Career Exploration
- Photo/Silent Video description/narration
- Spelling dictation & sentence application
- Extended Reading: Folk Tale Collection--Plain, White Salt

### **Correctives:**

- INSIDE Fundamentals Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice
- English in a Flash: Auditory discrimination vocabulary practice

### **Materials and Resources:**

- Textbook website: [www.myNGconnect.com](http://www.myNGconnect.com)
- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book



## DELAWARE VALLEY SCHOOL DISTRICT

### **Unit: 4**      **Level 2--BEGINNING**

**Standard(s):** PDESAS English Language Development & Related Academic Standards

ELD.16.1.6-8, ELD.16.2.6-8, ELD.16.3.6-8, ELD.16.5.6-8

CC.1.2.6.A, CC.1.2.7.A, CC.1.2.8.A, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.A, CC.1.5.7.A, CC.1.5.8.A, CC.1.2.6.L, CC.1.2.7.L, CC.1.2.8.L, CC.1.3.6.K, CC.1.3.7.K, CC.1.3.8.K, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.B, CC.1.5.7.B, CC.1.5.8.B, CC.1.4.6.D, CC.1.4.7.D, CC.1.4.8.D, CC.1.4.6.P, CC.1.4.7.P, CC.1.4.8.P, CC.2.4.6.B.1, CC.2.4.7.B.1, CC.2.4.8.B.1, 7.1.6.B, 7.1.7.B, 7.1.8.B, 7.2.6.A, 7.2.7.A, 7.2.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C, 8.1.6.A, 8.1.6.B, 8.1.7.A, 8.1.7.B, 8.1.8.A, 8.1.8.B, 8.1.6.A, 8.1.7.A, 8.1.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C

### **Anchor(s):**

ELD.16.1.6-8.2L, ELD.16.1.6-8.2R, ELD.16.1.6-8.2S, ELD.16.1.6-8.2W, ELD.16.2.6-8.2L, ELD.16.2.6-8.2R, ELD.16.2.6-8.2S, ELD.16.2.6-8.2W, ELD.16.3.6-8.3W, ELD.16.5.6-8.2L, ELD.16.5.6-8.2R, ELD.16.5.6-8.2S, ELD.16.5.6-8.2W

### **Eligible Contents:**

**Understanding of:** What is history? & How do we learn from the past?

- Investigate History
- Identify Historical Records
- Make Comparisons & Inferences
- Use nouns, object pronouns, & present & past tense verbs
- Generate & Discuss Ideas
- Interpret Visuals
- Listen Actively
- Recognize High Frequency Words
- Increase Reading Fluency
- Give historical information

### **Objectives:**

- **VOCABULARY & GRAMMAR**
  - To increase recognition and use of high frequency words (DOK Level 1, 2)
  - To recall and use unit vocabulary (DOK Level 1)
  - To build content-area vocabulary: Photographs, Title, Headings, Labels & Captions (DOK Level 1)
  - To use complete sentences to give information, make comparisons & share inferences (DOK Level 1, 2, 3)
- **READING & WRITING**
  - To use the reading strategy: Preview, Set a Purpose & Build Background (DOK Level 1)
  - To activate prior knowledge (DOK Level 1, 2, 3)
  - To make comparisons & inferences using text details (DOK Level 1)
  - To use text features: Charts (DOK Level 2)
  - To write a Comparison Paragraph (DOK Level 2)
- **LISTENING & SPEAKING**

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- To ask & answer questions (DOK Level 1, 3)
- To listen actively (DOK Level 2)
- To participate in conversation ((DOK Level 2)
- To give an oral response to visuals & reading selections (DOK Level 1)
- To associate sounds and spellings: Words with y (DOK Level 1, 2)
- **COMPREHENSION & CRITICAL THINKING**
  - To respond to and interpret visuals (DOK Level 1, 2)
  - To make comparisons across texts (DOK Level 3)
  - To generate ideas (DOK Level 3, 4)
  - To summarize (DOK Level 2)
  - To analyze literature (DOK Level 4)
  - To make inferences (DOK Level 2, 3)

### Core Activities and Corresponding Instructional Methods:

- **READING, WRITING & LANGUAGE**
  - Daily Modeled & Expected Use: Express past tense ideas, make comparisons & sentences with object pronouns
  - Productive Language: Asking about, stating & comparing historical facts
  - Productive Language: Object pronouns in everyday language use
  - Receptive Language: Historical fact comprehension
  - Receptive Language: Object pronouns in extended text/discourse comprehension
  - Guided Discussion: What is history?, How do we learn about the past?, What happened in the 1940s?
  - Activity: Interview Peers: What is your family history? What important events happened in your country's history?; & Report: He/She has...
  - Graphic Organizer: Mind Map, Time Line, Word Web, Comparison Chart, Word Map
  - Language Modeling: object pronouns, nouns, & present & past tense verbs
  - Discrete grammar & vocabulary practice: object pronouns, nouns, & present & past tense verbs
  - Discrete phonics practice: Words with y
  - Oral language practice: use object pronouns, nouns, & present & past tense verbs to expand historical account comparisons
  - Concept applied communication: Diaries/journals, Newspapers, Photographs, & History Book
  - Reading Preparedness: High frequency words, Unit vocabulary & grammar
  - Read Text Selections: The Children We Remember, Can Kids Make History?, & Our Government
  - Accessing the Text: Reading Selection Recordings
  - Guided & Independent Reading Comprehension
  - Fluency Passages: Develop Fluency: Intonation, Expression, Accuracy & Rate
  - Language & Content: Social Science applications
  - Writing Project: Comparison Paragraph

## DELAWARE VALLEY SCHOOL DISTRICT

- Writing Skill: Prewrite
- Revision Skills: Add and Move Information, Grammar--Verb Tense, & Comma use in a Series

### Assessments:

#### Diagnostic:

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1 Reading Lexile Placement Test

#### Formative:

- MP2, 3, 4 Reading Lexile Gains Test
- INSIDE Fundamentals Cluster Assessments
- INSIDE Fundamentals Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Vocabulary Routines Journal

#### Summative:

- INSIDE Fundamentals Unit Assessments
- Library Reading Comprehension Assessments
- INSIDE Project Based Assessment

### Extensions:

- Numeric fact research, presentation, & Q & A
- Photo/Silent Video description/narration
- Spelling dictation & sentence application
- Extended Reading: Folk Tale Collection--Bring Me Three Gifts!

### Correctives:

- INSIDE Fundamentals Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice
- English in a Flash: Auditory discrimination vocabulary practice

### Materials and Resources:

- Textbook website: [www.myNGconnect.com](http://www.myNGconnect.com)
- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book

## DELAWARE VALLEY SCHOOL DISTRICT

### **Unit: 5**      **Level 2--BEGINNING**

**Standard(s):** PDESAS English Language Development & Related Academic Standards

ELD.16.1.6-8, ELD.16.2.6-8, ELD.16.3.6-8, ELD.16.5.6-8

CC.1.2.6.A, CC.1.2.7.A, CC.1.2.8.A, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.A, CC.1.5.7.A, CC.1.5.8.A, CC.1.2.6.L, CC.1.2.7.L, CC.1.2.8.L, CC.1.3.6.K, CC.1.3.7.K, CC.1.3.8.K, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.B, CC.1.5.7.B, CC.1.5.8.B, CC.1.4.6.D, CC.1.4.7.D, CC.1.4.8.D, CC.1.4.6.P, CC.1.4.7.P, CC.1.4.8.P, CC.2.4.6.B.1, CC.2.4.7.B.1, CC.2.4.8.B.1, 7.1.6.B, 7.1.7.B, 7.1.8.B, 7.2.6.A, 7.2.7.A, 7.2.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C, 8.1.6.A, 8.1.6.B, 8.1.7.A, 8.1.7.B, 8.1.8.A, 8.1.8.B, 8.1.6.A, 8.1.7.A, 8.1.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C

### **Anchor(s):**

ELD.16.1.6-8.2L, ELD.16.1.6-8.2R, ELD.16.1.6-8.2S, ELD.16.1.6-8.2W, ELD.16.2.6-8.2L, ELD.16.2.6-8.2R, ELD.16.2.6-8.2S, ELD.16.2.6-8.2W, ELD.16.3.6-8.3W, ELD.16.5.6-8.2L, ELD.16.5.6-8.2R, ELD.16.5.6-8.2S, ELD.16.5.6-8.2W

### **Eligible Content:**

**Understanding of:** What will happen next in the story?

- Analyze & Create with Story Elements: Character, Setting, and Plot
- Express Opposites
- Using prepositional phrases to express times and places
- Ask for and give advice
- Ask for and accept a favor
- Give commands
- Generate Opposite Ideas
- Generate Story Ideas
- Interpret Visuals
- Listen Actively
- Recognize High Frequency Words
- Increase Reading Fluency

### **Objectives:**

- **VOCABULARY & GRAMMAR**
  - To increase recognition and use of high frequency words (DOK Level 1, 2)
  - To recall and use unit vocabulary (DOK Level 1)
  - To build content-area vocabulary: Myth, Story, Character, Setting, Plot, Problem, & Story Map (DOK Level 1)
  - To use complete sentences with prepositional phrases to communicate time and place information (DOK Level 1, 2)
  - To give commands (DOK Level 1, 3)
  - To state & contrast opposites (DOK Level 1, 2)
  - To recount & create character, setting, and plot (DOK Level 1, 4)

## **DELAWARE VALLEY SCHOOL DISTRICT**

- **READING & WRITING**

- To use the reading strategy: Preview, Set a Purpose, & Build Background (DOK Level 1)
- To activate prior knowledge (DOK Level 1, 2, 3)
- To identify character traits in text (DOK Level 1)
- To analyze story elements (DOK Level 3, 4)
- To use text features: Literary Elements (DOK Level 2, 3)
- To write a Short Story (DOK Level 2)

- **LISTENING & SPEAKING**

- To ask & answer questions (DOK Level 1, 3)
- To listen actively (DOK Level 2)
- To participate in conversation ((DOK Level 2)
- To give an oral response to visuals & reading selections (DOK Level 1)
- To associate sounds and spellings: Diphthongs & Variant Vowels (DOK Level 1, 2)

- **COMPREHENSION & CRITICAL THINKING**

- To respond to and interpret visuals (DOK Level 1, 2)
- To make comparisons across texts (DOK Level 3)
- To generate ideas (DOK Level 3, 4)
- To summarize (DOK Level 2)
- To analyze literature (DOK Level 4)
- To classify words & phrases as telling of character, setting, and/or plot (2, 3)
- To identify character traits (DOK Level 1)

### **Core Activities and Corresponding Instructional Methods:**

- **READING, WRITING & LANGUAGE**

- Daily Modeled & Expected Use: Express opposites, & time and place prepositional phrases
- Daily Modeled & Expected Use: Ask for & Give advice, Ask for & Accept a favor
- Productive Language: Story Element Analysis
- Productive Language: Commanding Character, or How-To Demonstration in Character
- Receptive Language: Story element comprehension
- Receptive Language: Advice, favors & commands comprehension
- Guided Discussion: What is the setting?, Who are the characters?, What are they like?, What is the Plot?
- Activity: Interview Peers: What is your favorite story? Why?; & Report: He/She did...
- Graphic Organizer: Mind Map, Word Web, Character Map, Story Map, Expanded Meaning Map, Storyboard
- Language Modeling: prepositional phrases, & commands
- Discrete grammar & vocabulary practice: prepositional phrases, & commands
- Discrete phonics practice: Diphthongs & Variant Vowels
- Oral language practice: use prepositional phrases & commands to expand on story descriptions & analysis

## **DELAWARE VALLEY SCHOOL DISTRICT**

- Concept applied communication: Folk Tale, Picture Book, Novel, Film
- Reading Preparedness: High frequency words, Unit vocabulary & grammar
- Read Text Selections: The Eagle and the Moon Gold, A Chill in the Air, & Stories from Greece
- Accessing the Text: Reading Selection Recordings
- Guided & Independent Reading Comprehension
- Fluency Passages: Develop Fluency: Intonation, Accuracy & Rate
- Language & Content: Language Arts applications
- Writing Project: Short Story
- Writing Skill: Prewriting, & Story Elements: Character, Setting, & Plot
- Revision Skills: Add details, Check for punctuation & Capitalization

### **Assessments:**

#### **Diagnostic:**

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1 Reading Lexile Placement Test

#### **Formative:**

- MP2, 3, 4 Reading Lexile Gains Test
- INSIDE Fundamentals Cluster Assessments
- INSIDE Fundamentals Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Vocabulary Routines Journal

#### **Summative:**

- INSIDE Fundamentals Unit Assessments
- Library Reading Comprehension Assessments
- INSIDE Project Based Assessment

### **Extensions:**

- School/Town Tour
- Photo/Silent Video description/narration
- Spelling dictation & sentence application
- Extended Reading: Folk Tale Collection--Leave, Bees!

### **Correctives:**

- INSIDE Fundamentals Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice
- English in a Flash: Auditory discrimination vocabulary practice

### **Materials and Resources:**

- Textbook website: [www.myNGconnect.com](http://www.myNGconnect.com)
- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book

## DELAWARE VALLEY SCHOOL DISTRICT

### **Unit: 6**      **Level 2--BEGINNING**

**Standard(s):** PDESAS English Language Development & Related Academic Standards

ELD.16.1.6-8, ELD.16.2.6-8, ELD.16.3.6-8, ELD.16.5.6-8  
CC.1.2.6.A, CC.1.2.7.A, CC.1.2.8.A, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.A, CC.1.5.7.A,  
CC.1.5.8.A, CC.1.2.6.L, CC.1.2.7.L, CC.1.2.8.L, CC.1.3.6.K, CC.1.3.7.K, CC.1.3.8.K, CC.1.3.6.A,  
CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.B, CC.1.5.7.B, CC.1.5.8.B, CC.1.4.6.D, CC.1.4.7.D, CC.1.4.8.D,  
CC.1.4.6.P, CC.1.4.7.P, CC.1.4.8.P, CC.2.4.6.B.1, CC.2.4.7.B.1, CC.2.4.8.B.1, 7.1.6.B, 7.1.7.B, 7.1.8.B,  
7.2.6.A, 7.2.7.A, 7.2.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C, 8.1.6.A, 8.1.6.B, 8.1.7.A, 8.1.7.B, 8.1.8.A, 8.1.8.B,  
8.1.6.A, 8.1.7.A, 8.1.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C

### **Anchor(s):**

ELD.16.1.6-8.2L, ELD.16.1.6-8.2R, ELD.16.1.6-8.2S, ELD.16.1.6-8.2W, ELD.16.2.6-8.2L, ELD.16.2.6-8.2R, ELD.16.2.6-8.2S, ELD.16.2.6-8.2W, ELD.16.3.6-8.3W, ELD.16.5.6-8.2L, ELD.16.5.6-8.2R, ELD.16.5.6-8.2S, ELD.16.5.6-8.2W

### **Eligible Content:**

**Understanding of:** How can we stay healthy enough to do our personal best?

- Ask for & Give Information about the Human Body & Athletics
- Generate Ideas about Health
- Express Thanks
- Make & Substantiate an Excuse
- Use present tense verbs & pronouns in statements and questions
- Interpret Visuals
- Listen Actively
- Recognize High Frequency Words
- Increase Reading Fluency

### **Objectives:**

- **VOCABULARY & GRAMMAR**
  - To increase recognition and use of high frequency words (DOK Level 1, 2)
  - To recall and use unit vocabulary (DOK Level 1)
  - To build content-area vocabulary: Caption, Photograph, Illustration, & Sidebar (DOK Level 1)
  - To use complete sentences with pronouns & present tense verbs to give information (DOK Level 1, 2)
  - To express thanks (DOK Level 1)
  - To use body, health & athletic vocabulary to make and substantiate an excuse (DOK Level 1, 3)
- **READING & WRITING**
  - To use the reading strategy: Preview, set a purpose, & Build Background (DOK Level 1)
  - To activate prior knowledge (DOK Level 1, 2, 3)
  - To identify & relate main idea & details in text (DOK Level 1, 2, 3)
  - To use text features: Captions, Sidebars (DOK Level 2)

## DELAWARE VALLEY SCHOOL DISTRICT

- To write a Procedure (DOK Level 2)
- **LISTENING & SPEAKING**
  - To ask & answer questions (DOK Level 1, 3)
  - To listen actively (DOK Level 2)
  - To participate in conversation ((DOK Level 2)
  - To give an oral response to visuals & reading selections (DOK Level 1)
  - To associate sounds and spellings: Variant Vowels & Silent Consonants (DOK Level 1, 2)
- **COMPREHENSION & CRITICAL THINKING**
  - To respond to and interpret visuals (DOK Level 1, 2)
  - To make comparisons across texts (DOK Level 3)
  - To generate ideas (DOK Level 3, 4)
  - To relate main ideas & details (DOK Level 2, 3)
  - To analyze literature (DOK Level 4)
  - To draw conclusions (DOK Level 3)

### Core Activities and Corresponding Instructional Methods:

- **READING, WRITING & LANGUAGE**
  - Daily Modeled & Expected Use: Express thanks, & Make & substantiate excuses
  - Productive Language: Correlating body, athletics & health information
  - Receptive Language: Body, athletics & health information comprehension & making inferences
  - Receptive Language: Thanks, Excuses & Reasons comprehension
  - Guided Discussion: How is your heart?, What/Who is an athlete?, What do athletes do?
  - Activity: Interview Peers: What healthy routines do you have?; & Report: He/She has...
  - Graphic Organizer: Mind Map, Word Web, Main Idea and Details Diagram, Study Card, Main Idea and Detail Web, Sequence Chain
  - Language Modeling: pronouns & present tense verbs
  - Discrete grammar & vocabulary practice: pronouns & present tense verbs
  - Discrete phonics practice: Variant Vowels & Silent Consonants
  - Oral language practice: use pronouns & present tense verbs to ask about & expand on athletic narrations
  - Concept applied communication: Sporting Events/Videos/Photography, Anatomy, Exercise How-To's
  - Reading Preparedness: High frequency words, Unit vocabulary & grammar
  - Read Text Selections: Body Works, Summer Games Are a Big Hit, & Action Shots
  - Accessing the Text: Reading Selection Recordings
  - Guided & Independent Reading Comprehension
  - Fluency Passages: Develop Fluency: Phrasing, Accuracy & Rate
  - Language & Content: Social Science applications
  - Writing Project: Procedure
  - Writing Organization Skills: Using steps



## DELAWARE VALLEY SCHOOL DISTRICT

- Revision Skills: Delete unrelated information, Grammar--object pronouns, & capitalization

### Assessments:

#### Diagnostic:

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1 Reading Lexile Placement Test

#### Formative:

- MP2, 3, 4 Reading Lexile Gains Test
- INSIDE Fundamentals Cluster Assessments
- INSIDE Fundamentals Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Vocabulary Routines Journal

#### Summative:

- INSIDE Fundamentals Unit Assessments
- Library Reading Comprehension Assessments
- INSIDE Project Based Assessment

### Extensions:

- School/Town Tour
- Photo/Silent Video description/narration
- Spelling dictation & sentence application
- Extended Reading: Folk Tale Collection--The Secret Water, Bring Me Three Gifts!

