**PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**English Language Development (ELD)**

**Grade Level:**

**2nd & 3rd grades**

**Date of Board Approval:\_\_2019\_**

# Planned Instruction

**Title of Planned Instruction:** English Language Development (ELD)

**Subject Area:** ELD **Grade(s):** 2nd & 3rd grades

#### Course Description:

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 Year Course

Students are enrolled in the course until they meet the exit criteria as determined by the DVSD Language Instruction Educational Program for English Learners Description and Guidelines.

Students’ enrollment will be evaluated between each academic school year by the ELD teacher.

**Curriculum Writing Committee: Karen Traverso**

# Curriculum Map

#### 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.

LISTENING**WIDA Can-Do Indicators Grades 2-3   
 Level 1 – ENTERING**

**By the end of Level 1, English language learners can...**

* Process recounts by:
  + Showing what happens next based on familiar oral stories (e.g., by pointing or drawing) :
  + Drawing or providing other visual displays of people, animals, or objects in response to oral prompts
  + Process explanations by:
  + Pointing to visual characteristics of models or real-life objects from oral clues
  + Pairing objects, pictures, or equations as directed by a partner
  + Process arguments by:
  + Indicating personal points of view in response to oral phrases or short sentences (e.g., by thumbs up/thumbs down; agree/disagree cards)
  + Identifying preferences from short oral statements

SPEAKING

* Recount by:
  + Responding to questions related to stories or experiences (e.g., “Who came to the door?”)
  + Acting out and naming events or experiences throughout the school day
  + Explain by:
  + Describing the outcomes of experiments or stories with guidance and visual support
  + Naming or answering Wh questions related to classroom routines (e.g., “What do we do now?”)
  + Argue by:
  + Stating a claim or position from models or examples
  + Sharing facts as evidence using sentence starters or sentence frames

READING

* Process recounts by:
  + Identifying key words and phrases in illustrated text
  + Signaling language associated with content-related information (e.g., during preview, view, & review)
  + Process explanations by:
  + Identifying words and phrases in titles and highlighted texts
  + Matching pictures with graphic information from illustrated texts
  + Process arguments by:
  + Identifying facts in illustrated informational text read orally
  + Identifying language related to likes, needs, and wants in labeled illustrations

WRITING

* Recount by:
  + Labeling images that illustrate the steps for different processes (e.g., writing workshop)
  + Creating visual representations of ideas or stories
  + Explain by:
  + Listing and illustrating ideas
  + Stating facts associated with images or illustrations
  + Argue by:
  + Indicating decisions or preferences through labeled pictures, words, or phrases
  + Providing evidence of natural phenomena or opinions through labeled drawings

ORAL LANGUAGE

* Discuss by:
* Expressing own ideas through drawings, gestures, words and phrases
* Expressing agreement/ disagreement nonverbally (e.g., thumbs up or down)

#### WIDA Can-Do Indicators Grades 2 and 3

#### Level 2 – Emerging

#### By the end of Level 2, English Language Learners can…

LISTENING

* Process recounts by:
* Identifying the “who,” “where” and “when” of illustrated statements
* Identifying main materials or resources from oral descriptions
* Process explanations by:
* Matching oral descriptions to photos, pictures, or icons
* Following simple sequences presented orally to create patterns or sequences
* Process arguments by:
* Distinguishing opinions from facts from peers’ oral presentations
* Categorizing content-based pictures or objects from oral descriptions (e.g., “animals that form groups to help members survive”)

SPEAKING

* Recount by:
* Reproducing facts or statements in context
* Participating in multi-media presentations based on research
* Explain by:
* Naming steps in processes or procedures
* Describing familiar phenomena in words or phrases
* Argue by:
* Telling what comes next and showing why
* Sharing reasons for opinions or claims (e.g., science experiments)

READING

* Process recounts by:
* Identifying time related language in context (e.g., in biographies)
* Illustrating experiences of characters in illustrated statements
* Process explanations by:
* Interpreting images, illustrations, and graphics
* Identifying elements of expository texts (e.g., graphs, captions) in illustrated texts
* Process arguments by:
* Distinguishing fact from fiction (e.g., using sentence strips or highlighting texts)
* Identifying claims or opinions in illustrated texts

WRITING

* Recount by:
* Listing ideas using graphic organizers
* Describing visual information
* Explain by:
* Describing elements of processes or procedures
* Stating how something happens using illustrations and sequential language (e.g., eruption of volcanoes)
* Argue by:
* Participating in shared opinion writing experiences
* Connecting preferences, choices, or opinions to reasons