### Correctives:

- INSIDE Fundamentals Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice
- English in a Flash: Auditory discrimination vocabulary practice

### Materials and Resources:

- Textbook website: [www.myNGconnect.com](http://www.myNGconnect.com)
- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book

# DELAWARE VALLEY SCHOOL DISTRICT

## Curriculum Plan

### **Unit: 1**      **Level 3-DEVELOPING**

**Standard(s):** PDESAS English Language Development & Related Academic Standards

ELD.16.1.6-8, ELD.16.2.6-8, ELD.16.3.6-8, ELD.16.5.6-8

CC.1.2.6.A, CC.1.2.7.A, CC.1.2.8.A, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.A, CC.1.5.7.A, CC.1.5.8.A, CC.1.2.6.L, CC.1.2.7.L, CC.1.2.8.L, CC.1.3.6.K, CC.1.3.7.K, CC.1.3.8.K, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.B, CC.1.5.7.B, CC.1.5.8.B, CC.1.4.6.D, CC.1.4.7.D, CC.1.4.8.D, CC.1.4.6.P, CC.1.4.7.P, CC.1.4.8.P, CC.2.4.6.B.1, CC.2.4.7.B.1, CC.2.4.8.B.1, 3.3.6.B1, 3.3.7.B1, 7.1.6.B, 7.1.7.B, 7.1.8.B, 7.2.6.A, 7.2.7.A, 7.2.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C, 8.1.6.A, 8.1.6.B, 8.1.7.A, 8.1.7.B, 8.1.8.A, 8.1.8.B, 8.1.6.A, 8.1.7.A, 8.1.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C

### **Anchor(s):**

ELD.16.1.6-8.3L, ELD.16.1.6-8.3R, ELD.16.1.6-8.3S, ELD.16.1.6-8.3W, ELD.16.2.6-8.3L, ELD.16.2.6-8.3R, ELD.16.2.6-8.3S, ELD.16.2.6-8.3W, ELD.16.3.6-8.3W, ELD.16.4.6-8.3S, ELD.16.4.6-8.3R, ELD.16.5.6-8.3L, ELD.16.5.6-8.3R, ELD.16.5.6-8.3S, ELD.16.5.6-8.3W

### **Eligible Content:**

**Understanding of:** How should people deal with the forces of nature?

- See how one girl tries to fit in while remembering her roots.
- Read what immigrant teens say about fitting into life in a new place.
- See how some people choose places to live where they can fit in more naturally.
- Think about the different ways people might view their own culture.
- Use statements with Am, Is, & Are to express ideas & feelings
- Ask & answer questions
- Give commands
- Generate Ideas about Home
- Interpret Visuals
- Listen Actively
- Recognize Key Vocabulary Words
- Increase Reading Fluency

### **Objectives:**

- **VOCABULARY & GRAMMAR**
  - To increase recognition and use of academic vocabulary words (DOK Level 1, 2)
  - To recall and use unit vocabulary (DOK Level 1)
  - To make statements with Am, Is & Are (DOK Level 1)
  - To use accurate syntax to ask & answer questions (DOK Level 1, 2)
  - To use nouns to express ideas & feelings (DOK Level 2, 3)
  - To give commands (DOK Level 1)
- **READING & WRITING**

## **DELAWARE VALLEY SCHOOL DISTRICT**

- To use the reading strategies: Use Context Clues, Plan, Monitor, Visualize, Use Text Evidence, Make Connections, Ask Questions, Determine Importance, Determine Main Idea, Make Inferences, & Synthesize (DOK Level 1, 2, 3, 4)
- To recognize word parts--compound words, prefixes & suffixes--to increase reading comprehension (DOK Level 1, 2)
- To build background knowledge through audio/video comprehension (DOK Level 1, 2)
- To connect Reading & Writing (DOK Level 4)
- To extend thinking about the reading selections (DOK Level 4)
- To write an Informational Paragraph & a Persuasive Paragraph (DOK Level 2, 3)
- **LISTENING & SPEAKING**
  - To ask & answer questions (DOK Level 1, 3)
  - To listen actively (DOK Level 2)
  - To participate in conversation ((DOK Level 2)
  - To give an oral response to visuals & reading selections (DOK Level 1)
  - To increase accuracy of pronunciation, phrasing & expression in spoken language (DOK Level 1)
- **COMPREHENSION & CRITICAL THINKING**
  - To respond to and interpret visuals (DOK Level 1, 2)
  - To make comparisons across texts (DOK Level 3)
  - To generate ideas (DOK Level 3, 4)
  - To summarize (DOK Level 2)
  - To describe & explain (DOK Level 1, 2)
  - To speculate (DOK Level 2, 3)
  - To compare (DOK Level 2)
  - To interpret & paraphrase (DOK Level 3)
  - To evaluate (DOK Level 3)
  - To analyze & respond to literature (DOK Level 3, 4)

### **Core Activities and Corresponding Instructional Methods:**

- **READING, WRITING & LANGUAGE**
  - Daily Modeled & Expected Use: Using context clues for multiple meaning words
  - Productive Language: Express Ideas & Feelings, Ask & Answer Questions, Give Commands
  - Receptive Language: Idea/feelings explanation comprehension, Responding to verbal & written questions & commands
  - Guided Discussion: What defines home?
  - Activity: Interview Peers: Who are you?, How are you?
  - Graphic Organizer: Reading Strategies Log
  - Language Modeling: Express ideas & feelings with Am, Is & Are; Ask & answer a variety of Yes/No & Information questions; State facts & Give commands
  - Discrete grammar & vocabulary practice: Am, Is, Are, question formation, statement formation, & command formation

## DELAWARE VALLEY SCHOOL DISTRICT

- Oral language practice: use statements, questions & commands to communicate about home
- Text Analysis applied communication: Point of View, Compare & Contrast, Main Idea
- Reading Preparedness: Academic terms, Unit vocabulary & grammar
- Read Text Selections: Growing Together, Kids Like Me, Familiar Places, Call Me María
- Accessing the Text: Reading Selection Recordings
- Guided & Independent Reading Comprehension
- Fluency Passages: Develop Fluency: Expression, Phrasing, Intonation, Accuracy & Rate
- Language & Content: Language Arts & Social Science applications
- Writing Project: Information Paragraphs, Cause-and-Effect Paragraph
- Writing Applications: State a Topic Sentence, Plan & Write, Revise, Edit & Proofread, Support Your Claims, Connect Main Ideas & Details

### Assessments:

#### Diagnostic:

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1 Reading Lexile Placement Test

#### Formative:

- MP2, 3, 4 Reading Lexile Gains Test
- INSIDE Level A Cluster Assessments
- INSIDE Level A Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Vocabulary Routines Journal

#### Summative:

- INSIDE Level A Unit Assessments
- Library Reading Comprehension Assessments
- INSIDE Project Based Assessment

### Extensions:

- Journaling about Heritage Country & Personal Journey to America
- Extended photo/silent video description/narration
- Spelling dictation & sentence application
- Extended Reading: Leveled Reader Library--Domitila, Novio Boy, Pearl Harbor is Burning; Content Library--Communities Across America Today

### Correctives:

- INSIDE Level A Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice
- English in a Flash: Auditory discrimination vocabulary practice

### Materials and Resources:

- Textbook website: [www.myNGconnect.com](http://www.myNGconnect.com)
- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book

# DELAWARE VALLEY SCHOOL DISTRICT

## **Unit: 2**      **Level 3-DEVELOPING**

**Standard(s):** PDESAS English Language Development & Related Academic Standards

ELD.16.1.6-8, ELD.16.2.6-8, ELD.16.3.6-8, ELD.16.5.6-8

CC.1.2.6.A, CC.1.2.7.A, CC.1.2.8.A, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.A, CC.1.5.7.A, CC.1.5.8.A, CC.1.2.6.L, CC.1.2.7.L, CC.1.2.8.L, CC.1.3.6.K, CC.1.3.7.K, CC.1.3.8.K, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.B, CC.1.5.7.B, CC.1.5.8.B, CC.1.4.6.D, CC.1.4.7.D, CC.1.4.8.D, CC.1.4.6.P, CC.1.4.7.P, CC.1.4.8.P, CC.2.4.6.B.1, CC.2.4.7.B.1, CC.2.4.8.B.1, 3.3.6.B1, 3.3.7.B1, 7.1.6.B, 7.1.7.B, 7.1.8.B, 7.2.6.A, 7.2.7.A, 7.2.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C, 8.1.6.A, 8.1.6.B, 8.1.7.A, 8.1.7.B, 8.1.8.A, 8.1.8.B, 8.1.6.A, 8.1.7.A, 8.1.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C

### **Anchor(s):**

ELD.16.1.6-8.3L, ELD.16.1.6-8.3R, ELD.16.1.6-8.3S, ELD.16.1.6-8.3W, ELD.16.2.6-8.3L, ELD.16.2.6-8.3R, ELD.16.2.6-8.3S, ELD.16.2.6-8.3W, ELD.16.3.6-8.3W, ELD.16.4.6-8.3S, ELD.16.4.6-8.3R, ELD.16.5.6-8.3L, ELD.16.5.6-8.3R, ELD.16.5.6-8.3S, ELD.16.5.6-8.3W

### **Eligible Content:**

**Understanding of:** How do we depend on Earth's resources?

- See how gaining access to water can force people to make desperate decisions.
- Learn about different ways people use water when they have easy access to it.
- Discover how people in certain environments use water for much more than drinking.
- Consider how simple technology can help decrease hunger.
- Use nouns to express needs & wants
- Use complete sentences to give information
- Use subject verb agreement
- Generate & elaborate on ideas about water
- Interpret Visuals
- Listen Actively
- Recognize Key Vocabulary Words
- Increase Reading Fluency

### **Objectives:**

- **VOCABULARY & GRAMMAR**
  - To increase recognition and use of academic vocabulary words (DOK Level 1, 2)
  - To recall and use unit vocabulary (DOK Level 1)
  - To use nouns (DOK Level 1)
  - To use complete sentences (DOK Level 1, 2)
  - To make subjects & verbs agree (DOK Level 1)
- **READING & WRITING**
  - To use the reading strategies: Relate Words, Analyze Plot, Analyze Main Idea & Details (DOK Level 1, 2, 3)
  - To relate words--word categories, synonyms & antonyms--to increase reading comprehension (DOK Level 1, 2)

## **DELAWARE VALLEY SCHOOL DISTRICT**

- To build background knowledge through audio/video comprehension (DOK Level 1, 2)
- To connect Reading & Writing (DOK Level 4)
- To extend thinking about the reading selections (DOK Level 4)
- To write a Sequence Paragraph & an Explanatory Paragraph (DOK Level 2, 3)
- **LISTENING & SPEAKING**
  - To ask & answer questions (DOK Level 1, 3)
  - To listen actively (DOK Level 2)
  - To participate in conversation ((DOK Level 2)
  - To give an oral response to visuals & reading selections (DOK Level 1)
  - To increase accuracy of pronunciation, phrasing & expression in spoken language (DOK Level 1)
- **COMPREHENSION & CRITICAL THINKING**
  - To respond to and interpret visuals (DOK Level 1, 2)
  - To make comparisons across texts (DOK Level 3)
  - To generate ideas (DOK Level 3, 4)
  - To summarize (DOK Level 2)
  - To infer & conclude (DOK Level 2, 3)
  - To predict (DOK Level 2, 3)
  - To evaluate (DOK Level 3)
  - To interpret (DOK Level 3)
  - To synthesize (DOK Level 4)
  - To analyze & respond to literature (DOK Level 3, 4)

### **Core Activities and Corresponding Instructional Methods:**

- **READING, WRITING & LANGUAGE**
  - Daily Modeled & Expected Use: Relating words through categorization, synonyms & antonyms
  - Productive Language: Express Needs & Wants, Give Information, Elaborate
  - Receptive Language: Needs & Wants explanation comprehension, Information & Elaboration comprehension
  - Guided Discussion: How do we depend on Earth's resources?, How do we use water?
  - Activity: Interview Peers: How do you use Earth's resources?, How do you use water?
  - Graphic Organizer: Reading Strategies Log, Main Idea & Details flow chart
  - Language Modeling: Express needs & wants using nouns; Give information using complete sentences; Elaborate using subject-verb agreement
  - Discrete grammar & vocabulary practice: Nouns, complete sentences, subject-verb agreement
  - Oral language practice: use nouns in statements, use complete sentences, use subject-verb agreement to communicate about water & Earth's resources
  - Research applied communication: Water use & Hydroelectric power
  - Reading Preparedness: Academic terms, Unit vocabulary & grammar

## **DELAWARE VALLEY SCHOOL DISTRICT**

- Read Text Selections: The Secret Water, How Do We Use Water?, Water at Work, Irrigation Pumps Can Save Poor Farmers
- Accessing the Text: Reading Selection Recordings
- Guided & Independent Reading Comprehension
- Fluency Passages: Develop Fluency: Expression, Phrasing, Intonation, Accuracy & Rate
- Language & Content: Language Arts, Science & Social Science applications
- Writing Project: Sequence Paragraph, Explanatory Paragraph
- Writing Applications: Show the Sequence of Events, Plan & Write, Revise, Edit & Proofread, Draft, Publish, Share & Reflect; Prewriting Strategies: Collect Ideas, Choose Your Topic & Audience, Choose Your Purpose, Organize Your Ideas

### **Assessments:**

#### **Diagnostic:**

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1 Reading Lexile Placement Test

#### **Formative:**

- MP2, 3, 4 Reading Lexile Gains Test
- INSIDE Level A Cluster Assessments
- INSIDE Level A Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Vocabulary Routines Journal

#### **Summative:**

- INSIDE Level A Unit Assessments
- Library Reading Comprehension Assessments
- INSIDE Project Based Assessment

### **Extensions:**

- Home Water Use Study
- Extended photo/silent video description/narration
- Spelling dictation & sentence application
- Extended Reading: Leveled Reader Library--20,000 Leagues Under the Sea, Knights of the Round Table, The Dragon Prince; Content Library--Deserts

### **Correctives:**

- INSIDE Level A Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice
- English in a Flash: Auditory discrimination vocabulary practice

### **Materials and Resources:**

- Textbook website: [www.myNGconnect.com](http://www.myNGconnect.com)
- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book

## DELAWARE VALLEY SCHOOL DISTRICT

### **Unit: 3**      **Level 3--DEVELOPING**

**Standard(s):** PDESAS English Language Development & Related Academic Standards

ELD.16.1.6-8, ELD.16.2.6-8, ELD.16.3.6-8, ELD.16.5.6-8

CC.1.2.6.A, CC.1.2.7.A, CC.1.2.8.A, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.A, CC.1.5.7.A, CC.1.5.8.A, CC.1.2.6.L, CC.1.2.7.L, CC.1.2.8.L, CC.1.3.6.K, CC.1.3.7.K, CC.1.3.8.K, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.B, CC.1.5.7.B, CC.1.5.8.B, CC.1.4.6.D, CC.1.4.7.D, CC.1.4.8.D, CC.1.4.6.P, CC.1.4.7.P, CC.1.4.8.P, CC.2.4.6.B.1, CC.2.4.7.B.1, CC.2.4.8.B.1, 3.3.6.B1, 3.3.7.B1, 7.1.6.B, 7.1.7.B, 7.1.8.B, 7.2.6.A, 7.2.7.A, 7.2.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C, 8.1.6.A, 8.1.6.B, 8.1.7.A, 8.1.7.B, 8.1.8.A, 8.1.8.B, 8.1.6.A, 8.1.7.A, 8.1.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C

#### **Anchor(s):**

ELD.16.1.6-8.3L, ELD.16.1.6-8.3R, ELD.16.1.6-8.3S, ELD.16.1.6-8.3W, ELD.16.2.6-8.3L, ELD.16.2.6-8.3R, ELD.16.2.6-8.3S, ELD.16.2.6-8.3W, ELD.16.3.6-8.3W, ELD.16.4.6-8.3S, ELD.16.4.6-8.3R, ELD.16.5.6-8.3L, ELD.16.5.6-8.3R, ELD.16.5.6-8.3S, ELD.16.5.6-8.3W

#### **Eligible Content:**

**Understanding of:** How should people deal with the forces of nature?

- Learn how understanding volcanoes can help people who live near them plan for eruptions.
- Find out what happens to a girl who loses her home because of Hurricane Katrina.
- See how a family deals with a catastrophic earthquake and begins to recover.
- Consider how modern technology can help humans respond to natural forces.
- Use subject pronouns nouns
- Use helping verbs
- Engage in conversation
- Ask & answer questions
- Give advice
- Generate & elaborate on ideas about the forces of nature
- Interpret Visuals
- Listen Actively
- Recognize Key Vocabulary Words
- Increase Reading Fluency

#### **Objectives:**

- **VOCABULARY & GRAMMAR**
  - To increase recognition and use of academic vocabulary words (DOK Level 1, 2)
  - To recall and use unit vocabulary (DOK Level 1)
  - To use subject pronouns (DOK Level 1)
  - To use helping verbs (DOK Level 1, 2)