ORAL LANGUAGE

* Discuss by:
* Asking yes or no questions to request clarification
* Recognizing how different intonation conveys different meanings

#### WIDA Can-Do Indicators Grade 2 and 3

#### Level 3 – DEVELOPING

#### By the end of Level 3, English Language Learners can…

LISTENING

* Process recounts by:
* Identifying linking words or phrases related to passage of time in speech (e.g., “on Monday” “the next day”)
* Illustrating events in response to audio recordings of stories or poems
* Process explanations by:
* Carrying out steps described orally to solve problems
* Completing graphic organizers or representations from oral comparisons
* Process arguments by:
* Identifying similarities and differences from oral content-related materials or equipment
* Identifying different points of view in short oral dialogues

SPEAKING

* Recount by:
* Retelling simple stories from picture cues
* Stating information from personal or school-related experiences
* Explain by:
* Describe relationships between objects or uses for tools
* Expressing cause and effect of behaviors or events
* Argue by:
* Describing organizing categories for content-related information (e.g., fish/birds, forests/ deserts)
* Asking and answering questions in collaborative groups

READING

* Process recounts by:
* Creating timelines or graphic organizers from illustrated related statements or paragraphs
* Identifying temporal-related words that signal order of events (e.g., “In the beginning…”)
* Process explanations by:
* Sequencing sentences descriptive of processes or procedures in informational texts
* Locating details in content area texts or media
* Process arguments by:
* Identifying different ideas or opinions in written texts
* Identifying general academic and content-related words and phrases in text relevant to the genre/key use (e.g., “once upon a time” indicates a fairy tale)

WRITING

* Recount by:
* Retelling past experiences
* Expressing ideas in various genres (e.g., poetry, interactive journals)
* Explain by:
* Comparing causes of different phenomena
* Stating ideas about content-related topics
* Argue by:
* Communicating different content-related ideas or opinions
* Describing pros and cons related to social issues or familiar topics

ORAL LANGUAGE

* Discuss by:
* Negotiating agreement in small groups
* Expressing own ideas consistent with the topic discussed

#### WIDA Can-Do Indicators Grades 2 and 3

#### Level 4 – EXPANDING

#### By the end of Level 4, English Language Learners can…

LISTENING

* Process recounts by:
* Re-enacting content-related situations or events from oral descriptions
* Identifying content-related ideas from oral discourse using multi-media (e.g., retracing steps of a process)
* Process explanations by:
* Identifying connectors in speech or text read aloud
* Identifying content-related ideas and details in oral discourse
* Process arguments by:
* Interpreting oral information from different sides
* Identifying opposing sides of arguments in dialogues

SPEAKING

* Recount by:
* Sequencing events in stories with temporal transitions (e.g., “After the sun set...”)
* Describing situations and events from school and the community
* Explain by:
* Stating details of processes or procedures
* Describing consequences of behaviors or occurrences
* Argue by:
* Defend claims or opinions to content-related topics
* Posing different solutions to content-related issues or problems

READING

* Process recounts by:
* Ordering a series of events based on familiar texts
* Identifying main ideas and details in illustrated texts
* Process explanations by:
* Illustrating cause/ effect relationships in content area texts
* Classifying main ideas and details in informational or explanatory texts
* Process arguments by:
* Sorting content-related information according to specific criteria (e.g., pros and cons)
* Identifying reasons to strengthen arguments

WRITING

* Recount by:
* Describing a series of events or procedures
* Creating stories with details about characters and events
* Explain by:
* Relating details and illustrating stages of different cycles (e.g. frogs, plants)
* Describing strategies to solve problems
* Argue by:
* Supporting main ideas or opinions with evidence from texts
* Providing evidence to support or refute peers’ ideas

ORAL LANGUAGE

* Discuss by:
* Expressing own ideas and supporting ideas of others
* Proposing new solutions to resolve conflict in small groups

#### WIDA Can-Do Indicators Grades 2 and 3

#### Level 5 – BRIDGING

#### By the end of Level 5, English Language Learners can…

LISTENING

* Process recounts by:
* Identifying details of content-related topics from oral discourse
* Making designs or models following oral directions and specifications (e.g., maps, origami)
* Process explanations by:
* Identifying the purpose of language/the message in each content area
* Following a series of short oral directions to create models of content-area phenomena or processes
* Process arguments by:
* Comparing oral arguments with representations and models
* Identifying claims in oral presentations