## **DELAWARE VALLEY SCHOOL DISTRICT**

- **READING & WRITING**

- To use the reading strategies: Use Word Parts; Organization of Ideas: Cause and Effect; Analyze Author's Viewpoint; Analyze Character's Viewpoint (DOK Level 1, 2, 3)
- To use word parts--compound words & suffixes--to increase reading comprehension (DOK Level 1, 2)
- To build background knowledge through audio/video comprehension (DOK Level 1, 2)
- To connect Reading & Writing (DOK Level 4)
- To extend thinking about the reading selections (DOK Level 4)
- To write a Friendly Letter & a Personal Narrative (DOK Level 2, 3)

- **LISTENING & SPEAKING**

- To ask & answer questions (DOK Level 1, 3)
- To listen actively (DOK Level 2)
- To participate in conversation ((DOK Level 2)
- To give an oral response to visuals & reading selections (DOK Level 1)
- To increase accuracy of pronunciation, phrasing & expression in spoken language (DOK Level 1)

- **COMPREHENSION & CRITICAL THINKING**

- To respond to and interpret visuals (DOK Level 1, 2)
- To make comparisons across texts (DOK Level 3)
- To generate ideas (DOK Level 3, 4)
- To paraphrase (COK Level 2)
- To summarize (DOK Level 2)
- To classify & compare (DOK Level 2)
- To infer (DOK Level 2, 3)
- To evaluate & make judgments (DOK Level 3)
- To draw conclusions (DOK Level 3)
- To analyze & respond to literature (DOK Level 3, 4)

### **Core Activities and Corresponding Instructional Methods:**

- **READING, WRITING & LANGUAGE**

- Daily Modeled & Expected Use: Using Word Parts--Compound Words & Suffixes
- Productive Language: Engage in Conversation, Ask & Answer Questions, Give Advice
- Receptive Language: Conversation/Question & Answer comprehension, Advice comprehension
- Guided Discussion: How should people deal with the forces of nature?, What do you know about earthquakes?, What advice can you give for staying safe in an earthquake?
- Activity: Interview Peers: Vacation stories
- Graphic Organizer: Mind Map, Idea Web, Classification Chart, Question Chart, Frayer Model, Cause-and-Effect Chain, Fact Web, Attribute Web, Idea Chart, Expanded Meaning Map, Character Description Chart, T Chart, Table

## DELAWARE VALLEY SCHOOL DISTRICT

- Language Modeling: Engage in conversation using subject pronouns; Ask & answer questions using correct subject pronouns; Give advice using helping verbs
- Discrete grammar & vocabulary practice: Subject pronouns, subject-verb agreement, helping verbs
- Oral language practice: use subject pronouns in statements, use subject-verb agreement in questions, use helping verbs in complete sentences
- Research applied communication: Volcanoes, Earthquakes
- Reading Preparedness: Academic terms, Unit vocabulary & grammar
- Read Text Selections: Volcano!, Fleeing Katrina, Earthquake, How Crisis Mapping Saved Lives in Haiti
- Accessing the Text: Reading Selection Recordings
- Guided & Independent Reading Comprehension
- Fluency Passages: Develop Fluency: Expression, Phrasing, Intonation, Accuracy & Rate
- Language & Content: Science & Social Science applications
- Writing Project: Friendly Letter, & Personal Narrative
- Writing Applications: Prewrite, Draft, Revise, Edit & Proofread, Use organization, Use transitions, Publish, Share, & Reflect

### Assessments:

#### Diagnostic:

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1 Reading Lexile Placement Test

#### Formative:

- MP2, 3, 4 Reading Lexile Gains Test
- INSIDE Level A Cluster Assessments
- INSIDE Level A Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Vocabulary Routines Journal

#### Summative:

- INSIDE Level A Unit Assessments
- Library Reading Comprehension Assessments
- INSIDE Project Based Assessment

### Extensions:

- Regional Natural Disasters Distribution Map
- Extended photo/silent video description/narration
- Spelling dictation & sentence application
- Extended Reading: Hercules, Tornado, Bearstone; Content Library--Introduction to Energy

### Correctives:

- INSIDE Level A Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice
- English in a Flash: Auditory discrimination vocabulary practice

## DELAWARE VALLEY SCHOOL DISTRICT

### Materials and Resources:

- Textbook website: [www.myNGconnect.com](http://www.myNGconnect.com)
- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book

## DELAWARE VALLEY SCHOOL DISTRICT

### **Unit: 4**      **Level 3--DEVELOPING**

#### **Standard(s):** PDESAS English Language Development & Related Academic Standards

ELD.16.1.6-8, ELD.16.2.6-8, ELD.16.3.6-8, ELD.16.5.6-8

CC.1.2.6.A, CC.1.2.7.A, CC.1.2.8.A, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.A, CC.1.5.7.A, CC.1.5.8.A, CC.1.2.6.L, CC.1.2.7.L, CC.1.2.8.L, CC.1.3.6.K, CC.1.3.7.K, CC.1.3.8.K, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.B, CC.1.5.7.B, CC.1.5.8.B, CC.1.4.6.D, CC.1.4.7.D, CC.1.4.8.D, CC.1.4.6.P, CC.1.4.7.P, CC.1.4.8.P, CC.2.4.6.B.1, CC.2.4.7.B.1, CC.2.4.8.B.1, 3.3.6.B1, 3.3.7.B1, 7.1.6.B, 7.1.7.B, 7.1.8.B, 7.2.6.A, 7.2.7.A, 7.2.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C, 8.1.6.A, 8.1.6.B, 8.1.7.A, 8.1.7.B, 8.1.8.A, 8.1.8.B, 8.1.6.A, 8.1.7.A, 8.1.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C

#### **Anchor(s):**

ELD.16.1.6-8.3L, ELD.16.1.6-8.3R, ELD.16.1.6-8.3S, ELD.16.1.6-8.3W, ELD.16.2.6-8.3L, ELD.16.2.6-8.3R, ELD.16.2.6-8.3S, ELD.16.2.6-8.3W, ELD.16.3.6-8.3W, ELD.16.4.6-8.3S, ELD.16.4.6-8.3R, ELD.16.5.6-8.3L, ELD.16.5.6-8.3R, ELD.16.5.6-8.3S, ELD.16.5.6-8.3W

#### **Eligible Content:**

**Understanding of:** How can a powerful character inspire a range of reactions?

- Explore how a character can inspire sympathy and revulsion at the same time.
- Explore why a classic literary character becomes a part of our culture.
- See how an author makes a repulsive character humorous by putting it in an odd situation.
- Consider the characteristics that make us feel most human.
- Use adjectives to describe people & places
- Use adverbs to make comparisons
- Use participles to describe an event or an experience
- Generate & elaborate on ideas about powerful characters
- Interpret Visuals
- Listen Actively
- Recognize Key Vocabulary Words
- Increase Reading Fluency

#### **Objectives:**

- **VOCABULARY & GRAMMAR**
  - To increase recognition and use of academic vocabulary words (DOK Level 1, 2)
  - To recall and use unit vocabulary (DOK Level 1)
  - To use adjectives (DOK Level 1)
  - To use adverbs (DOK Level 1)
  - To use participles (DOK Level 1)
- **READING & WRITING**
  - To use the reading strategies: Use Word Parts, Analyze Character Development, Analyze Media, & Analyze Plot (DOK Level 1, 2, 3)
  - To use word parts--base words, prefixes, & Latin and Greek roots--to increase reading comprehension (DOK Level 1, 2)

## **DELAWARE VALLEY SCHOOL DISTRICT**

- To build background knowledge through audio/video comprehension (DOK Level 1, 2)
- To connect Reading & Writing (DOK Level 4)
- To extend thinking about the reading selections (DOK Level 4)
- To write a Short Story (DOK Level 3, 4)
- **LISTENING & SPEAKING**
  - To ask & answer questions (DOK Level 1, 3)
  - To listen actively (DOK Level 2)
  - To participate in conversation ((DOK Level 2)
  - To give an oral response to visuals & reading selections (DOK Level 1)
  - To increase accuracy of pronunciation, phrasing & expression in spoken language (DOK Level 1)
- **COMPREHENSION & CRITICAL THINKING**
  - To respond to and interpret visuals (DOK Level 1, 2)
  - To make comparisons across texts (DOK Level 3)
  - To generate ideas (DOK Level 3, 4)
  - To summarize (DOK Level 2)
  - To compare (DOK Level 2)
  - To predict (DOK Level 2, 3)
  - To make judgments (DOK Level 3)
  - To speculate (DOK Level 3)
  - To generalize (DOK Level 2, 3)
  - To explain (DOK Level 2, 3)
  - To generalize (DOK Level 2, 3)
  - To analyze & respond to literature (DOK Level 3, 4)

### **Core Activities and Corresponding Instructional Methods:**

- **READING, WRITING & LANGUAGE**
  - Daily Modeled & Expected Use: Use Word Parts--base words, prefixes, & Latin and Greek roots
  - Productive Language: Describe people & places, Make comparisons, Describe events & experiences
  - Receptive Language: Description & Comparison comprehension
  - Guided Discussion: How can a powerful character inspire a range of reactions?, What makes horror characters so popular?
  - Activity: Interview Peers: Movie Poster comparisons, What was the experience like?
  - Graphic Organizer: Mind Map, Word Map, Plot Diagram, Reaction Chart, Beginning-Middle-End Chart, Idea Web, Study Card, Compare Media Chart, T Chart, Venn Diagram, Vocabulary Example Chart
  - Language Modeling: Describe people & places using adjectives; Make comparisons using adverbs; Describe an event or experience using participles
  - Discrete grammar & vocabulary practice: adjectives, adverbs, participles
  - Oral language practice: use adjectives, use adverbs, use participles

## DELAWARE VALLEY SCHOOL DISTRICT

- Literary Analysis applied communication: Theme, Rhythm in Poetry, Presentation comparisons
- Reading Preparedness: Academic terms, Unit vocabulary & grammar
- Read Text Selections: Frankenstein, Film Fright, Mister Monster, *from* Frankenstein
- Accessing the Text: Reading Selection Recordings
- Guided & Independent Reading Comprehension
- Fluency Passages: Develop Fluency: Expression, Phrasing, Intonation, Accuracy & Rate
- Language & Content: Language Arts, & Social Science applications
- Writing Project: Short Story
- Writing Applications: Character, Setting, Plot, Point of View, Voice & Style, Effective Word choice, Sentence variety, Combining sentences, Prewrite, Draft, Revise, Edit & Proofread, Publish, Share, & Reflect

### Assessments:

#### Diagnostic:

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1 Reading Lexile Placement Test

#### Formative:

- MP2, 3, 4 Reading Lexile Gains Test
- INSIDE Level A Cluster Assessments
- INSIDE Level A Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Vocabulary Routines Journal

#### Summative:

- INSIDE Level A Unit Assessments
- Library Reading Comprehension Assessments
- INSIDE Project Based Assessment

### Extensions:

- Home Water Use Study
- Extended photo/silent video description/narration
- Spelling dictation & sentence application
- Extended Reading: Leveled Reader Library--Frankenstein, The Metamorphosis, Othello; Content Library--Peering into Darkness

### Correctives:

- INSIDE Level A Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice
- English in a Flash: Auditory discrimination vocabulary practice

### Materials and Resources:

- Textbook website: [www.myNGconnect.com](http://www.myNGconnect.com)
- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book

## DELAWARE VALLEY SCHOOL DISTRICT

### **Unit: 5            Level 3--DEVELOPING**

#### **Standard(s):** PDESAS English Language Development & Related Academic Standards

ELD.16.1.6-8, ELD.16.2.6-8, ELD.16.3.6-8, ELD.16.5.6-8

CC.1.2.6.A, CC.1.2.7.A, CC.1.2.8.A, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.A, CC.1.5.7.A, CC.1.5.8.A, CC.1.2.6.L, CC.1.2.7.L, CC.1.2.8.L, CC.1.3.6.K, CC.1.3.7.K, CC.1.3.8.K, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.B, CC.1.5.7.B, CC.1.5.8.B, CC.1.4.6.D, CC.1.4.7.D, CC.1.4.8.D, CC.1.4.6.P, CC.1.4.7.P, CC.1.4.8.P, CC.2.4.6.B.1, CC.2.4.7.B.1, CC.2.4.8.B.1, 3.3.6.B1, 3.3.7.B1, 7.1.6.B, 7.1.7.B, 7.1.8.B, 7.2.6.A, 7.2.7.A, 7.2.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C, 8.1.6.A, 8.1.6.B, 8.1.7.A, 8.1.7.B, 8.1.8.A, 8.1.8.B, 8.1.6.A, 8.1.7.A, 8.1.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C

#### **Anchor(s):**

ELD.16.1.6-8.3L, ELD.16.1.6-8.3R, ELD.16.1.6-8.3S, ELD.16.1.6-8.3W, ELD.16.2.6-8.3L, ELD.16.2.6-8.3R, ELD.16.2.6-8.3S, ELD.16.2.6-8.3W, ELD.16.3.6-8.3W, ELD.16.4.6-8.3S, ELD.16.4.6-8.3R, ELD.16.5.6-8.3L, ELD.16.5.6-8.3R, ELD.16.5.6-8.3S, ELD.16.5.6-8.3W

#### **Eligible Content:**

**Understanding of:** How do discoveries change us and the world?

- Find out how dreams can lead to discoveries.
- Learn what happens when a family discovers forgotten things.
- Find out what discoveries can tell us about the past.
- Think about the ways that unanswered questions drive us toward discovery.
- Use present & past tense verbs to ask for & give information
- Use BE & HAVE to engage in discussion
- Use past & future tense verbs to define & explain
- Generate & elaborate on ideas about the drive to discover
- Interpret Visuals
- Listen Actively
- Recognize Key Vocabulary Words
- Increase Reading Fluency

#### **Objectives:**

- **VOCABULARY & GRAMMAR**
  - To increase recognition and use of academic vocabulary words (DOK Level 1, 2)
  - To recall and use unit vocabulary (DOK Level 1)
  - To use present, past & future tense verbs (DOK Level 1, 2)
  - To use BE & HAVE (DOK Level 1)
- **READING & WRITING**
  - To use the reading strategies: Use Word Parts, Determine Main Idea & Details, Determine Theme (DOK Level 1, 2, 3)
  - To use word parts--prefixes & suffixes--to increase reading comprehension (DOK Level 1, 2)

## **DELAWARE VALLEY SCHOOL DISTRICT**

- To build background knowledge through audio/video comprehension (DOK Level 1, 2)
- To connect Reading & Writing (DOK Level 4)
- To extend thinking about the reading selections (DOK Level 4)
- To write an Information Report (DOK Level 2, 3)
- **LISTENING & SPEAKING**
  - To ask & answer questions (DOK Level 1, 3)
  - To listen actively (DOK Level 2)
  - To participate in conversation ((DOK Level 2)
  - To give an oral response to visuals & reading selections (DOK Level 1)
  - To increase accuracy of pronunciation, phrasing & expression in spoken language (DOK Level 1)
- **COMPREHENSION & CRITICAL THINKING**
  - To respond to and interpret visuals (DOK Level 1, 2)
  - To make comparisons across texts (DOK Level 3)
  - To generate ideas (DOK Level 3, 4)
  - To summarize (DOK Level 2)
  - To conclude (DOK Level 2, 3)
  - To interpret (DOK Level 3)
  - To predict (DOK Level 2, 3)
  - To explain (DOK Level 2, 3)
  - To compare (DOK Level 2)
  - To infer (DOK Level 3)
  - To synthesize (DOK Level 4)
  - To analyze & respond to literature (DOK Level 3, 4)

### **Core Activities and Corresponding Instructional Methods:**

- **READING, WRITING & LANGUAGE**
  - Daily Modeled & Expected Use: Word parts--Prefixes & suffixes
  - Productive Language: Ask for & give information, Engage in discussion, Define & explain
  - Receptive Language: Question, Answer, Information, Discussion, Definition & Explanation comprehension
  - Guided Discussion: How do discoveries change us and the world?
  - Activity: Interview Peers: What do you want to find out about the ocean?, What do you enjoy?
  - Graphic Organizer: Mind Map, Word Map, Study Card, Main-Ideas & Details Chart, Theme Chart, KWL Chart, Word Webs, Expanded Meaning Map, Main-Idea Chart
  - Language Modeling: Ask for & give information using present & past tense verbs; Use BE & HAVE to engage in discussion; Use past & future tense verbs to define & explain
  - Discrete grammar & vocabulary practice: present, past & future tense verbs, BE & HAVE



## DELAWARE VALLEY SCHOOL DISTRICT

- o Oral language practice: use present & past tense verbs, use BE & HAVE, use past & future tense verbs
- o Literary Analysis applied communication: Compare Texts--Events, Theme
- o Research applied communication: Pyramids
- o Reading Preparedness: Academic terms, Unit vocabulary & grammar
- o Read Text Selections: Return to *Titanic*, The Forgotten Treasure, Mysteries of the Ancient Past, The Power of Mysteries
- o Accessing the Text: Reading Selection Recordings
- o Guided & Independent Reading Comprehension
- o Fluency Passages: Develop Fluency: Expression, Phrasing, Intonation, Accuracy & Rate
- o Language & Content: Language Arts, & Social Science applications
- o Writing Project: Information Report
- o Writing Applications: Focus & Unity, Plan Research, Locate Information Sources, Evaluate Sources, Locate Relevant Information, Take Notes, Decide on a Central Idea, Make an Outline, Prewrite, Draft, Cite Sources, Revise, Edit & Proofread, Publish, Share, & Reflect

### Assessments:

#### Diagnostic:

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1 Reading Lexile Placement Test

#### Formative:

- MP2, 3, 4 Reading Lexile Gains Test
- INSIDE Level A Cluster Assessments
- INSIDE Level A Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Vocabulary Routines Journal

#### Summative:

- INSIDE Level A Unit Assessments
- Library Reading Comprehension Assessments
- INSIDE Project Based Assessment

### Extensions:

- The Most Important Discoveries in the World--Rank & Rationale
- Extended photo/silent video description/narration
- Spelling dictation & sentence application
- Extended Reading: Leveled Reader Library--Dr. Jekyll and Mr. Hyde, Can You Feel the Thunder?, Breaking Through; Content Library--Earth, Sun, Moon

### Correctives:

- INSIDE Level A Reteaching Prescriptions
- FINISH LINE for ELLs: English Proficiency Practice
- English in a Flash: Auditory discrimination vocabulary practice

## DELAWARE VALLEY SCHOOL DISTRICT

### Materials and Resources:

- Textbook website: [www.myNGconnect.com](http://www.myNGconnect.com)
- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book

## DELAWARE VALLEY SCHOOL DISTRICT

### **Unit: 6**      **Level 3--DEVELOPING**

**Standard(s):** PDESAS English Language Development & Related Academic Standards

ELD.16.1.6-8, ELD.16.2.6-8, ELD.16.3.6-8, ELD.16.5.6-8

CC.1.2.6.A, CC.1.2.7.A, CC.1.2.8.A, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.A, CC.1.5.7.A, CC.1.5.8.A, CC.1.2.6.L, CC.1.2.7.L, CC.1.2.8.L, CC.1.3.6.K, CC.1.3.7.K, CC.1.3.8.K, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.B, CC.1.5.7.B, CC.1.5.8.B, CC.1.4.6.D, CC.1.4.7.D, CC.1.4.8.D, CC.1.4.6.P, CC.1.4.7.P, CC.1.4.8.P, CC.2.4.6.B.1, CC.2.4.7.B.1, CC.2.4.8.B.1, 3.3.6.B1, 3.3.7.B1, 7.1.6.B, 7.1.7.B, 7.1.8.B, 7.2.6.A, 7.2.7.A, 7.2.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C, 8.1.6.A, 8.1.6.B, 8.1.7.A, 8.1.7.B, 8.1.8.A, 8.1.8.B, 8.1.6.A, 8.1.7.A, 8.1.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C

#### **Anchor(s):**

ELD.16.1.6-8.3L, ELD.16.1.6-8.3R, ELD.16.1.6-8.3S, ELD.16.1.6-8.3W, ELD.16.2.6-8.3L, ELD.16.2.6-8.3R, ELD.16.2.6-8.3S, ELD.16.2.6-8.3W, ELD.16.3.6-8.3W, ELD.16.4.6-8.3S, ELD.16.4.6-8.3R, ELD.16.5.6-8.3L, ELD.16.5.6-8.3R, ELD.16.5.6-8.3S, ELD.16.5.6-8.3W

#### **Eligible Content:**

**Understanding of:** How far should people go for the sake of freedom.

- Discover the risks people take to free themselves and to help others gain freedom.
- Find out how a teenage girl helps her family resist a cruel dictator.
- Compare modern-day struggles for freedom with those throughout history.
- Consider the risks people take to gain freedom.
- Use nouns in the subject and predicate
- Use pronouns in the subject and predicate
- Use reflexive & intensive pronouns
- Summarize
- Make comparisons
- Express opinions
- Generate ideas about the struggle for freedom
- Interpret Visuals
- Listen Actively
- Recognize Key Vocabulary Words
- Increase Reading Fluency

#### **Objectives:**

- **VOCABULARY & GRAMMAR**
  - To increase recognition and use of academic vocabulary words (DOK Level 1, 2)
  - To recall and use unit vocabulary (DOK Level 1)
  - To use nouns in the subject & predicate (DOK Level 1, 2)
  - To use pronouns in the subject & predicate (DOK Level 1, 2)
  - To use reflexive & intensive pronouns (DOK Level 1, 2)
- **READING & WRITING**
  - To use the reading strategies: Use Context Clues, Use Text Structure--Cause & Effect (DOK Level 1, 2, 3)

## **DELAWARE VALLEY SCHOOL DISTRICT**

- To use context clues to determine the meaning of unfamiliar words in order to increase reading comprehension (DOK Level 1, 2)
- To build background knowledge through audio/video comprehension (DOK Level 1, 2)
- To connect Reading & Writing (DOK Level 4)
- To extend thinking about the reading selections (DOK Level 4)
- To write a Summary Paragraph & a Cause-and-Effect Essay (DOK Level 2, 3)
- **LISTENING & SPEAKING**
  - To ask & answer questions (DOK Level 1, 3)
  - To listen actively (DOK Level 2)
  - To participate in conversation ((DOK Level 2)
  - To give an oral response to visuals & reading selections (DOK Level 1)
  - To increase accuracy of pronunciation, phrasing & expression in spoken language (DOK Level 1)
- **COMPREHENSION & CRITICAL THINKING**
  - To respond to and interpret visuals (DOK Level 1, 2)
  - To make comparisons across texts (DOK Level 3)
  - To generate ideas (DOK Level 3, 4)
  - To describe (DOK Level 1, 2)
  - To summarize (DOK Level 2)
  - To interpret (DOK Level 3)
  - To infer (DOK Level 2, 3)
  - To speculate (DOK Level 3)
  - To generalize (DOK Level 2, 3)
  - To compare (DOK Level 2)
  - To explain (DOK Level 2, 3)
  - To synthesize (DOK Level 4)
  - To analyze & respond to literature (DOK Level 3, 4)

### **Core Activities and Corresponding Instructional Methods:**

- **READING, WRITING & LANGUAGE**
  - Daily Modeled & Expected Use: Using context clues to ascertain the meaning of unfamiliar words
  - Productive Language: Summarize, Compare, & Express Opinions
  - Receptive Language: Summary, Comparison & Opinion comprehension
  - Guided Discussion: How far should people go for the sake of freedom?, What traits did people need if they wanted to help enslaved people reach safety? What will people do for freedom?
  - Activity: Interview Peers: What have you learned about the Underground Railroad? What's the difference?, How far would you go to fight for your rights? & What would you do?
  - Graphic Organizer: Mind Map, Frayer Model, Cause-and-Effect Diagram, T Chart, Venn Diagram, Cause-and-Effect Chain, Expanded Meaning Map

## DELAWARE VALLEY SCHOOL DISTRICT

- Language Modeling: Summarize using nouns in the subject and predicate; Make comparisons using pronouns in the subject and predicate; Express opinions using reflexive and intensive pronouns
- Discrete grammar & vocabulary practice: nouns, subjects, predicates, pronouns, reflexive pronouns, intensive pronouns
- Oral language practice: use nouns in subjects and predicates, use pronouns in subjects and predicates, use reflexive and intensive pronouns
- Literary Analysis applied communication: Topics & Distinguish facts from opinion
- Reading Preparedness: Academic terms, Unit vocabulary & grammar
- Read Text Selections: Escaping to Freedom, Brave Butterflies, Seeking Freedom, Harriet Tubman: Conductor on the Underground Railroad
- Accessing the Text: Reading Selection Recordings
- Guided & Independent Reading Comprehension
- Fluency Passages: Develop Fluency: Expression, Phrasing, Intonation, Accuracy & Rate
- Language & Content: Language Arts, & Social Science applications
- Writing Project: Summary Paragraph, Cause-and-Effect Essay
- Writing Applications: Prewrite, Draft, Revise, Edit & Proofread, Use Graphic Organizers, Write a Good Introduction, Link Causes & Effects, Finish Strong, Publish, Share, & Reflect

### Assessments:

#### Diagnostic:

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1 Reading Lexile Placement Test

#### Formative:

- MP2, 3, 4 Reading Lexile Gains Test
- INSIDE Level A Cluster Assessments
- INSIDE Level A Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Vocabulary Routines Journal

#### Summative:

- INSIDE Level A Unit Assessments
- Library Reading Comprehension Assessments
- INSIDE Project Based Assessment

### Extensions:

- Family History Freedom Investigation
- Extended photo/silent video description/narration
- Spelling dictation & sentence application
- Extended Reading: Leveled Reader Library--The Time Machine, Letters from Rifka, Franklin D. Roosevelt; Content Library--The Anti-Slavery Movement

### Correctives:

- INSIDE Level A Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice

## DELAWARE VALLEY SCHOOL DISTRICT

- English in a Flash: Auditory discrimination vocabulary practice

### **Materials and Resources:**

- Textbook website: [www.myNGconnect.com](http://www.myNGconnect.com)
- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book

## Curriculum Plan

**Unit: 1**      **Level 4-EXPANDING**

**Standard(s):** PDESAS English Language Development & Related Academic Standards

ELD.16.1.6-8, ELD.16.2.6-8, ELD.16.3.6-8, ELD.16.5.6-8  
CC.1.2.6.A, CC.1.2.7.A, CC.1.2.8.A, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.A, CC.1.5.7.A,  
CC.1.5.8.A, CC.1.2.6.L, CC.1.2.7.L, CC.1.2.8.L, CC.1.3.6.K, CC.1.3.7.K, CC.1.3.8.K, CC.1.3.6.A,  
CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.B, CC.1.5.7.B, CC.1.5.8.B, CC.1.4.6.D, CC.1.4.7.D, CC.1.4.8.D,  
CC.1.4.6.P, CC.1.4.7.P, CC.1.4.8.P, CC.2.4.6.B.1, CC.2.4.7.B.1, CC.2.4.8.B.1, 3.3.6.B1, 3.3.7.B1,  
7.1.6.B, 7.1.7.B, 7.1.8.B, 7.2.6.A, 7.2.7.A, 7.2.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C, 8.1.6.A, 8.1.6.B, 8.1.7.A,  
8.1.7.B, 8.1.8.A, 8.1.8.B, 8.1.6.A, 8.1.7.A, 8.1.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C

**Anchor(s):**

ELD.16.1.6-8.4L, ELD.16.1.6-8.4R, ELD.16.1.6-8.4S, ELD.16.1.6-8.4W, ELD.16.2.6-8.4L, ELD.16.2.6-8.4R, ELD.16.2.6-8.4S, ELD.16.2.6-8.4W, ELD.16.3.6-8.4W, ELD.16.4.6-8.4S, ELD.16.4.6-8.4R, ELD.16.5.6-8.4L, ELD.16.5.6-8.4R, ELD.16.5.6-8.4S, ELD.16.5.6-8.4W

**Eligible Content:**

**Understanding of:** What makes an idea powerful?

- Explore scientific questions that led to good ideas.
- Discover how an invention can be used for the wrong reason.
- Learn about some ingenious inventions kids have made to solve life's daily problems.
- Consider how a risky idea can result in a great invention.
- Use a variety of sentence types
- Use complete sentences to give information
- Use nouns to express ideas and feelings
- Generate Ideas about Problems and Solutions
- Interpret Visuals
- Listen Actively
- Recognize Key Vocabulary Words
- Increase Reading Fluency

**Objectives:**

- **VOCABULARY & GRAMMAR**
  - To increase recognition and use of academic vocabulary words (DOK Level 1, 2)
  - To recall and use unit vocabulary (DOK Level 1)
  - To use a variety of sentence types to ask & answer questions (DOK Level 1, 2)
  - To use nouns to express ideas & feelings (DOK Level 2, 3)
  - To use complete sentences to give information (DOK Level 1)
- **READING & WRITING**
  - To use the reading strategies: Plan, Monitor, Ask Questions, Use Text Evidence, Make Connections, Make Inferences, Visualize, Determine Importance, & Synthesize (DOK Level 2, 3, 4)

## **DELAWARE VALLEY SCHOOL DISTRICT**

- To use word parts--compound words, prefixes & suffixes--to increase reading comprehension (DOK Level 1, 2)
- To build background knowledge through audio/video comprehension (DOK Level 1, 2)
- To connect Reading & Writing (DOK Level 4)
- To extend thinking about the reading selections (DOK Level 4)
- To write a Paragraph & a Problem-and-Solution Paragraph (DOK Level 2, 3)
- **LISTENING & SPEAKING**
  - To ask & answer questions (DOK Level 1, 3)
  - To listen actively (DOK Level 2)
  - To participate in conversation ((DOK Level 2)
  - To give an oral response to visuals & reading selections (DOK Level 1)
  - To increase accuracy of pronunciation, phrasing & expression in spoken language (DOK Level 1)
- **COMPREHENSION & CRITICAL THINKING**
  - To respond to and interpret visuals (DOK Level 1, 2)
  - To make comparisons across texts (DOK Level 3)
  - To generate ideas (DOK Level 3, 4)
  - To summarize (DOK Level 2)
  - To describe & explain (DOK Level 1, 2)
  - To speculate (DOK Level 2, 3)
  - To compare (DOK Level 2)
  - To research (DOK Level 1, 2, 3)
  - To draw conclusions (DOK Level 3)
  - To make judgments (DOK Level 3)
  - To analyze & respond to literature (DOK Level 3, 4)

### **Core Activities and Corresponding Instructional Methods:**

- **READING, WRITING & LANGUAGE**
  - Daily Modeled & Expected Use: Compound Words & Words with affixes
  - Productive Language: Communicate about possibilities
  - Receptive Language: scientific description comprehension & invention explanation comprehension
  - Guided Discussion: What are whale sharks?, How is the character feeling?, How does it work?
  - Activity: Interview Peers: Through which ocean animal's eyes would you want to see?; What do you want to learn about sharks?; What would a time machine look like?; What would you like to invent?
  - Graphic Organizer: Mind Map, Word Map, Main-Idea Chart, Vocabulary Chart, Reading Strategies Log, Example Chart
  - Language Modeling: question syntax; emotion; academic vocabulary
  - Discrete grammar & vocabulary practice: sentence types & parts, nouns, complete sentences



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- o Oral language practice: use different kinds of sentences, use nouns, use complete sentences
- o Research applied communication: An endangered species, Make a diagram
- o Reading Preparedness: Academic terms, Unit vocabulary & grammar
- o Read Text Selections: Hitching a Ride; LAFFF; Kids Are Inventors, Too; The Evolution of a Great Idea
- o Accessing the Text: Reading Selection Recordings
- o Guided & Independent Reading Comprehension
- o Fluency Passages: Develop Fluency: Expression, Phrasing, Intonation, Accuracy & Rate
- o Language & Content: Science, Language Arts & Social Science applications
- o Writing Project: Basic Paragraph & Problem-and-Solution Paragraphs
- o Revision Skills: Paragraph structure analysis

### Assessments:

#### Diagnostic:

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1 Reading Lexile Placement Test

#### Formative:

- MP2, 3, 4 Reading Lexile Gains Test
- INSIDE Level B Cluster Assessments
- INSIDE Level B Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Vocabulary Routines Journal

#### Summative:

- INSIDE Level B Unit Assessments
- Library Reading Comprehension Assessments
- INSIDE Project Based Assessment

### Extensions:

- Study & explain how an invention works
- Extended photo/silent video description/narration
- Spelling dictation & sentence application
- Extended Reading: Leveled Reader Library--Amelia Earhart, Rosa Parks, A Library for Juana; Content Library--Building Tiny Transistors

### Correctives:

- INSIDE Level B Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice
- English in a Flash: Auditory discrimination vocabulary practice

### Materials and Resources:

- Textbook website: [www.myNGconnect.com](http://www.myNGconnect.com)
- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book

# DELAWARE VALLEY SCHOOL DISTRICT

## **Unit: 2**      **Level 4-EXPANDING**

**Standard(s):** PDESAS English Language Development & Related Academic Standards

ELD.16.1.6-8, ELD.16.2.6-8, ELD.16.3.6-8, ELD.16.5.6-8

CC.1.2.6.A, CC.1.2.7.A, CC.1.2.8.A, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.A, CC.1.5.7.A, CC.1.5.8.A, CC.1.2.6.L, CC.1.2.7.L, CC.1.2.8.L, CC.1.3.6.K, CC.1.3.7.K, CC.1.3.8.K, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.B, CC.1.5.7.B, CC.1.5.8.B, CC.1.4.6.D, CC.1.4.7.D, CC.1.4.8.D, CC.1.4.6.P, CC.1.4.7.P, CC.1.4.8.P, CC.2.4.6.B.1, CC.2.4.7.B.1, CC.2.4.8.B.1, 3.3.6.B1, 3.3.7.B1, 7.1.6.B, 7.1.7.B, 7.1.8.B, 7.2.6.A, 7.2.7.A, 7.2.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C, 8.1.6.A, 8.1.6.B, 8.1.7.A, 8.1.7.B, 8.1.8.A, 8.1.8.B, 8.1.6.A, 8.1.7.A, 8.1.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C

### **Anchor(s):**

ELD.16.1.6-8.4L, ELD.16.1.6-8.4R, ELD.16.1.6-8.4S, ELD.16.1.6-8.4W, ELD.16.2.6-8.4L, ELD.16.2.6-8.4R, ELD.16.2.6-8.4S, ELD.16.2.6-8.4W, ELD.16.3.6-8.4W, ELD.16.4.6-8.4S, ELD.16.4.6-8.4R, ELD.16.5.6-8.4L, ELD.16.5.6-8.4R, ELD.16.5.6-8.4S, ELD.16.5.6-8.4W

### **Eligible Content:**

**Understanding of:** How should people use their talents?

- Find out why sometimes it's smarter to just be yourself.
- Discover what happens when being clever works against you.
- Consider how the solution to a puzzle could come from a person's talent or simply luck.
- Use pronouns in subjects in conversation
- Use subject and BE verb agreement to retell a story
- Use subject-verb agreement to ask for and give information
- Generate Ideas about intelligence
- Interpret Visuals
- Listen Actively
- Recognize Key Vocabulary Words
- Increase Reading Fluency

### **Objectives:**

- **VOCABULARY & GRAMMAR**
  - To increase recognition and use of academic vocabulary words (DOK Level 1, 2)
  - To recall and use unit vocabulary (DOK Level 1)
  - To use pronouns as subjects (DOK Level 1, 2)
  - To use subject-verb agreement with BE & other verbs (DOK Level 1,2)
- **READING & WRITING**
  - To use the reading strategies: Analyze Plot, Character & Elements of Drama (DOK Level 2, 3)
  - To relate words--word categories, synonyms, & antonyms (DOK Level 1, 2)
  - To build background knowledge through audio/video comprehension (DOK Level 1, 2)
  - To connect Reading & Writing (DOK Level 4)