SPEAKING

* Recount by:
* Describing main ideas of content-related information
* Asking and answering questions about information from speakers
* Explain by:
* Connecting ideas in content-related presentations
* Elaborating on the cause of various phenomena (e.g., shooting stars, sunsets)
* Argue by:
* Expressing and supporting different ideas with examples
* Providing evidence to defend own ideas

READING

* Process recounts by:
* Paraphrasing narratives or informational text with support (e.g., arranging paragraph strips)
* Highlighting relevant information in grade-level texts to produce summaries
* Process explanations by:
* Identifying relevant information from texts on the same content area topic (e.g., in open sorts)
* Identifying the main purpose of texts
* Process arguments by:
* Identifying data from written sources to support positions
* Matching opinions to reasons in informational texts and literature

WRITING

* Recount by:
* Describing the sequence of content-related ideas
* Providing details and examples about narratives
* Explain by:
* Describing details of processes, procedures, and events
* Producing “how to” manuals based on personal experiences or scientific experiments
* Argue by:
* Producing persuasive pieces supported by multiple reasons or details
* Stating reasoning for content-related choices

ORAL LANGUAGE

* Discuss by:
* Initiating and maintaining conversations
* Challenging ideas respectfully
* Listening to, building, and extending ideas

**Units 1‐6 McGraw‐Hill Reading Wonders‐Grade 2**

**DVOG-Grade 2**

**Units 1-8 National Geographic Learning Reach:**

**Level C-Grade 2**

**Big Idea # 1:**

Effective readers use appropriate strategies to construct meaning. (Levels 1-5)

**Essential Questions:**

* How do strategic readers create meaning from informational and literary text?

**Concepts:**

1. Phonics and Word Recognition
2. Fluency
3. Main Idea
4. Point of View (Levels 2-5)
5. Text Structure (Levels 2-5)

**Competencies: Based on Can Do Indicators**

1. Distinguish long and short vowels when reading regularly spelled one syllable words. Decode two syllable words with long vowels and words with common prefixes and suffixes. Read grade level high frequency sight words and words with inconsistent but common spelling‐sound correspondence. Read grade appropriate irregularly spelled words. Know spelling‐sound correspondences for additional common vowel teams.
2. Read on level text with purpose and understanding with accuracy and fluency. Read on level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self‐correct word recognition and understanding, rereading as necessary.
3. Identify the main idea of a multi‐paragraph text as well as the focus of specific paragraphs within the text.
4. Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud. (Levels 2-4)
5. Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action. (Levels 2-4)
6. Acknowledge differences in the points of views of characters based on Can Do Indicators, including by speaking in a different voice for each character when reading dialogue aloud. (Levels 4-5)
7. Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action. (Levels 4-5)

**Essential Question:**

* How do strategic readers create meaning from informational and literary text? (Levels 2-5)
* How does what readers’ read influence how they should read it? (Levels 2-5)
* How does a readers’ purpose influence how text should be read? (Levels 2-5)

**Concepts:**

1. Range of Reading (Levels 2-5)

**Competencies: Based on Can Do Indicators**

1. Read and comprehend literary non‐fiction and informational text. (Levels 2-5)

**Essential Questions:**

* What is this text really about?

**Concepts:**

1. Text Structure (Levels 1-4)
2. Text Analysis
3. Sources of Information/Text Analysis (Levels 4-5)
4. Theme (Levels 2-5)
5. Literary Elements (Levels 4-5)

**Competencies: Based on Can Do Indicators**

1. Use various text features and search tools to locate key facts or information in a text efficiently.
2. Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
3. Recount stories and determine their central message, lesson, or moral. (Levels 2-5)
4. Use illustrations and details in a story to describe characters, setting, or events. (Levels 4-5)

**Essential Question:**

* How does what readers read influence how text should be read?

**Concepts:**

1. Sources of Information

**Competencies: Based on Can Do Indicators**

1. Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

**Essential Question:**

* How does interaction with text provoke thinking and response? (Levels 2-5)

**Concepts:**

1. Diverse Media (Levels 2-5)
2. Evaluating Arguments (Levels 2-5)
3. Analysis Across Texts (Levels 2-5)
4. Grade 2: Text Analysis (Levels 2-5)

**Competencies: Based on Can Do Indicators**

1. Explain how graphic representations contribute to and clarify a text. (Levels 2-5)
2. Describe how reasons support specific points the author makes in a text. (Levels 2-5)
3. Grade 2: Compare and contrast the most important points presented by two texts on the same topic.