## DELAWARE VALLEY SCHOOL DISTRICT

- To extend thinking about the reading selections (DOK Level 4)
- To write a Personal Narrative & a Short Story (DOK Level 2, 3, 4)
- **LISTENING & SPEAKING**
  - To ask & answer questions (DOK Level 1, 3)
  - To listen actively (DOK Level 2)
  - To participate in conversation ((DOK Level 2)
  - To give an oral response to visuals & reading selections (DOK Level 1)
  - To increase accuracy of pronunciation, phrasing & expression in spoken language (DOK Level 1)
- **COMPREHENSION & CRITICAL THINKING**
  - To respond to and interpret visuals (DOK Level 1, 2)
  - To make comparisons across texts (DOK Level 3)
  - To generate ideas (DOK Level 3, 4)
  - To summarize (DOK Level 2)
  - To describe & explain (DOK Level 1, 2)
  - To compare (DOK Level 2)
  - To evaluate & make judgments (DOK Level 3)
  - To analyze & respond to literature (DOK Level 3, 4)

### Core Activities and Corresponding Instructional Methods:

- **READING, WRITING & LANGUAGE**
  - Daily Modeled & Expected Use: Word Relationships
  - Productive Language: Conversation & Story Retelling
  - Receptive Language: conversation & story retelling comprehension
  - Guided Discussion: What happens in a story?, How do characters affect the plot?
  - Activity: Interview Peers: A Play that I have seen
  - Graphic Organizer: Mind Map, Word Map, Plot Diagram, Character Description Chart, Definition Map, Word Web, Frayer Model, T Chart, Story map, Example Chart, Character Chart, Synonym Scale, Drama Chart, Synonym-Antonym Scale
  - Language Modeling: subject-pronoun use; verb use; academic vocabulary
  - Discrete grammar & vocabulary practice: subject pronoun use; BE verbs; subject-verb agreement
  - Oral language practice: Engage in Conversation, Retell a Story, Ask for & Give Information, Act in a Scene
  - Media/Viewing applied communication: Compare sports reports; Illustrate character traits
  - Reading Preparedness: Academic terms, Unit vocabulary & grammar
  - Read Text Selections: The Challenge; Rachel the Clever; A Contest of Riddles; The Hobbit: Riddles in the Dark
  - Accessing the Text: Reading Selection Recordings
  - Guided & Independent Reading Comprehension
  - Fluency Passages: Develop Fluency: Expression, Phrasing, Intonation, Accuracy & Rate
  - Language & Content: Language Arts applications

## DELAWARE VALLEY SCHOOL DISTRICT

- Writing Project: Personal Narrative & Short Story
- Writing Applications: Prewrite, Draft, Revise, Edit & Proofread, Organization, Idea Flow, Connecting Paragraphs, Publish, Share & Reflect

### Assessments:

#### Diagnostic:

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1 Reading Lexile Placement Test

#### Formative:

- MP2, 3, 4 Reading Lexile Gains Test
- INSIDE Level B Cluster Assessments
- INSIDE Level B Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Vocabulary Routines Journal

#### Summative:

- INSIDE Level B Unit Assessments
- Library Reading Comprehension Assessments
- INSIDE Project Based Assessment

### Extensions:

- Study & explain how an invention works
- Extended photo/silent video description/narration
- Spelling dictation & sentence application
- Extended Reading: Leveled Reader Library--Who's Got Game? The Lion ro the Mouse?; Any Small Goodness; Elena; Content Library--Finding the First Vaccines

### Correctives:

- INSIDE Level B Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice
- English in a Flash: Auditory discrimination vocabulary practice

### Materials and Resources:

- Textbook website: [www.myNGconnect.com](http://www.myNGconnect.com)
- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book

## DELAWARE VALLEY SCHOOL DISTRICT

### **Unit: 3**      **Level 4-EXPANDING**

**Standard(s):** PDESAS English Language Development & Related Academic Standards

ELD.16.1.6-8, ELD.16.2.6-8, ELD.16.3.6-8, ELD.16.5.6-8  
CC.1.2.6.A, CC.1.2.7.A, CC.1.2.8.A, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.A, CC.1.5.7.A,  
CC.1.5.8.A, CC.1.2.6.L, CC.1.2.7.L, CC.1.2.8.L, CC.1.3.6.K, CC.1.3.7.K, CC.1.3.8.K, CC.1.3.6.A,  
CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.B, CC.1.5.7.B, CC.1.5.8.B, CC.1.4.6.D, CC.1.4.7.D, CC.1.4.8.D,  
CC.1.4.6.P, CC.1.4.7.P, CC.1.4.8.P, CC.2.4.6.B.1, CC.2.4.7.B.1, CC.2.4.8.B.1, 3.3.6.B1, 3.3.7.B1,  
7.1.6.B, 7.1.7.B, 7.1.8.B, 7.2.6.A, 7.2.7.A, 7.2.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C, 8.1.6.A, 8.1.6.B, 8.1.7.A,  
8.1.7.B, 8.1.8.A, 8.1.8.B, 8.1.6.A, 8.1.7.A, 8.1.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C

#### **Anchor(s):**

ELD.16.1.6-8.4L, ELD.16.1.6-8.4R, ELD.16.1.6-8.4S, ELD.16.1.6-8.4W, ELD.16.2.6-8.4L, ELD.16.2.6-8.4R, ELD.16.2.6-8.4S, ELD.16.2.6-8.4W, ELD.16.3.6-8.4W, ELD.16.4.6-8.4S, ELD.16.4.6-8.4R, ELD.16.5.6-8.4L, ELD.16.5.6-8.4R, ELD.16.5.6-8.4S, ELD.16.5.6-8.4W

#### **Eligible Content:**

**Understanding of:** How does our past impact our future?

- Find out why it's important to value the past.
- Discover why people leave their homes to begin again in a new country.
- Learn about what it means to be truly lost and without a home.
- Compare an ancient and modern statue and consider what a statue represents to immigrants.
- Describe people, places & things
- Make comparisons
- Describe an event or experience
- Generate Ideas about why it's important to remember the past
- Interpret Visuals
- Listen Actively
- Recognize Key Vocabulary Words
- Increase Reading Fluency

#### **Objectives:**

- **VOCABULARY & GRAMMAR**
  - To increase recognition and use of academic vocabulary words (DOK Level 1, 2)
  - To recall and use unit vocabulary (DOK Level 1)
  - To use adjectives to describe people, places & things (DOK Level 1, 2)
  - To use adjectives to make comparisons (DOK Level 1,2)
  - To use adverbs to describe an event or experience (DOK Level 1)
- **READING & WRITING**
  - To use the reading strategies: Analyze plot, Analyze interactions among ideas, & Compare fiction & nonfiction (DOK Level 2, 3, 4)
  - To use word parts--prefixes & suffixes, & root words--to increase reading comprehension (DOK Level 1, 2)

## **DELAWARE VALLEY SCHOOL DISTRICT**

- To build background knowledge through audio/video comprehension (DOK Level 1, 2)
- To connect Reading & Writing (DOK Level 4)
- To extend thinking about the reading selections (DOK Level 4)
- To write a Realistic Short Story & a Cause-&-Effect Essay (DOK Level 2, 3)
- **LISTENING & SPEAKING**
  - To ask & answer questions (DOK Level 1, 3)
  - To listen actively (DOK Level 2)
  - To participate in conversation ((DOK Level 2)
  - To give an oral response to visuals & reading selections (DOK Level 1)
  - To increase accuracy of pronunciation, phrasing & expression in spoken language (DOK Level 1)
- **COMPREHENSION & CRITICAL THINKING**
  - To respond to and interpret visuals (DOK Level 1, 2)
  - To make comparisons across texts (DOK Level 3)
  - To generate ideas (DOK Level 3, 4)
  - To summarize (DOK Level 2)
  - To describe & explain (DOK Level 1, 2)
  - To interpret & infer (DOK Level 2, 3)
  - To compare (DOK Level 2)
  - To research (DOK Level 1, 2, 3)
  - To explain (DOK Level 2, 3)
  - To make judgments & draw conclusions (DOK Level 3)
  - To analyze & respond to literature (DOK Level 3, 4)

### **Core Activities and Corresponding Instructional Methods:**

- **READING, WRITING & LANGUAGE**
  - Daily Modeled & Expected Use: descriptions & comparisons
  - Productive Language: Describe people, places, events & experiences
  - Receptive Language: People, places, events & experience description comprehension
  - Guided Discussion: How are these things alike? & How are they different?; What happened?
  - Activity: Interview Peers: Why do people come to the U.S.? & How do they build new lives?
  - Graphic Organizer: Mind Map, Word Map, Sequence Chain, T Chart, Idea Web, Cause-Effect Chart, Frayer Model, Comparison Chart, Venn Diagram
  - Language Modeling: adjective use; comparisons; academic vocabulary
  - Discrete grammar & vocabulary practice: adjectives & adverbs
  - Oral language practice: Compare characters, Role play a conversation
  - Research applied communication: Make an immigrant graph
  - Reading Preparedness: Academic terms, Unit vocabulary & grammar
  - Read Text Selections: The Lotus Seed; Immigrants Today; Brothers in Hope; The New Colossus

## **DELAWARE VALLEY SCHOOL DISTRICT**

- Accessing the Text: Reading Selection Recordings
- Guided & Independent Reading Comprehension
- Fluency Passages: Develop Fluency: Expression, Phrasing, Intonation, Accuracy & Rate
- Language & Content: Language Arts & Social Science applications
- Writing Project: Realistic Short Story & Cause-&-Effect Essay
- Writing Applications: Prewrite, Draft, Revise, Edit, State & stay focused on a central idea, Publish, Share & Reflect

### **Assessments:**

#### **Diagnostic:**

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1 Reading Lexile Placement Test

#### **Formative:**

- MP2, 3, 4 Reading Lexile Gains Test
- INSIDE Level B Cluster Assessments
- INSIDE Level B Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Vocabulary Routines Journal

#### **Summative:**

- INSIDE Level B Unit Assessments
- Library Reading Comprehension Assessments
- INSIDE Project Based Assessment

### **Extensions:**

- Study & explain how an invention works
- Extended photo/silent video description/narration
- Spelling dictation & sentence application
- Extended Reading: Leveled Reader Library--Necessary Roughness; The Star Fisher; El Güero; Content Library--The Struggle for Equality

### **Correctives:**

- INSIDE Level B Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice
- English in a Flash: Auditory discrimination vocabulary practice

### **Materials and Resources:**

- Textbook website: [www.myNGconnect.com](http://www.myNGconnect.com)
- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book

# DELAWARE VALLEY SCHOOL DISTRICT

## **Unit: 4            Level 4-EXPANDING**

**Standard(s):** PDESAS English Language Development & Related Academic Standards

ELD.16.1.6-8, ELD.16.2.6-8, ELD.16.3.6-8, ELD.16.5.6-8

CC.1.2.6.A, CC.1.2.7.A, CC.1.2.8.A, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.A, CC.1.5.7.A, CC.1.5.8.A, CC.1.2.6.L, CC.1.2.7.L, CC.1.2.8.L, CC.1.3.6.K, CC.1.3.7.K, CC.1.3.8.K, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.B, CC.1.5.7.B, CC.1.5.8.B, CC.1.4.6.D, CC.1.4.7.D, CC.1.4.8.D, CC.1.4.6.P, CC.1.4.7.P, CC.1.4.8.P, CC.2.4.6.B.1, CC.2.4.7.B.1, CC.2.4.8.B.1, 3.3.6.B1, 3.3.7.B1, 7.1.6.B, 7.1.7.B, 7.1.8.B, 7.2.6.A, 7.2.7.A, 7.2.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C, 8.1.6.A, 8.1.6.B, 8.1.7.A, 8.1.7.B, 8.1.8.A, 8.1.8.B, 8.1.6.A, 8.1.7.A, 8.1.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C

### **Anchor(s):**

ELD.16.1.6-8.4L, ELD.16.1.6-8.4R, ELD.16.1.6-8.4S, ELD.16.1.6-8.4W, ELD.16.2.6-8.4L, ELD.16.2.6-8.4R, ELD.16.2.6-8.4S, ELD.16.2.6-8.4W, ELD.16.3.6-8.4W, ELD.16.4.6-8.4S, ELD.16.4.6-8.4R, ELD.16.5.6-8.4L, ELD.16.5.6-8.4R, ELD.16.5.6-8.4S, ELD.16.5.6-8.4W

### **Eligible Content:**

**Understanding of:** Why is the human body so amazing?

- Explore how the human body works.
- Find out what happens when the body doesn't work like it should.
- Learn about how our bodies drive our interests.
- Consider what new technologies can do to make the human body even more amazing.
- Define and explain
- Give and follow directions
- Engage in discussion
- Generate Ideas about the human body
- Interpret Visuals
- Listen Actively
- Recognize Key Vocabulary Words
- Increase Reading Fluency

### **Objectives:**

- **VOCABULARY & GRAMMAR**
  - To increase recognition and use of academic vocabulary words (DOK Level 1, 2)
  - To recall and use unit vocabulary (DOK Level 1)
  - To use a variety of sentence types to ask & answer questions (DOK Level 1, 2)
  - To use possessive nouns, adjectives & indefinite pronouns (DOK Level 2, 3)
- **READING & WRITING**
  - To use the reading strategies: Use Text Structure--Main Idea & Details, Chronological Order (DOK Level 2, 3, 4)
  - To use Context Clues--Definition & Restatement Clues, Synonym & Antonym Clues, Example Clues--to increase reading comprehension (DOK Level 1, 2)



## **DELAWARE VALLEY SCHOOL DISTRICT**

- To build background knowledge through audio/video comprehension (DOK Level 1, 2)
- To connect Reading & Writing (DOK Level 4)
- To extend thinking about the reading selections (DOK Level 4)
- To write a Research Report (DOK Level 2, 3)
- **LISTENING & SPEAKING**
  - To ask & answer questions (DOK Level 1, 3)
  - To listen actively (DOK Level 2)
  - To participate in conversation ((DOK Level 2)
  - To give an oral response to visuals & reading selections (DOK Level 1)
  - To increase accuracy of pronunciation, phrasing & expression in spoken language (DOK Level 1)
- **COMPREHENSION & CRITICAL THINKING**
  - To respond to and interpret visuals (DOK Level 1, 2)
  - To make comparisons across texts (DOK Level 3)
  - To generate ideas (DOK Level 3, 4)
  - To summarize (DOK Level 2)
  - To describe & explain (DOK Level 1, 2)
  - To infer & speculate (DOK Level 2, 3)
  - To compare (DOK Level 2)
  - To research (DOK Level 1, 2, 3)
  - To paraphrase (DOK Level 2)
  - To make judgments (DOK Level 3)
  - To analyze & respond to literature (DOK Level 3, 4)

### **Core Activities and Corresponding Instructional Methods:**

- **READING, WRITING & LANGUAGE**
  - Daily Modeled & Expected Use: Using Context Clues
  - Productive Language: Communicate about the human body
  - Receptive Language: scientific human body explanation comprehension
  - Guided Discussion: Why is the human body so amazing?, How do our bodies drive our interests?
  - Activity: Interview Peers: How would you define and explain the lungs?; What sport do you find exciting? Why?
  - Graphic Organizer: Mind Map, Word Map, Idea Web, Example Chart, Main Idea Chart, Category Chart, Summary Chart, KWL Chart, Sequence Chain, Semantic Map
  - Language Modeling: Define & Explain, Give & Follow Directions, Engage in Discussion
  - Discrete grammar & vocabulary practice: possessive nouns, possessive adjectives, indefinite pronouns
  - Oral language practice: use possessive nouns in definitions & explanations, use possessive adjectives in giving & following directions, use indefinite pronouns in discussion

## DELAWARE VALLEY SCHOOL DISTRICT

- Research applied communication: Deliver an Informative Presentation, Make a Public Service Announcement
- Reading Preparedness: Academic terms, Unit vocabulary & grammar
- Read Text Selections: The Human Machine; The Beat Goes On; Two Left Feet, Two Left Hands, and Too Left on the Bench; How Coach Told Me I Didn't Make the Cut; Bionics
- Accessing the Text: Reading Selection Recordings
- Guided & Independent Reading Comprehension
- Fluency Passages: Develop Fluency: Expression, Phrasing, Intonation, Accuracy & Rate
- Language & Content: Science, Language Arts & Social Science applications
- Writing Project: Research Report
- Writing Applications: Draft, Cite Sources, Revise, Edit & Proofread, Publish, Share & Reflect
- Research Strategies: Plan, Locate Information Sources, Sort Through the Information, Take Good Notes, Avoid Plagiarism, Organize Your Notes, Develop an Outline

### Assessments:

#### Diagnostic:

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1 Reading Lexile Placement Test

#### Formative:

- MP2, 3, 4 Reading Lexile Gains Test
- INSIDE Level B Cluster Assessments
- INSIDE Level B Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Vocabulary Routines Journal

#### Summative:

- INSIDE Level B Unit Assessments
- Library Reading Comprehension Assessments
- INSIDE Project Based Assessment

### Extensions:

- Study & explain how one system of the body works
- Extended photo/silent video description/narration
- Spelling dictation & sentence application
- Extended Reading: Leveled Reader Library--Of Sound Mind; Emako Blue; Ties That Bind, Ties That Break; Content Library--The Science of You

### Correctives:

- INSIDE Level B Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice
- English in a Flash: Auditory discrimination vocabulary practice

## DELAWARE VALLEY SCHOOL DISTRICT

### Materials and Resources:

- Textbook website: [www.myNGconnect.com](http://www.myNGconnect.com)
- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book

## DELAWARE VALLEY SCHOOL DISTRICT

### **Unit: 5**      **Level 4-EXPANDING**

**Standard(s):** PDESAS English Language Development & Related Academic Standards

ELD.16.1.6-8, ELD.16.2.6-8, ELD.16.3.6-8, ELD.16.5.6-8

CC.1.2.6.A, CC.1.2.7.A, CC.1.2.8.A, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.A, CC.1.5.7.A, CC.1.5.8.A, CC.1.2.6.L, CC.1.2.7.L, CC.1.2.8.L, CC.1.3.6.K, CC.1.3.7.K, CC.1.3.8.K, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.B, CC.1.5.7.B, CC.1.5.8.B, CC.1.4.6.D, CC.1.4.7.D, CC.1.4.8.D, CC.1.4.6.P, CC.1.4.7.P, CC.1.4.8.P, CC.2.4.6.B.1, CC.2.4.7.B.1, CC.2.4.8.B.1, 3.3.6.B1, 3.3.7.B1, 7.1.6.B, 7.1.7.B, 7.1.8.B, 7.2.6.A, 7.2.7.A, 7.2.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C, 8.1.6.A, 8.1.6.B, 8.1.7.A, 8.1.7.B, 8.1.8.A, 8.1.8.B, 8.1.6.A, 8.1.7.A, 8.1.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C

#### **Anchor(s):**

ELD.16.1.6-8.4L, ELD.16.1.6-8.4R, ELD.16.1.6-8.4S, ELD.16.1.6-8.4W, ELD.16.2.6-8.4L, ELD.16.2.6-8.4R, ELD.16.2.6-8.4S, ELD.16.2.6-8.4W, ELD.16.3.6-8.4W, ELD.16.4.6-8.4S, ELD.16.4.6-8.4R, ELD.16.5.6-8.4L, ELD.16.5.6-8.4R, ELD.16.5.6-8.4S, ELD.16.5.6-8.4W

#### **Eligible Content:**

**Understanding of:** What happens when cultures cross paths?

- When old worlds meet new worlds, anything can happen.
- Learn what can happen when two mighty cultures collide.
- Discover how the blending of cultures can affect the way people live.
- Consider the potential benefits and dangers that might arise out of an encounter between two completely different cultures.
- Use a variety of verbs in the past and present tenses
- Make Comparisons
- Use figurative language
- Generate Ideas about multiculturalism
- Interpret Visuals
- Listen Actively
- Recognize Key Vocabulary Words
- Increase Reading Fluency

#### **Objectives:**

- **VOCABULARY & GRAMMAR**
  - To increase recognition and use of academic vocabulary words (DOK Level 1, 2)
  - To recall and use unit vocabulary (DOK Level 1)
  - To use a variety of verbs in the past & present tenses (DOK Level 1, 2)
  - To distinguish the literal & figurative meanings of words & phrases (DOK Level 2, 3)
- **READING & WRITING**
  - To use the reading strategies: Analyze Figurative Language; Analyze Plot, Characters & Setting; Compare Topics; Analyze Text Features (DOK Level 2, 3, 4)
  - To use figurative language--personification & idioms--to increase reading comprehension (DOK Level 1, 2)

## **DELAWARE VALLEY SCHOOL DISTRICT**

- To build background knowledge through audio/video comprehension (DOK Level 1, 2)
- To connect Reading & Writing (DOK Level 4)
- To extend thinking about the reading selections (DOK Level 4)
- To write a Story Scene & a Literary Response (DOK Level 2, 3)
- **LISTENING & SPEAKING**
  - To ask & answer questions (DOK Level 1, 3)
  - To listen actively (DOK Level 2)
  - To participate in conversation ((DOK Level 2)
  - To give an oral response to visuals & reading selections (DOK Level 1)
  - To increase accuracy of pronunciation, phrasing & expression in spoken language (DOK Level 1)
- **COMPREHENSION & CRITICAL THINKING**
  - To respond to and interpret visuals (DOK Level 1, 2)
  - To make comparisons across texts (DOK Level 3)
  - To generate ideas (DOK Level 3, 4)
  - To summarize (DOK Level 2)
  - To describe & explain (DOK Level 1, 2)
  - To evaluate & interpret (DOK Level 2, 3)
  - To compare (DOK Level 2)
  - To draw conclusions (DOK Level 3)
  - To make judgments (DOK Level 3)
  - To analyze & respond to literature (DOK Level 3, 4)

### **Core Activities and Corresponding Instructional Methods:**

- **READING, WRITING & LANGUAGE**
  - Daily Modeled & Expected Use: Figurative Language
  - Productive Language: Communicate about cultures
  - Receptive Language: multicultural description comprehension
  - Guided Discussion: What happens when cultures cross paths? Columbus-- discovery or encounter?
  - Activity: Interview Peers: Using questions that contain idioms
  - Graphic Organizer: Mind Map, Word Map, Details Chart, Action Timeline, Idea Web, Example Chart, Compare Texts Diagram, KWL Chart, Comparison Chart
  - Language Modeling: Make Comparisons, Summarize
  - Discrete grammar & vocabulary practice: present & past tense verbs
  - Oral language practice: use present & past tense verbs to make comparisons & summarize
  - Reading Preparedness: Academic terms, Unit vocabulary & grammar
  - Read Text Selections: Encounter, Culture Clash, When Cultures Meet, The Log of Christopher Columbus
  - Accessing the Text: Reading Selection Recordings
  - Guided & Independent Reading Comprehension

## DELAWARE VALLEY SCHOOL DISTRICT

- Fluency Passages: Develop Fluency: Expression, Phrasing, Intonation, Accuracy & Rate
- Language & Content: Language Arts & Social Science applications
- Writing Project: Story Scene & Literary Response
- Writing Applications: Prewrite, Draft, Revise, Edit & Proofread, Develop Ideas, Good Beginnings & Endings, Explain & Support Ideas, Publish, Share & Reflect

### Assessments:

#### Diagnostic:

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1 Reading Lexile Placement Test

#### Formative:

- MP2, 3, 4 Reading Lexile Gains Test
- INSIDE Level B Cluster Assessments
- INSIDE Level B Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Vocabulary Routines Journal

#### Summative:

- INSIDE Level B Unit Assessments
- Library Reading Comprehension Assessments
- INSIDE Project Based Assessment

### Extensions:

- Reflection: Personal Multicultural Encounters
- Extended photo/silent video description/narration
- Spelling dictation & sentence application
- Extended Reading: Leveled Reader Library--The Trojan Horse, Monster, The Color of My Words; Content Library--Mexico

### Correctives:

- INSIDE Level B Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice
- English in a Flash: Auditory discrimination vocabulary practice

### Materials and Resources:

- Textbook website: [www.myNGconnect.com](http://www.myNGconnect.com)
- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book

## DELAWARE VALLEY SCHOOL DISTRICT

### **Unit: 6**      **Level 4-EXPANDING**

**Standard(s):** PDESAS English Language Development & Related Academic Standards

ELD.16.1.6-8, ELD.16.2.6-8, ELD.16.3.6-8, ELD.16.5.6-8

CC.1.2.6.A, CC.1.2.7.A, CC.1.2.8.A, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.A, CC.1.5.7.A, CC.1.5.8.A, CC.1.2.6.L, CC.1.2.7.L, CC.1.2.8.L, CC.1.3.6.K, CC.1.3.7.K, CC.1.3.8.K, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.B, CC.1.5.7.B, CC.1.5.8.B, CC.1.4.6.D, CC.1.4.7.D, CC.1.4.8.D, CC.1.4.6.P, CC.1.4.7.P, CC.1.4.8.P, CC.2.4.6.B.1, CC.2.4.7.B.1, CC.2.4.8.B.1, 3.3.6.B1, 3.3.7.B1, 7.1.6.B, 7.1.7.B, 7.1.8.B, 7.2.6.A, 7.2.7.A, 7.2.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C, 8.1.6.A, 8.1.6.B, 8.1.7.A, 8.1.7.B, 8.1.8.A, 8.1.8.B, 8.1.6.A, 8.1.7.A, 8.1.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C

### **Anchor(s):**

ELD.16.1.6-8.4L, ELD.16.1.6-8.4R, ELD.16.1.6-8.4S, ELD.16.1.6-8.4W, ELD.16.2.6-8.4L, ELD.16.2.6-8.4R, ELD.16.2.6-8.4S, ELD.16.2.6-8.4W, ELD.16.3.6-8.4W, ELD.16.4.6-8.4S, ELD.16.4.6-8.4R, ELD.16.5.6-8.4L, ELD.16.5.6-8.4R, ELD.16.5.6-8.4S, ELD.16.5.6-8.4W

### **Eligible content:**

**Understanding of:** How do we come to the aid of one another?

- Learn how help can come from the unlikely of places.
- Meet a group of teen girls who strive to make a difference.
- Find out how saving a life can strengthen a bond.
- Think about what might happen when enemies choose to notice the ways they are similar rather than the ways they disagree.
- Use nouns in the subject & predicate of sentences when summarizing
- Use prepositions to clarify & verify
- Use pronouns in the subject & predicate of sentences when telling an original story
- Generate Ideas about Aid Work, Helping Others & Making a Difference
- Interpret Visuals
- Listen Actively
- Recognize Key Vocabulary Words
- Increase Reading Fluency

### **Objectives:**

- **VOCABULARY & GRAMMAR**
  - To increase recognition and use of academic vocabulary words (DOK Level 1, 2)
  - To recall and use unit vocabulary (DOK Level 1)
  - To use nouns in the subject & predicate of sentences (DOK Level 1, 2)
  - To use prepositions (DOK Level 1)
  - To use pronouns in the subject & predicate of sentences (DOK Level 1, 2)
- **READING & WRITING**
  - To use the reading strategies: Word Origins, Analyze Author's Purpose & Tone, Analyze Author's Viewpoint, Analyze Plot & Theme, Determine Author's Viewpoint (DOK Level 2, 3, 4)

## **DELAWARE VALLEY SCHOOL DISTRICT**

- To use word origins--Greek & Latin Roots, Borrowed Words--to increase reading comprehension (DOK Level 1, 2)
- To build background knowledge through audio/video comprehension (DOK Level 1, 2)
- To connect Reading & Writing (DOK Level 4)
- To extend thinking about the reading selections (DOK Level 4)
- To write a Paragraph & a Problem-and-Solution Paragraph (DOK Level 2, 3)
- **LISTENING & SPEAKING**
  - To ask & answer questions (DOK Level 1, 3)
  - To listen actively (DOK Level 2)
  - To participate in conversation ((DOK Level 2)
  - To give an oral response to visuals & reading selections (DOK Level 1)
  - To increase accuracy of pronunciation, phrasing & expression in spoken language (DOK Level 1)
- **COMPREHENSION & CRITICAL THINKING**
  - To respond to and interpret visuals (DOK Level 1, 2)
  - To make comparisons across texts (DOK Level 3)
  - To generate ideas (DOK Level 3, 4)
  - To summarize (DOK Level 2)
  - To paraphrase & explain (DOK Level 1, 2)
  - To evaluate (DOK Level 2, 3)
  - To compare (DOK Level 2)
  - To infer (DOK Level 1, 2)
  - To make judgments (DOK Level 3)
  - To analyze & respond to literature (DOK Level 3, 4)

### **Core Activities and Corresponding Instructional Methods:**

- **READING, WRITING & LANGUAGE**
  - Daily Modeled & Expected Use: Words with Greek & Latin Roots, Borrowed Words
  - Productive Language: Communicate about aidwork, Tell an original story
  - Receptive Language: aidwork description & story comprehension
  - Guided Discussion: How do we come to the aid of one another?, Why are dogs so good at searching for missing people?, Why do animals trust us?
  - Activity: Interview Peers: Story Analysis (Author's Purpose, Tone & Viewpoint, Plot & Theme)
  - Graphic Organizer: Mind Map, Word Map, KWL, Idea Web, Tone and Purpose Chart, Two-Column Chart, Plot Diagram
  - Language Modeling: Summarize, Clarify & Verify, Storytelling
  - Discrete grammar & vocabulary practice: Nouns in the subject & predicate, Prepositions, Pronouns in the subject & predicate
  - Oral language practice: Nouns in the subject & predicate, Prepositions, Pronouns in the subject & predicate
  - Reading Preparedness: Academic terms, Unit vocabulary & grammar



## DELAWARE VALLEY SCHOOL DISTRICT

- Read Text Selections: Dogs at Work, Angels in the Snow, Zlateh the Goat, A Conflict Close to Home
- Accessing the Text: Reading Selection Recordings
- Guided & Independent Reading Comprehension
- Fluency Passages: Develop Fluency: Expression, Phrasing, Intonation, Accuracy & Rate
- Language & Content: Science, Language Arts & Social Science applications
- Writing Project: Summary, Letter to the Editor & Business Letter
- Writing Applications: Prewrite, Draft, Revise, Edit & Proofread

### Assessments:

#### Diagnostic:

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1 Reading Lexile Placement Test

#### Formative:

- MP2, 3, 4 Reading Lexile Gains Test
- INSIDE Level B Cluster Assessments
- INSIDE Level B Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Vocabulary Routines Journal

#### Summative:

- INSIDE Level B Unit Assessments
- Library Reading Comprehension Assessments
- INSIDE Project Based Assessment

### Extensions:

- Study & explain how an invention works
- Extended photo/silent video description/narration
- Spelling dictation & sentence application
- Extended Reading: Leveled Reader Library--Mysteries of Sherlock Holmes, The Jacket, Cesar Chavez; Content Library--The Progressives

### Correctives:

- INSIDE Level B Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice
- English in a Flash: Auditory discrimination vocabulary practice

### Materials and Resources:

- Textbook website: [www.myNGconnect.com](http://www.myNGconnect.com)
- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book

## Curriculum Plan

**Unit: 1**      **Level 5-BRIDGING**

**Standard(s):** PDESAS English Language Development & Related Academic Standards

ELD.16.1.6-8, ELD.16.2.6-8, ELD.16.3.6-8, ELD.16.5.6-8

CC.1.2.6.A, CC.1.2.7.A, CC.1.2.8.A, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.A, CC.1.5.7.A, CC.1.5.8.A, CC.1.2.6.L, CC.1.2.7.L, CC.1.2.8.L, CC.1.3.6.K, CC.1.3.7.K, CC.1.3.8.K, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.B, CC.1.5.7.B, CC.1.5.8.B, CC.1.4.6.D, CC.1.4.7.D, CC.1.4.8.D, CC.1.4.6.P, CC.1.4.7.P, CC.1.4.8.P, CC.2.4.6.B.1, CC.2.4.7.B.1, CC.2.4.8.B.1, 3.3.6.B1, 3.3.7.B1, 7.1.6.B, 7.1.7.B, 7.1.8.B, 7.2.6.A, 7.2.7.A, 7.2.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C, 8.1.6.A, 8.1.6.B, 8.1.7.A, 8.1.7.B, 8.1.8.A, 8.1.8.B, 8.1.6.A, 8.1.7.A, 8.1.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C

**Anchor(s):**

ELD.16.1.6-8.5L, ELD.16.1.6-8.5R, ELD.16.1.6-8.5S, ELD.16.1.6-8.5W, ELD.16.2.6-8.5L, ELD.16.2.6-8.5R, ELD.16.2.6-8.5S, ELD.16.2.6-8.5W, ELD.16.3.6-8.5W, ELD.16.4.6-8.5S, ELD.16.4.6-8.5R, ELD.16.5.6-8.5L, ELD.16.5.6-8.5R, ELD.16.5.6-8.5S, ELD.16.5.6-8.5W

**Eligible Content:**

**Understanding of:** How do decisions affect your identity?

- Find out how someone decides what name to use.
- Explore a life-or-death decision.
- Discover how a girl decides what she wants in life.
- Consider the lasting impact of the decisions we make.
- Use complete sentences to ask & answer questions
- Use nouns in sentences to give information
- Use action verbs to express ideas and opinions
- Generate Ideas about Decisions & Identity
- Interpret Visuals
- Listen Actively
- Recognize Key Vocabulary Words
- Increase Reading Fluency

**Objectives:**

- **VOCABULARY & GRAMMAR**
  - To increase recognition and use of academic vocabulary words (DOK Level 1, 2)
  - To recall and use unit vocabulary (DOK Level 1)
  - To use complete sentences to ask & answer questions (DOK Level 1, 2)
  - To use nouns to give information (DOK Level 1)
  - To use action verbs to express ideas & opinions (DOK Level 2, 3)

## **DELAWARE VALLEY SCHOOL DISTRICT**

- **READING & WRITING**

- To use the reading strategies: Word Parts, Plan, Monitor, Ask Questions, Use Text Evidence, Make Inferences, Determine Importance, Synthesize, Determine Main Idea, Make Connections, & Visualize (DOK Level 2, 3, 4)
- To use word parts--suffixes, & compound words--to increase reading comprehension (DOK Level 1, 2)
- To build background knowledge through audio/video comprehension (DOK Level 1, 2)
- To connect Reading & Writing (DOK Level 4)
- To extend thinking about the reading selections (DOK Level 4)
- To write an Organized Paragraph & a Personal Narrative (DOK Level 2, 3)

- **LISTENING & SPEAKING**

- To ask & answer questions (DOK Level 1, 3)
- To listen actively (DOK Level 2)
- To participate in conversation ((DOK Level 2)
- To give an oral response to visuals & reading selections (DOK Level 1)
- To increase accuracy of pronunciation, phrasing & expression in spoken language (DOK Level 1)

- **COMPREHENSION & CRITICAL THINKING**

- To respond to and interpret visuals (DOK Level 1, 2)
- To make comparisons across texts (DOK Level 3)
- To generate ideas (DOK Level 3, 4)
- To summarize (DOK Level 2)
- To interpret & explain (DOK Level 1, 2)
- To compare (DOK Level 2)
- To research (DOK Level 1, 2, 3)
- To draw conclusions (DOK Level 3)
- To evaluate & make judgments (DOK Level 3)
- To analyze & respond to literature (DOK Level 3, 4)

### **Core Activities and Corresponding Instructional Methods:**

- **READING, WRITING & LANGUAGE**

- Daily Modeled & Expected Use: Compound Words & Words with suffixes
- Productive Language: Communicate about identity & decisions
- Receptive Language: identity description comprehension & decision explanation comprehension
- Guided Discussion: How do decisions affect your identity? What's in a name?
- Activity: Interview Peers: Who are you?; What's your opinion about...?
- Graphic Organizer: T Chart, Mind Map, Word Map, Vocabulary Examples Chart, Reading Strategies Log, Expanded Meaning Map, Study Card, KWL Chart
- Language Modeling: statement & question syntax; expressing ideas & opinions; academic vocabulary
- Discrete grammar & vocabulary practice: complete sentences, nouns, & action verbs
- Oral language practice: use complete sentences, use nouns, use action verbs