**Essential Question:**

* How do readers know what to believe? (Levels 2-5)

**Concepts:**

1. Range of Reading (Levels 2-5)

**Competencies: Based on Can Do Indicators**

1. Read and comprehend literature on grade level, reading independently and proficiently. (Levels 2-5)

**Big Idea #2:**

Active Listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

**Essential Questions:**

* What do good listeners do?
* How do active listeners make meaning?
* How do active listeners know what to believe in what they hear?

**Concepts:**

1. Collaborative Discussion
2. Evaluating Information
3. Critical Listening (Levels 2-5)

**Competencies: Based on Can Do Indicators**

1. Participate in collaborative conversations with peers and adults in small and larger groups.
2. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
3. Recount or describe key ideas or details based on Can Do Indicators from a text read aloud or information presented orally or through other media. (Levels 2-5)

**Big Idea #3:**

Effective Speakers prepare and communicate messages to address the audience and purpose.

**Essential Questions:**

* How do task, purpose, and audience influence how speakers craft and deliver a message?
* How do speakers employ language and utilize resources to effectively communicate a message?

**Concepts:**

1. Conventions of Standard English
2. Multimedia
3. Purpose, Audience and Task (Levels 2-5)

**Competencies: Based on Can Do Indicators**

1. Demonstrate command of the conventions of standard English when speaking.
2. Add drawings or other visual displays to presentations when appropriate to clarify ideas, and feelings.
3. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (Levels 2-5)
4. Produce complete sentences when appropriate to task and situation. (Levels 4-5)

**Big Idea #4:**

An expanded vocabulary enhances one’s ability to express ideas and information.

**Essential Questions:**

* Why learn new words?
* What strategies and resources does the learner use to figure out unknown vocabulary? (Levels 2-5)

**Concepts:**

1. Vocabulary Acquisition and Use
2. Vocabulary (Levels 4-5)

**Competencies: Based on Can Do Indicators**

1. Acquire and use grade‐appropriate conversational, general academic, and domain‐specific words and phrases.
2. Determine or clarify the meaning of unknown and multiple‐meaning words and phrases based on grade level reading and content choosing from a range of strategies and tools. (Levels 2-5)

**Big Idea #5:**

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. (Levels 2-4)

**Essential Questions:**

* How do strategic readers create meaning from informational and literary text? (Levels 2-4)
* What is this text really about? (Levels 2-4)

**Concepts:**

1. Evaluating Arguments (Levels 2-4)

**Competencies: Based on Can Do Indicators**

1. Identify the reasons an author gives to support points in a text. (Levels 2-4)
2. Identify basic similarities in and differences between two texts on the same topic. (Levels 2-4)

**Big Idea #6:**

Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques

**Essential Questions:**

* Why do writers write?
* What is the purpose?

**Concepts:**

1. Focus for Writing

**Competencies: Based on Can Do Indicators**

1. Informational: Identify and introduce the topic. Opinion: Identify the topic and state an opinion. Narrative: Establish a situation and introduce a narrator and/or character.

**Essential Questions:**

* What makes clear and effective writing? (Levels 2-5)

**Concepts:**

1. Content for Writing (Levels 2-5)

**Competencies: Based on Can Do Indicators**

1. Grade 2: Informational: Develop the topic with facts and/or definitions. Opinion: Support the opinion with reasons that include details connected to the opinion. Narrative: Include thoughts and feeling to describe experience and events to show the response of characters to situations. (Levels 2-5)

**Concepts:**

1. Organization for Writing (Levels 2-5)

**Competencies: Based on Can Do Indicators**

1. Informational: Develop the topic with facts and/or definitions Opinion: Create an organizational structure that includes reasons and includes a concluding statement. Narrative: Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. (Levels 2-5)

**Big Idea #7:**

Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.

**Essential Questions:**

* How do grammar and the conventions of language influence spoken and written communication?

**Concepts:**

1. Writing Conventions

**Competencies: Based on Can Do Indicators**

1. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**Big Idea: #8**

Effective research requires multiple sources of information to gain or expand knowledge. (Levels 2-5)

**Essential Question:**

* How does one best present findings? (Levels 2-5)

**Concepts:**

1. Technology and Publication (Levels 2-5)

**Competencies: Based on Can Do Indicators**

1. With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers. (Levels 2-5)

**Essential Questions:**

* Grade 2: Why do writers write? (Levels 2-5)
* Grade 2: What is the purpose? (Levels 2-5)

**Concepts:**

1. Range of Writing (Levels 2-5)

**Competencies: Based on Can Do Indicators**

1. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline‐specific tasks, purposes and audiences. (Levels 2-5)