## DELAWARE VALLEY SCHOOL DISTRICT

- o Research applied communication: Healthy Food
- o Reading Preparedness: Academic terms, Unit vocabulary & grammar
- o Read Text Selections: American Names, A Lion Hunt, *from* The House on Mango Street, The Road Not Taken
- o Accessing the Text: Reading Selection Recordings
- o Guided & Independent Reading Comprehension
- o Fluency Passages: Develop Fluency: Expression, Phrasing, Intonation, Accuracy & Rate
- o Language & Content: Science, Language Arts & Social Science applications
- o Writing Project: Paragraph Structure: Ways to Organize, & Personal Narrative
- o Writing Applications: Problem-and-Solution, Chronological, Spatial Order, Compare-and-Contrast, Plan, Write; Prewrite: Choose Topic, Audience & Purpose, Organize Ideas, Draft, Revise, Edit, Proofread, Publish, Share, & Reflect

### Assessments:

#### Diagnostic:

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1 Reading Lexile Placement Test

#### Formative:

- MP2, 3, 4 Reading Lexile Gains Test
- INSIDE Level C Cluster Assessments
- INSIDE Level C Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Vocabulary Routines Journal

#### Summative:

- INSIDE Level C Unit Assessments
- Library Reading Comprehension Assessments
- INSIDE Project Based Assessment

### Extensions:

- Research personal & family name meanings
- Extended photo/silent video description/narration
- Spelling dictation & sentence application
- Extended Reading: Leveled Reader Library--Stuck in Neutral, Facing the Lion, Surviving Hitler; Content Library--Making Healthy Choices

### Correctives:

- INSIDE Level C Reteaching Prescriptions
- FINISH LINE for ELLs: English Proficiency Practice
- English in a Flash: Auditory discrimination vocabulary practice

### Materials and Resources:

- Textbook website: [www.myNGconnect.com](http://www.myNGconnect.com)
- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book

## DELAWARE VALLEY SCHOOL DISTRICT

### **Unit: 2**      **Level 5-BRIDGING**

**Standard(s):** PDESAS English Language Development & Related Academic Standards

ELD.16.1.6-8, ELD.16.2.6-8, ELD.16.3.6-8, ELD.16.5.6-8

CC.1.2.6.A, CC.1.2.7.A, CC.1.2.8.A, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.A, CC.1.5.7.A, CC.1.5.8.A, CC.1.2.6.L, CC.1.2.7.L, CC.1.2.8.L, CC.1.3.6.K, CC.1.3.7.K, CC.1.3.8.K, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.B, CC.1.5.7.B, CC.1.5.8.B, CC.1.4.6.D, CC.1.4.7.D, CC.1.4.8.D, CC.1.4.6.P, CC.1.4.7.P, CC.1.4.8.P, CC.2.4.6.B.1, CC.2.4.7.B.1, CC.2.4.8.B.1, 3.3.6.B1, 3.3.7.B1, 7.1.6.B, 7.1.7.B, 7.1.8.B, 7.2.6.A, 7.2.7.A, 7.2.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C, 8.1.6.A, 8.1.6.B, 8.1.7.A, 8.1.7.B, 8.1.8.A, 8.1.8.B, 8.1.6.A, 8.1.7.A, 8.1.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C

#### **Anchor(s):**

ELD.16.1.6-8.5L, ELD.16.1.6-8.5R, ELD.16.1.6-8.5S, ELD.16.1.6-8.5W, ELD.16.2.6-8.5L, ELD.16.2.6-8.5R, ELD.16.2.6-8.5S, ELD.16.2.6-8.5W, ELD.16.3.6-8.5W, ELD.16.4.6-8.5S, ELD.16.4.6-8.5R, ELD.16.5.6-8.5L, ELD.16.5.6-8.5R, ELD.16.5.6-8.5S, ELD.16.5.6-8.5W

#### **Eligible Content:**

**Understanding of:** What happens when people come face-to-face with a rival?

- Learn how predators and prey match wits.
- See if it's always necessary to use your wits.
- Find out what it takes to win.
- Use pronouns as subjects in definitions & explanations
- Use forms of BE and HAVE to retell a story
- Use indefinite pronouns in conversation
- Generate Ideas about rivalries & strengths
- Interpret Visuals
- Listen Actively
- Recognize Key Vocabulary Words
- Increase Reading Fluency

#### **Objectives:**

- **VOCABULARY & GRAMMAR**
  - To increase recognition and use of academic vocabulary words (DOK Level 1, 2)
  - To recall and use unit vocabulary (DOK Level 1)
  - To use pronouns as subjects (DOK Level 1, 2)
  - To use forms of BE & HAVE (DOK Level 1)
  - To use indefinite pronouns (DOK Level 1)
- **READING & WRITING**
  - To use the reading strategies: Relate Words, Relate Cause & Effect, Analyze Modern Fiction, Analyze Plot, & Analyze Character (DOK Level 2, 3)
  - To relate words--cognates, synonyms, & antonyms (DOK Level 1, 2)
  - To build background knowledge through audio/video comprehension (DOK Level 1, 2)
  - To connect Reading & Writing (DOK Level 4)

## DELAWARE VALLEY SCHOOL DISTRICT

- To extend thinking about the reading selections (DOK Level 4)
- To write a Summary Paragraph & a Modern Fairy Tale (DOK Level 2, 3, 4)
- **LISTENING & SPEAKING**
  - To ask & answer questions (DOK Level 1, 3)
  - To listen actively (DOK Level 2)
  - To participate in conversation ((DOK Level 2)
  - To give an oral response to visuals & reading selections (DOK Level 1)
  - To increase accuracy of pronunciation, phrasing & expression in spoken language (DOK Level 1)
- **COMPREHENSION & CRITICAL THINKING**
  - To respond to and interpret visuals (DOK Level 1, 2)
  - To make comparisons across texts (DOK Level 3)
  - To generate ideas (DOK Level 3, 4)
  - To summarize (DOK Level 2)
  - To describe & explain (DOK Level 1, 2)
  - To compare (DOK Level 2)
  - To interpret, make judgments & draw conclusions (DOK Level 3)
  - To analyze & respond to literature (DOK Level 3, 4)

### Core Activities and Corresponding Instructional Methods:

- **READING, WRITING & LANGUAGE**
  - Daily Modeled & Expected Use: Word Relationships
  - Productive Language: Definitions, Explanations, Story Retelling, & Conversation
  - Receptive Language: definition, explanation, story retelling & conversation comprehension
  - Guided Discussion: What happens when people come face-to-face with a rival?, How does an animal survive in nature?, How does an octopus disappear?, What makes an old story new?
  - Activity: Interview Peers: Which does it take to win against a rival: strength, wisdom, courage, luck, or love? Why do you think so?
  - Graphic Organizer: T Chart, Mind Map, Word Map, Plot Diagram, Character Description Chart, Example Web, Cause-and-Effect Chart, Category Chart, Venn Diagram, Study Card, Trait Chart, Synonym-Antonym Scale, Synonym Scale
  - Language Modeling: subject-pronoun use; BE & HAVE verb use; indefinite pronoun use; academic vocabulary
  - Discrete grammar & vocabulary practice: pronouns as subjects; BE & HAVE verb forms; indefinite pronouns
  - Oral language practice: Define & Explain, Retell a Story, Engage in Conversation
  - Reading Preparedness: Academic terms, Unit vocabulary & grammar
  - Read Text Selections: On the Menu; The Three Chicharrones; Dragon, Dragon; *from* The Adventures of Tom Sawyer
  - Accessing the Text: Reading Selection Recordings
  - Guided & Independent Reading Comprehension

## DELAWARE VALLEY SCHOOL DISTRICT

- Fluency Passages: Develop Fluency: Expression, Phrasing, Intonation, Accuracy & Rate
- Language & Content: Science & Language Arts applications
- Writing Project: Summary Paragraph, & Modern Fairy Tale
- Writing Applications: Prewrite, Draft, Revise, Edit & Proofread, Organization, Idea Flow, Connecting Paragraphs, Publish, Share & Reflect

### Assessments:

#### Diagnostic:

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1 Reading Lexile Placement Test

#### Formative:

- MP2, 3, 4 Reading Lexile Gains Test
- INSIDE Level C Cluster Assessments
- INSIDE Level C Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Vocabulary Routines Journal

#### Summative:

- INSIDE Level C Unit Assessments
- Library Reading Comprehension Assessments
- INSIDE Project Based Assessment

### Extensions:

- Study & explain predator-prey relationships
- Extended photo/silent video description/narration
- Spelling dictation & sentence application
- Extended Reading: Leveled Reader Library--Romiette & Julio, Speak, The Forbidden Schoolhouse; Content Library--Amazing Animals

### Correctives:

- INSIDE Level C Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice
- English in a Flash: Auditory discrimination vocabulary practice

### Materials and Resources:

- Textbook website: [www.myNGconnect.com](http://www.myNGconnect.com)
- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book

## DELAWARE VALLEY SCHOOL DISTRICT

### **Unit: 3**      **Level 5-BRIDGING**

**Standard(s):** PDESAS English Language Development & Related Academic Standards

ELD.16.1.6-8, ELD.16.2.6-8, ELD.16.3.6-8, ELD.16.5.6-8

CC.1.2.6.A, CC.1.2.7.A, CC.1.2.8.A, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.A, CC.1.5.7.A, CC.1.5.8.A, CC.1.2.6.L, CC.1.2.7.L, CC.1.2.8.L, CC.1.3.6.K, CC.1.3.7.K, CC.1.3.8.K, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.B, CC.1.5.7.B, CC.1.5.8.B, CC.1.4.6.D, CC.1.4.7.D, CC.1.4.8.D, CC.1.4.6.P, CC.1.4.7.P, CC.1.4.8.P, CC.2.4.6.B.1, CC.2.4.7.B.1, CC.2.4.8.B.1, 3.3.6.B1, 3.3.7.B1, 7.1.6.B, 7.1.7.B, 7.1.8.B, 7.2.6.A, 7.2.7.A, 7.2.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C, 8.1.6.A, 8.1.6.B, 8.1.7.A, 8.1.7.B, 8.1.8.A, 8.1.8.B, 8.1.6.A, 8.1.7.A, 8.1.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C

#### **Anchor(s):**

ELD.16.1.6-8.5L, ELD.16.1.6-8.5R, ELD.16.1.6-8.5S, ELD.16.1.6-8.5W, ELD.16.2.6-8.5L, ELD.16.2.6-8.5R, ELD.16.2.6-8.5S, ELD.16.2.6-8.5W, ELD.16.3.6-8.5W, ELD.16.4.6-8.5S, ELD.16.4.6-8.5R, ELD.16.5.6-8.5L, ELD.16.5.6-8.5R, ELD.16.5.6-8.5S, ELD.16.5.6-8.5W

#### **Eligible Content:**

**Understanding of:** When can one individual make a difference?

- Learn how Americans overcame the challenge of segregation.
- Consider how wise words inspired someone to speak out against racism.
- Meet two people who transformed their problems into ideas for helping their communities.
- Consider a historic event from different time perspectives.
- Ask for & Give Information
- Make comparisons
- Describe an event
- Summarize
- Generate Ideas about Making a Difference
- Interpret Visuals
- Listen Actively
- Recognize Key Vocabulary Words
- Increase Reading Fluency

#### **Objectives:**

- **VOCABULARY & GRAMMAR**
  - To increase recognition and use of academic vocabulary words (DOK Level 1, 2)
  - To recall and use unit vocabulary (DOK Level 1)
  - To use present, past & future tense verbs (DOK Level 1, 2)
  - To use forms of the verb BE (DOK Level 1,2)
- **READING & WRITING**
  - To use the reading strategies: Word Parts; Use Text Structure: Chronological Order, & Problem and Solution (DOK Level 2, 3, 4)



## DELAWARE VALLEY SCHOOL DISTRICT

- To use word parts--prefixes & suffixes--to increase reading comprehension (DOK Level 1, 2)
- To build background knowledge through audio/video comprehension (DOK Level 1, 2)
- To connect Reading & Writing (DOK Level 4)
- To extend thinking about the reading selections (DOK Level 4)
- To write a Problem-and-Solution Paragraph, & a Problem-and-Solution Essay (DOK Level 2, 3)
- **LISTENING & SPEAKING**
  - To ask & answer questions (DOK Level 1, 3)
  - To listen actively (DOK Level 2)
  - To participate in conversation ((DOK Level 2)
  - To give an oral response to visuals & reading selections (DOK Level 1)
  - To increase accuracy of pronunciation, phrasing & expression in spoken language (DOK Level 1)
- **COMPREHENSION & CRITICAL THINKING**
  - To respond to and interpret visuals (DOK Level 1, 2)
  - To make comparisons across texts (DOK Level 3)
  - To generate ideas (DOK Level 3, 4)
  - To summarize (DOK Level 2)
  - To speculate (DOK Level 2, 3)
  - To generalize (DOK Level 2)
  - To compare (DOK Level 2)
  - To interpret & evaluate (DOK Level 2, 3)
  - To analyze & respond to literature (DOK Level 3, 4)

### Core Activities and Corresponding Instructional Methods:

- **READING, WRITING & LANGUAGE**
  - Daily Modeled & Expected Use: words with Prefixes & Suffixes
  - Productive Language: Providing Information, Event Descriptions, Summarize
  - Receptive Language: Information, Event description & Summary comprehension
  - Guided Discussion: When can one individual make a difference? What does it mean to be a leader?
  - Activity: Interview Peers: What does the Civil Rights photograph show?
  - Graphic Organizer: Mind Map, Word Map, Verb Tense Chart, Study Card, Semantic Map, Timeline, Sequence Chain, Expanded Meaning Map, Problem-and-Solution Chain
  - Language Modeling: present, past & future tense verbs; forms of the verb BE; academic vocabulary
  - Discrete grammar & vocabulary practice: present, past & future tense verbs; forms of the verb BE
  - Oral language practice: Use Present, Past and Future Tense Verbs to Ask for & Give Information; Use Forms of BE to Describe an Event; Use Past Tense Verbs to Summarize

## DELAWARE VALLEY SCHOOL DISTRICT

- Reading Preparedness: Academic terms, Unit vocabulary & grammar
- Read Text Selections: The Civil Rights Movement, Martin's Big Words, Speaking Up, Speeches on the Little Rock Nine
- Accessing the Text: Reading Selection Recordings
- Guided & Independent Reading Comprehension
- Fluency Passages: Develop Fluency: Expression, Phrasing, Intonation, Accuracy & Rate
- Language & Content: Language Arts & Social Science applications
- Writing Project: Problem-and-Solution Paragraph, & Problem-and-Solution Essay
- Writing Applications: Prewrite, Draft, Revise, Edit, Proofread, State & stay focused on a central idea, Publish, Share & Reflect

### Assessments:

#### Diagnostic:

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1 Reading Lexile Placement Test

#### Formative:

- MP2, 3, 4 Reading Lexile Gains Test
- INSIDE Level C Cluster Assessments
- INSIDE Level C Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Vocabulary Routines Journal

#### Summative:

- INSIDE Level C Unit Assessments
- Library Reading Comprehension Assessments
- INSIDE Project Based Assessment

### Extensions:

- Explore Immigrant Civil Rights
- Extended photo/silent video description/narration
- Spelling dictation & sentence application
- Extended Reading: Leveled Reader Library--The House of Dies Drear, Finding Miracles, Bronx Masquerade; Content Library--The Emancipation Proclamation

### Correctives:

- INSIDE Level C Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice
- English in a Flash: Auditory discrimination vocabulary practice

### Materials and Resources:

- Textbook website: [www.myNGconnect.com](http://www.myNGconnect.com)
- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book

# DELAWARE VALLEY SCHOOL DISTRICT

## **Unit: 4**      **Level 5-BRIDGING**

**Standard(s):** PDESAS English Language Development & Related Academic Standards

ELD.16.1.6-8, ELD.16.2.6-8, ELD.16.3.6-8, ELD.16.5.6-8  
CC.1.2.6.A, CC.1.2.7.A, CC.1.2.8.A, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.A, CC.1.5.7.A,  
CC.1.5.8.A, CC.1.2.6.L, CC.1.2.7.L, CC.1.2.8.L, CC.1.3.6.K, CC.1.3.7.K, CC.1.3.8.K, CC.1.3.6.A,  
CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.B, CC.1.5.7.B, CC.1.5.8.B, CC.1.4.6.D, CC.1.4.7.D, CC.1.4.8.D,  
CC.1.4.6.P, CC.1.4.7.P, CC.1.4.8.P, CC.2.4.6.B.1, CC.2.4.7.B.1, CC.2.4.8.B.1, 3.3.6.B1, 3.3.7.B1,  
7.1.6.B, 7.1.7.B, 7.1.8.B, 7.2.6.A, 7.2.7.A, 7.2.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C, 8.1.6.A, 8.1.6.B, 8.1.7.A,  
8.1.7.B, 8.1.8.A, 8.1.8.B, 8.1.6.A, 8.1.7.A, 8.1.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C

### **Anchor(s):**

ELD.16.1.6-8.5L, ELD.16.1.6-8.5R, ELD.16.1.6-8.5S, ELD.16.1.6-8.5W, ELD.16.2.6-8.5L, ELD.16.2.6-8.5R, ELD.16.2.6-8.5S, ELD.16.2.6-8.5W, ELD.16.3.6-8.5W, ELD.16.4.6-8.5S, ELD.16.4.6-8.5R, ELD.16.5.6-8.5L, ELD.16.5.6-8.5R, ELD.16.5.6-8.5S, ELD.16.5.6-8.5W

### **Eligible Content:**

**Understanding of:** How can your location affect the way you live?

- Explore a world of differences and similarities in the solar system.
- Compare life in space with life on Earth.
- Find out if people can be at home in two places.
- Think about what it might be like to travel to another planet.
- Make Comparisons
- Define & Explain
- Clarify & Verify
- Generate Ideas about life on Earth
- Interpret Visuals
- Listen Actively
- Recognize Key Vocabulary Words
- Increase Reading Fluency

### **Objectives:**

- **VOCABULARY & GRAMMAR**
  - To increase recognition and use of academic vocabulary words (DOK Level 1, 2)
  - To recall and use unit vocabulary (DOK Level 1)
  - To use nouns in the subject & the predicate (DOK Level 1, 2)
  - To use pronouns in the subject & the predicate (DOK Level 1, 2)
  - To use verbs in the active & passive voice (DOK Level 2, 3)
- **READING & WRITING**
  - To use the reading strategies: Use Context Clues, Compare & Contrast, Determine Author's Purpose, & Compare Structures of Texts (DOK Level 2, 3, 4)
  - To use Context Clues--Definition, Restatement, & Examples--to increase reading comprehension (DOK Level 1, 2)