# Curriculum Plan Grade 2

**Unit: 1 Reading Wonders**‐Friends and Family **Time Range in Days:** 25-30 Days

**DVOG**

**Reach**-Unit 1: Hello Neighbor! Unit 2: Staying Alive

**Standard(s):** PA Core Standards; English Language Proficiency Standards

**PA Core Standards:**

C.C.1.1.2.D; C.C.1.2.2.A; C.C.1.2.2.B; C.C.1.2.2.E; C.C.1.2.2.F; C.C.1.2.2.G; C.C.1.2.2.H;

C.C.1.2.2.I; C.C.1.2.2.J; C.C.1.2.2.K; C.C.1.3.2.A; C.C.1.3.2.B; C.C.1.3.2.D; C.C.1.3.2.E; C.C.1.3.2.G; C.C.1.3.2.H; C.C.1.3.2.I; C.C.1.3.2.K; C.C.1.4.2.B; C.C.1.4.2.C; C.C.1.4.2.D; C.C.1.4.2.F; C.C.1.4.2.H;

C.C.1.4.2.I; C.C.1.4.2.J; C.C.1.4.2.N; C.C.1.4.2.O; C.C.1.4.2.P; C.C.1.4.2.R; C.C.1.4.2.X; C.C.1.5.2.A; C.C.1.5.2.B; C.C.1.5.2.C; C.C.1.5.2.D; C.C.1.5.2.F; C.C.1.5.2.G

**English Language Proficiency Standards:**

ELPS‐1, ELPS‐2, ELPS‐3, ELPS‐4, ELPS‐5

**Overview:** Friends Help Friends; Families Around the World; Pets are Our Friends; Animals Need Our Care; Families Working Together

**Focus Question(s):** How do friends depend on each other?How are families around the world the same and different? How can a pet be an important friend? How do we care for animals? What happens when families work together?

**Goal(s):** Students will be able to begin understanding language, and use it in a limited capacity. Typically, they will memorize words and phrases and can comprehend and utilize language that they have been taught. They will apply current literacy skills to the development of new knowledge.

**Objectives:**

Listening: Along with objectives from Grade 2 ELA curriculum, based on Can Do Indicators

1. Students will be able to classify information. (Prof. Levels 1-2) (DOK – Level Two)
2. Students will be able to demonstrate understanding of Entering‐Level vocabulary. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to demonstrate understanding of the main idea of oral directions. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants). (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to understand classroom directions (e.g., schedules, homework assignments). (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to follow and understand rules. (Prof. Levels 1-2) (DOK – Level One)
7. Students will be able to understand the rules for conversation. (Prof. Levels 1-2) (DOK – Level One)
8. Students will be able to understand the rules for conversation. (Prof. Levels 2-5) (DOK – Level One)
9. Students will be able to understand and develop familiar vocabulary and grammar structures. (Prof. Levels 2-5) (DOK – Level Two)
10. Students will be able to develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint text. (Prof. Levels 2-5) (DOK – Level Four)
11. Student will be able to understand and follow oral directions. (Prof. Levels 2-5) (DOK – Level Two)
12. Students will be able to understand simple questions pertaining to a short passage. (Prof. Levels 2-5) (DOK – Level One)
13. Students will be able to recognize commands. (Prof. Levels 2-5) (DOK – Level One)

Speaking: Along with objectives from Grade 2 ELA curriculum, based on Can Do Indicators

1. Students will be able to communicate ideas. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (Prof. Levels 1-2) (DOK – Level Two)
3. Students will be able to provide personal information. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to intelligibly pronounce words for Entering‐Level (e.g., school, survival, family, and numbers). (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to name or use gestures to identify familiar objects. (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to name or use gestures to communicate effectively in grade appropriate settings, greeting, expressing needs and wants. (Prof. Levels 1-2) (DOK – Level Two)
7. Students will be able to recognize and survey personal attitudes and preferences. (Prof. Levels 1-2) (DOK – Level Three)
8. Students will be able to use gestures to express a personal preference. (Prof. Levels 1-2) (DOK – Level One)
9. Students will be able to use words and/or gestures to respond to questions related to Entering‐Level topics. (Prof. Levels 1-2) (DOK – Level Three)
10. Students will be able to explain in simple sentences what a sequence of pictures are illustrating. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to formulate simple sentences. (Prof. Levels 1-2) (DOK – Level One)
12. Students will be able to pronounce regular verbs pertaining to Entering‐Level topics. (Prof. Levels 1-2) (DOK – Level One)
13. Students will be able to utilize effective vocabulary to communicate in social and academic settings. (Prof. Levels 1-2) (DOK – Level One)
14. Students will be able to use standard English conventions for oral communication. (Prof. Levels 1-2) (DOK – Level One, Level Two, Level Three, Level Four)
15. Students will be able to make connections between written language and oral language. (Prof. Levels 1-2) (DOK – Level Four)

1. Students will be able to use words, phrases, or simple sentences to provide information. (Prof. Levels 2-5) (DOK – Level One)
2. Students will be able to communicate ideas clearly and effectively. (Prof. Levels 2-5) (DOK – Level Two)
3. Students will be able to use spoken English to build vocabulary. (Prof. Levels 2-5) (DOK – Level One)
4. Students will be able to formulate simple sentences and simple compound sentences. (Prof. Levels 2-5) (DOK – Level 3)
5. Students will be able to use English to develop the skills necessary to use proper grammar in spoken form within content areas. (Prof. Levels 2-5) (DOK – Level Two)
6. Students will be able to read written material aloud. (Prof. Levels 2-5) (DOK – Level One)
7. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (Prof. Levels 2-5) (DOK – Level Three)
8. Students will be able to use appropriate language variety, register and genre according to audience, purpose, and setting. (Prof. Levels 2-5) (DOK – Level Two)
9. Students will be able to enhance mathematic vocabulary. (Prof. Levels 2-5) (DOK – Level Two)
10. Students will be able to make original conversations using new vocabulary and grammar structures. (Prof. Levels 2-5) (DOK – Level Three)
11. Students will be able to discuss personal experiences and evaluate one’s own learning of new vocabulary, grammar, and oral language. (Prof. Levels 2-5) (DOK – DOK ‐ Level Three)

Reading: Along with objectives from Grade 2 ELA curriculum, based on Can Do Indicators

1. Students will be able to recognize and name all uppercase and lowercase letters of the alphabet, written in print or cursive learned to date. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use knowledge of letter‐sounds correspondence in order to decode words. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to recognize and name numbers. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to read aloud personal information. (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to identify Entering‐Level synonyms, antonyms, and multiple meaning words. (Prof. Levels 1-2) (DOK – Level Two)
6. Students will be able to recognize and use grade appropriate and/or content specific vocabulary within the context. (Prof. Levels 1-5) (DOK – Level Two)
7. Students will be able to predict outcomes, state reasonable generalizations and draw conclusions within academic areas. (Prof. Levels 1-5) (DOK – Level Three)
8. Students will be able to show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in order). (Prof. Levels 1-2) (DOK – Level Two)
9. Students will be able to identify the main character in a story. (Prof. Levels 1-2) (DOK – Level One)
10. Students will be able to infer word meaning from context. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to infer situational context. (Prof. Levels 1-2) (DOK – Level Three)
12. Students will be able to make inference, state reasonable generalizations and draw conclusions within academic areas. (Prof. Level: 1-4) (DOK – Level Three)
13. Students will be able to activate prior knowledge. (Prof. Level: 1 and 2) (DOK – Level Two)
14. Students will be able to classify and make connections. (Prof. Level: 1 and 2) (DOK – Level Three)
15. Students will be able to evaluate one’s own learning of reading skills and reading comprehension. (Prof. Levels 2-5) (DOK – Level Four)
16. Students will be able to use cooperation with a classmate to practice conversations, read a dialogue, act out a short story, and study new vocabulary. (Prof. Levels 2-5) (DOK – Level One, DOK – Level Two, DOK – Level Three)
17. Students will be able to use learned strategies to analyze text (illustrations/pictures, captions, headings and subheadings). (Prof. Levels 2-5) (DOK – Level Three)
18. Students will be able to identify easy and difficult material in a chapter and the different ways to learn the difficult material. (Prof. Levels 2-5) (DOK – Level Four)
19. Students will be able to decode unknown words using previously learned strategies. (Prof. Levels 2-5) (DOK – Level Two)
20. Students will be able to identify parts of books (e.g., the front cover, back cover, title page, table of contents, and author/illustrator of a book or reading selection). (Prof. Levels 2-5) (DOK – Level One)
21. Students will be able to develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint texts. (Prof. Levels 2-5) (DOK – Level Four)
22. Students will be able to identify differences between types of text. (Prof. Levels 2-5) (DOK – Level Two)
23. Students will be able to preview a text to increase reading comprehension. (Prof. Levels 2-5) (DOK – Level One)
24. Students will be able to enhance mathematic vocabulary. (Prof. Levels 2-5) (DOK – Level One)

Writing: Along with objectives from Grade 2 ELA curriculum, based on Can Do Indicators