## **DELAWARE VALLEY SCHOOL DISTRICT**

- To build background knowledge through audio/video comprehension (DOK Level 1, 2)
- To connect Reading & Writing (DOK Level 4)
- To extend thinking about the reading selections (DOK Level 4)
- To write a Research Report (DOK Level 2, 3)
- **LISTENING & SPEAKING**
  - To ask & answer questions (DOK Level 1, 3)
  - To listen actively (DOK Level 2)
  - To participate in conversation ((DOK Level 2)
  - To give an oral response to visuals & reading selections (DOK Level 1)
  - To increase accuracy of pronunciation, phrasing & expression in spoken language (DOK Level 1)
- **COMPREHENSION & CRITICAL THINKING**
  - To respond to and interpret visuals (DOK Level 1, 2)
  - To make comparisons across texts (DOK Level 3)
  - To generate ideas (DOK Level 3, 4)
  - To summarize (DOK Level 2)
  - To interpret (DOK Level 1, 2)
  - To infer (DOK Level 2, 3)
  - To compare (DOK Level 2)
  - To speculate (DOK Level 2, 3)
  - To draw conclusions (DOK Level 3)
  - To analyze & respond to literature (DOK Level 3, 4)

### **Core Activities and Corresponding Instructional Methods:**

- **READING, WRITING & LANGUAGE**
  - Daily Modeled & Expected Use: Using Context Clues
  - Productive Language: Communicate about life on Earth
  - Receptive Language: Life on Earth description comprehension
  - Guided Discussion: How can your location affect the way you live?, What is there in our solar system?, What is it like to live far from Earth?
  - Activity: Interview Peers: What questions do you have about what it's like to live in space?, Have you or someone you know ever moved to a new place?, What makes a new place feel like home?
  - Graphic Organizer: Mind Map, Word Map, KWL Chart, Study Card, Comparison Chart, Word Web, Expanded Meaning Map, Author's Purpose Chart, Venn Diagram, Definition Map
  - Language Modeling: Make Comparisons, Define & Explain, Clarify & Verify
  - Discrete grammar & vocabulary practice: nouns in the subject & predicate, pronouns in the subject & predicate, verbs in the active & passive voice
  - Oral language practice: use nouns in the subject & predicate to make comparisons, use pronouns in the subject & predicate to define & explain, use verbs in the active & passive voice to clarify & verify
  - Reading Preparedness: Academic terms, Unit vocabulary & grammar

## **DELAWARE VALLEY SCHOOL DISTRICT**

- Read Text Selections: Here, There, and Beyond; Earth and Space; Indian Summer Sun; So You're Going to Mars
- Accessing the Text: Reading Selection Recordings
- Guided & Independent Reading Comprehension
- Fluency Passages: Develop Fluency: Expression, Phrasing, Intonation, Accuracy & Rate
- Language & Content: Science, & Language Arts applications
- Writing Project: Research Report
- Writing Applications: Plan, Draft, Cite Sources, Revise, Edit & Proofread, Publish, Share & Reflect
- Research Strategies: Plan, Locate Information Sources, Sort Through the Information, Take Good Notes, Avoid Plagiarism, Organize Your Notes, Develop an Outline

### **Assessments:**

#### **Diagnostic:**

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1 Reading Lexile Placement Test

#### **Formative:**

- MP2, 3, 4 Reading Lexile Gains Test
- INSIDE Level C Cluster Assessments
- INSIDE Level C Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Vocabulary Routines Journal

#### **Summative:**

- INSIDE Level C Unit Assessments
- Library Reading Comprehension Assessments
- INSIDE Project Based Assessment

### **Extensions:**

- Analyze Myths
- Perform a Poem
- Extended photo/silent video description/narration
- Spelling dictation & sentence application
- Extended Reading: Leveled Reader Library--Jane Eyre, Miracle's Boys, The Outsiders; Content Library--The West Today

### **Correctives:**

- INSIDE Level C Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice
- English in a Flash: Auditory discrimination vocabulary practice

### **Materials and Resources:**

- Textbook website: [www.myNGconnect.com](http://www.myNGconnect.com)
- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book

## DELAWARE VALLEY SCHOOL DISTRICT

### **Unit: 5**      **Level 5-BRIDGING**

**Standard(s):** PDESAS English Language Development & Related Academic Standards

ELD.16.1.6-8, ELD.16.2.6-8, ELD.16.3.6-8, ELD.16.5.6-8

CC.1.2.6.A, CC.1.2.7.A, CC.1.2.8.A, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.A, CC.1.5.7.A, CC.1.5.8.A, CC.1.2.6.L, CC.1.2.7.L, CC.1.2.8.L, CC.1.3.6.K, CC.1.3.7.K, CC.1.3.8.K, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.B, CC.1.5.7.B, CC.1.5.8.B, CC.1.4.6.D, CC.1.4.7.D, CC.1.4.8.D, CC.1.4.6.P, CC.1.4.7.P, CC.1.4.8.P, CC.2.4.6.B.1, CC.2.4.7.B.1, CC.2.4.8.B.1, 3.3.6.B1, 3.3.7.B1, 7.1.6.B, 7.1.7.B, 7.1.8.B, 7.2.6.A, 7.2.7.A, 7.2.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C, 8.1.6.A, 8.1.6.B, 8.1.7.A, 8.1.7.B, 8.1.8.A, 8.1.8.B, 8.1.6.A, 8.1.7.A, 8.1.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C

### **Anchor(s):**

ELD.16.1.6-8.5L, ELD.16.1.6-8.5R, ELD.16.1.6-8.5S, ELD.16.1.6-8.5W, ELD.16.2.6-8.5L, ELD.16.2.6-8.5R, ELD.16.2.6-8.5S, ELD.16.2.6-8.5W, ELD.16.3.6-8.5W, ELD.16.4.6-8.5S, ELD.16.4.6-8.5R, ELD.16.5.6-8.5L, ELD.16.5.6-8.5R, ELD.16.5.6-8.5S, ELD.16.5.6-8.5W

### **Eligible Content:**

**Understanding of:** What makes the environment so valuable?

- Find out how the way we live affects our environment.
- Discover how people help animals survive.
- Learn how an explorer's discoveries help the world.
- Consider what our lives would be like without our natural wilderness.
- Describe animals & things
- Make Comparisons
- Elaborate
- Generate Ideas about the environment
- Interpret Visuals
- Listen Actively
- Recognize Key Vocabulary Words
- Increase Reading Fluency

### **Objectives:**

- **VOCABULARY & GRAMMAR**
  - To increase recognition and use of academic vocabulary words (DOK Level 1, 2)
  - To recall and use unit vocabulary (DOK Level 1)
  - To use adjectives that describe (DOK Level 1, 2)
  - To use adjectives that compare (DOK Level 1, 2)
  - To use adverbs (DOK Level 1, 2)
- **READING & WRITING**
  - To use the reading strategies: Use Context Clues, Analyze Author's Viewpoint, & Compare Viewpoints (DOK Level 2, 3, 4)
  - To use context clues--multiple meaning words & jargon--to increase reading comprehension (DOK Level 1, 2)

## DELAWARE VALLEY SCHOOL DISTRICT

- To build background knowledge through audio/video comprehension (DOK Level 1, 2)
- To connect Reading & Writing (DOK Level 4)
- To extend thinking about the reading selections (DOK Level 4)
- To write a Narrative Poem, a Business Letter & a Friendly Letter (DOK Level 2, 3)
- **LISTENING & SPEAKING**
  - To ask & answer questions (DOK Level 1, 3)
  - To listen actively (DOK Level 2)
  - To participate in conversation ((DOK Level 2)
  - To give an oral response to visuals & reading selections (DOK Level 1)
  - To increase accuracy of pronunciation, phrasing & expression in spoken language (DOK Level 1)
- **COMPREHENSION & CRITICAL THINKING**
  - To respond to and interpret visuals (DOK Level 1, 2)
  - To make comparisons across texts (DOK Level 3)
  - To generate ideas (DOK Level 3, 4)
  - To interpret & summarize (DOK Level 2, 3)
  - To describe & explain (DOK Level 1, 2)
  - To speculate (DOK Level 2, 3)
  - To compare (DOK Level 2)
  - To evaluate & classify (DOK Level 2, 3)
  - To make judgments & draw conclusions (DOK Level 3)
  - To analyze & respond to literature (DOK Level 3, 4)

### Core Activities and Corresponding Instructional Methods:

- **READING, WRITING & LANGUAGE**
  - Daily Modeled & Expected Use: Multiple Meaning Words & Jargon
  - Productive Language: Communicate about environmental interdependence
  - Receptive Language: environmental interdependence description comprehension
  - Guided Discussion: What makes the environment so valuable? How do humans affect the environment?, What is being done to protect wild animals and their habitats?
  - Activity: Interview Peers: Describe an endangered animal
  - Graphic Organizer: Mind Map, Word Map, Expanded Meaning Map, Viewpoints Chart, Author's Viewpoint Chart
  - Language Modeling: Describe Animals & Things, Make Comparisons, Elaborate
  - Discrete grammar & vocabulary practice: adjectives in descriptions, adjectives in comparisons, adverbs
  - Oral language practice: use adjectives to describe animals & things, use adjectives to make comparisons, use adverbs to elaborate
  - Reading Preparedness: Academic terms, Unit vocabulary & grammar
  - Read Text Selections: A Natural Balance, Siberian Survivors, Mireya Mayor: Explorer/Correspondent, Wilderness Letter

## DELAWARE VALLEY SCHOOL DISTRICT

- Accessing the Text: Reading Selection Recordings
- Guided & Independent Reading Comprehension
- Fluency Passages: Develop Fluency: Expression, Phrasing, Intonation, Accuracy & Rate
- Language & Content: Language Arts & Science applications
- Writing Project: Narrative Poem, Business Letter, & Friendly Letter
- Writing Applications: Prewrite, Draft, Revise, Edit & Proofread, Letter Formats

### Assessments:

#### Diagnostic:

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1 Reading Lexile Placement Test

#### Formative:

- MP2, 3, 4 Reading Lexile Gains Test
- INSIDE Level C Cluster Assessments
- INSIDE Level C Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Vocabulary Routines Journal

#### Summative:

- INSIDE Level C Unit Assessments
- Library Reading Comprehension Assessments
- INSIDE Project Based Assessment

### Extensions:

- Reflection: Personal Environmental Interdependence
- Extended photo/silent video description/narration
- Spelling dictation & sentence application
- Extended Reading: Leveled Reader Library--The Summer of the Swans; ...And the Earth Did Not Devour Him; Left Behind; Content Library--Ecosystems

### Correctives:

- INSIDE Level C Reteaching Prescriptions
- FINISH LINE for ELLs: English Proficiency Practice
- English in a Flash: Auditory discrimination vocabulary practice

### Materials and Resources:

- Textbook website: [www.myNGconnect.com](http://www.myNGconnect.com)
- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book



## DELAWARE VALLEY SCHOOL DISTRICT

### **Unit: 6**      **Level 5-BRIDGING**

**Standard(s):** PDESAS English Language Development & Related Academic Standards

ELD.16.1.6-8, ELD.16.2.6-8, ELD.16.3.6-8, ELD.16.5.6-8

CC.1.2.6.A, CC.1.2.7.A, CC.1.2.8.A, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.A, CC.1.5.7.A, CC.1.5.8.A, CC.1.2.6.L, CC.1.2.7.L, CC.1.2.8.L, CC.1.3.6.K, CC.1.3.7.K, CC.1.3.8.K, CC.1.3.6.A, CC.1.3.7.A, CC.1.3.8.A, CC.1.5.6.B, CC.1.5.7.B, CC.1.5.8.B, CC.1.4.6.D, CC.1.4.7.D, CC.1.4.8.D, CC.1.4.6.P, CC.1.4.7.P, CC.1.4.8.P, CC.2.4.6.B.1, CC.2.4.7.B.1, CC.2.4.8.B.1, 3.3.6.B1, 3.3.7.B1, 7.1.6.B, 7.1.7.B, 7.1.8.B, 7.2.6.A, 7.2.7.A, 7.2.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C, 8.1.6.A, 8.1.6.B, 8.1.7.A, 8.1.7.B, 8.1.8.A, 8.1.8.B, 8.1.6.A, 8.1.7.A, 8.1.8.A, 8.1.6.C, 8.1.7.C, 8.1.8.C

### **Anchor(s):**

ELD.16.1.6-8.5L, ELD.16.1.6-8.5R, ELD.16.1.6-8.5S, ELD.16.1.6-8.5W, ELD.16.2.6-8.5L, ELD.16.2.6-8.5R, ELD.16.2.6-8.5S, ELD.16.2.6-8.5W, ELD.16.3.6-8.5W, ELD.16.4.6-8.5S, ELD.16.4.6-8.5R, ELD.16.5.6-8.5L, ELD.16.5.6-8.5R, ELD.16.5.6-8.5S, ELD.16.5.6-8.5W

### **Eligible Content:**

**Understanding of:** How should people overcome conflict?

- Sometimes changing your mind may solve a conflict.
- Meet someone who acts bravely to overcome a terrible conflict.
- Explore the way writing about conflict helps someone live with it.
- Think about human rights and freedoms in different parts of the world.
- Use compound sentences to express opinions
- Use complex sentences to engage in discussion
- Combine sentences to justify
- Generate Ideas about resolving conflict
- Interpret Visuals
- Listen Actively
- Recognize Key Vocabulary Words
- Increase Reading Fluency

### **Objectives:**

- **VOCABULARY & GRAMMAR**
  - To increase recognition and use of academic vocabulary words (DOK Level 1, 2)
  - To recall and use unit vocabulary (DOK Level 1)
  - To use compound sentences (DOK Level 1, 2)
  - To use complex sentences (DOK Level 1, 2)
  - To combine sentences (DOK Level 1, 2)
- **READING & WRITING**
  - To use the reading strategies: Figurative Language, Compare Viewpoints, Evaluate Historical Fiction, & Analyze Author's Viewpoint (DOK Level 2, 3, 4)
  - To use figurative language--Simile, Metaphor, Personification, Idioms, & Shades of Meaning & Word Choice--to increase reading comprehension (DOK Level 1, 2)
  - To build background knowledge through audio/video comprehension (DOK Level 1, 2)

## **DELAWARE VALLEY SCHOOL DISTRICT**

- To connect Reading & Writing (DOK Level 4)
- To extend thinking about the reading selections (DOK Level 4)
- To write a Story Scene & a Literary Analysis (DOK Level 2, 3)
- **LISTENING & SPEAKING**
  - To ask & answer questions (DOK Level 1, 3)
  - To listen actively (DOK Level 2)
  - To participate in conversation ((DOK Level 2)
  - To give an oral response to visuals & reading selections (DOK Level 1)
  - To increase accuracy of pronunciation, phrasing & expression in spoken language (DOK Level 1)
- **COMPREHENSION & CRITICAL THINKING**
  - To respond to and interpret visuals (DOK Level 1, 2)
  - To make comparisons across texts (DOK Level 3)
  - To generate ideas (DOK Level 3, 4)
  - To summarize (DOK Level 2)
  - To interpret & infer (DOK Level 1, 2)
  - To evaluate (DOK Level 2, 3)
  - To compare (DOK Level 2)
  - To speculate (DOK Level 2, 3)
  - To analyze & respond to literature (DOK Level 3, 4)

### **Core Activities and Corresponding Instructional Methods:**

- **READING, WRITING & LANGUAGE**
  - Daily Modeled & Expected Use: Figurative Language
  - Productive Language: Communicate about conflict resolution, Justify assertions
  - Receptive Language: conflict resolution description & justification comprehension
  - Guided Discussion: How should people overcome conflict? How do people overcome a conflict that affects thousands of people?
  - Activity: Interview Peers: What do you think about...? What would you do?, What makes a person a hero?, What's your position?
  - Graphic Organizer: Mind Map, Word Map, Synonym-Antonym Chart, Reader's Viewpoint Chart, Expanded Meaning Map, T Chart, Word Web, Study Card
  - Language Modeling: Express Opinions, Engage in Discussion, Justify
  - Discrete grammar & vocabulary practice: compound sentences, complex sentences, combining sentences
  - Oral language practice: Use compound sentences to express opinions, Use complex sentences to engage in discussion, combine sentences to justify an assertion
  - Reading Preparedness: Academic terms, Unit vocabulary & grammar
  - Read Text Selections: Nadia the Willful, Passage to Freedom, Zlata's Diary, Protecting Human Rights
  - Accessing the Text: Reading Selection Recordings
  - Guided & Independent Reading Comprehension

## DELAWARE VALLEY SCHOOL DISTRICT

- Fluency Passages: Develop Fluency: Expression, Phrasing, Intonation, Accuracy & Rate
- Language & Content: Language Arts & Social Science applications
- Writing Project: Story Scene, & Literary Analysis
- Writing Applications: Prewrite, Draft, Revise, Edit & Proofread, Develop Ideas, Beginnings & Endings, Explain & Support Ideas, Publish, Share, & Reflect

### Assessments:

#### Diagnostic:

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1 Reading Lexile Placement Test

#### Formative:

- MP2, 3, 4 Reading Lexile Gains Test
- INSIDE Level C Cluster Assessments
- INSIDE Level C Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Vocabulary Routines Journal

#### Summative:

- INSIDE Level C Unit Assessments
- Library Reading Comprehension Assessments
- INSIDE Project Based Assessment

### Extensions:

- Figurative vs Literal Meanings posters/slideshow
- Extended photo/silent video description/narration
- Spelling dictation & sentence application
- Extended Reading: Leveled Reader Library--I Will Plant You a Lilac Tree, The Other Side of the Sky, Navajo Code Talkers; Content Library--Greek Civilization

### Correctives:

- INSIDE Level C Reteaching Prescriptions
- FINISH LINE for ELLs: English Proficiency Practice
- English in a Flash: Auditory discrimination vocabulary practice

### Materials and Resources:

- Textbook website: [www.myNGconnect.com](http://www.myNGconnect.com)
- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book