1. Students will be able to use correct spelling. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use correct punctuation. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to use standard writing conventions. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to write numerals. (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to write the correct form of a regular verb. (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to use present‐progressive tense. (Prof. Levels 1-2) (DOK – Level One)
7. Students will be able to construct complete sentences. (Prof. Levels 1-2) (DOK – Level One)
8. Students will be able to edit incomplete or incorrect sentences. (Prof. Levels 1-2) (DOK – Level Two)
9. Students will be able to make connections between written language and oral language. (Prof. Levels 1-2) (DOK – Level One, Level Two, Level Three, Level Four)
10. Students will be able to draw a map. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to develop the structural and creative skills of the writing process necessary to produce written language within the content area. (Prof. Levels 2-5) (DOK – Level Three)
12. Students will be able to write dictated words and complete simple sentences. (Prof. Levels 2-5) (DOK – Level One)
13. Students will be able to use standard English language conventions as appropriate to writing within the academic area. (Prof. Levels 2-5) (DOK – Level One)
14. Students will be able to write the correct form of subject‐verb agreement. (Prof. Levels 2-5) (DOK – Level One)
15. Students will be able to use coordinating conjunctions. (Prof. Levels 2-5) (DOK – Level One)
16. Students will be able to write the correct form of appropriate grade‐level present tense regular and irregular verbs. (Prof. Levels 2-5) (DOK – Level One)
17. Students will be able to use adjectives in appropriate sentence positions. (Prof. Levels 2-5) (DOK – Level One)
18. Students will be able to edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date. (Prof. Levels 2-5) (DOK – Level Two)
19. Students will be able to use a graphic organizer. (Prof. Levels 2-5) (DOK – Level Two)

**Core Activities and Corresponding Instructional Methods:**

**Reading Wonders: Unit 1 Week 1**

Reading Comprehension: Short Text-“*Little Flap Learns to Fly”;* Leveled Reader-“*The Quest”*; Paired Selection-“*It Takes a Friend”*

* + Genre: Fiction/Fantasy; Poem
  + Strategy: Visualize
  + Skill: Key Details

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help children write the sentences and read them aloud.
    - Level 2-4 – Ask children to write one sentence and one question.
    - Level 4-5 – Challenge children to write one sentence and one question for each word.
    - Inflectional Endings:
    - Level 1-2 – Help children identify and define the root words in the words. Work with them to tell what the inflectional ending -ed means.
    - Level 2-4 – Ask children to explain how they used the inflectional ending -ed to define each word.
    - Level 4-5 – Have children locate two more words in the story with the inflectional ending -ed. Help them explain how the skill helps them define each word.
  + Academic Vocabulary:
    - Level 1-2 – Provide children with sentence starters. Guide them in writing and saying their sentences.
    - Level 2-4 – Have one partner give clues for a word. The other partner guesses the word, then uses it in the sentence.
    - Level 4-5 – Have partners write a paragraph using the words. Have them read their paragraphs aloud to another pair of children.

Writing:

* + Writing Trait: Ideas
    - Level 1-2 – Provide a sentence frame to copy and complete.
    - Level 2-4 – Ask children to describe how they met their best friend.
    - Level 4-5 – Ask children to describe friends. Elicit details. *How does your friend help other people?*

Grammar:

* Sentences
  + - Level 1-2 – Describe the illustrations in “Little Flap Learns to Fly.” Ask: What are the friends doing? Model a response by completing the statement or question in the You Do section. Help children identify the complete thought in the sentence.
    - Level 2-4 – Ask children to tell whether each sentence they made is a statement or a question. Ask them to explain which sentence should end in a period and which should end in a question mark.
    - Level 4-5 – Ask children to describe the illustrations by using both statements and questions. Tell them to explain what makes each sentence a complete thought or idea.

**DVOG: Unit 1 Week 1**

* Lesson #1 – Syllable division: VC/CV (two closed syllables-compound words); Handwriting: (Cursive) “*i”;* Red Words: *said, are*
* Lesson #2 – Spelling Rule: Rabbit; Handwriting (Cursive) *“e”* ;Red Words: eye

**Reach: Unit 1-Week 1 People in a Community**

Language:

* + - Language Function: Give Information; Ask for Information
    - Oral Language: Talk About Jobs; Talk About Planning and Monitoring
    - Listening & Speaking: Stay on Topic
    - How to Learn Language: Relate to Personal Experience

Grammar:

* Nouns; Singular and Plural Nouns

Vocabulary:

* Social Studies Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-Places

Reading:

* Literary Analysis: Character; Character Traits
* Reading Strategy: Plan and Monitor
* Genre: Realistic Fiction (“*Quinto’s Neighborhood*”)
* Concepts of Print: Text Features
* Fluency: Intonation; Accuracy; Rate
* Describe a Story

Writing:

* Writing Fluency; Journal Entry; Writer’s Craft-Describe Characters; List; Paragraph Response

**Reading Wonders: Unit 1 Week 2**

Reading Comprehension: Short Text-“*Maria Celebrates Brazil”;* Leveled Reader-“*Happy New Year!”*; Paired Selection-“*New Year’s Eve!*”

* + Genre: Fiction/Realistic Fiction; Informational Text
  + Strategy: Visualize
  + Skill: Character, Setting, Events

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help children begin the game. Work with them on pronunciation.
    - Level 2-4 – Ask children to write their sentences before saying them aloud.
    - Level 4-5 – Have a child think of clues for a vocabulary word and then have the partner guess the word.
    - Root Words:
    - Level 1-2 – Help children locate the word ‘sparkling’ and identify the root word ‘sparkle’.
    - Level 2-4 – Ask children to write the definition of *sparkling* and use it in a new sentence.
    - Level 4-5 – Have children write an explanation of how they figured out the meaning of ‘sparkling’.
  + Academic Vocabulary:
    - Level 1-2 – Help children use the words in a sentence. Provide sentence starters for children, if necessary.
    - Level 2-4 – Ask children questions, such as “What languages do you know of?” “What surprises have you had?”
    - Level 4-5 – Have children write definitions for the words.

Writing:

* + Writing Trait: Organization
    - Level 1-2 – Discuss with children what they know about Maria’s family. Then provide a sentence starter.
    - Level 2-4 – Give children sentence frames to complete.
    - Level 4-5 – Have children write a comparison of how Maria’s family is like other families?

Grammar:

* Commands and Exclamations
  + - Level 1-2 –Describe the illustrations in “Maria Celebrates Brazil.” Model a response by making a command or an exclamation in the You Do section. Help children identify whether your response is a command or an exclamation.
    - Level 2-4 – Ask children to tell whether each sentence is a command or an exclamation. Ask them to explain which ends in a period and which ends in an exclamation mark.
    - Level 4-5 – Ask children to describe the illustrations by using both commands and exclamations. Tell them to explain what makes each sentence a complete thought or idea.

**DVOG: Unit 1 Week 2**

* Lesson #3 – Syllable Type: VCe (a-e, e-e, i-e, o-e, u-e); Handwriting: (Cursive) “*s”;* Red Words: *was, were*
* Lesson #4 – Suffix -s, -es; Handwriting (Cursive) *“n”* ;Red Words: your

**Reach: Unit 1-Week 2 People in a Community**

Language:

* + - Language Function: Give Information
    - Theme Theater: Step into the Story

Grammar:

* Plural Nouns

Vocabulary:

* Multiple-Meaning Words

Reading:

* Reading Strategy: Plan and Monitor; Text Structure
* Genre: Photo Essay (“*Working Her Way Around the World*”)
* Concepts of Print: Use Directionality-Read Text Left to Right
* Fluency: Accuracy; Rate

Writing:

* Writing Fluency; Photo Essay; Journal Entry

**Reading Wonders: Unit 1 Week 3**

Reading Comprehension: Short Text-“*Finding Cal”;* Leveled Reader-“*A New Home for Henry”*; Paired Selection-“*Hoppy”*

* + Genre: Fiction; Poetry
  + Strategy: Ask and Answer Questions
  + Skill: Character, Setting, Events-Use Illustrations; Key Details-Use Illustrations

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Have children create a word book, illustrating the words and their associations.
    - Level 2-4 – Ask children to write one sentence and one question.
    - Level 4-5 – Challenge children to write a paragraph on a word association. Have them read their paragraphs aloud.
    - Context Clues:
    - Level 1-2 – Help children locate the word and context clues on the page.
    - Level 2-4 – Ask children to locate and read aloud the context clues on the page.
    - Level 4-5 – Have children explain how they found the context clues on the page.
  + Academic Vocabulary:
    - Level 1-2 – Help children copy the sentence frames correctly and complete them.
    - Level 2-4 – Provide sentence starters for children, if necessary.
    - Level 4-5 – Have children define the words they used.

Writing:

* + Writing Trait: Word Choice
    - Level 1-2 – Help children write a sentence. Provide a sentence frame for them to copy and complete.
    - Level 2-4 – Ask children to describe Cal by his color and size. Give them sentence frames to complete.
    - Level 4-5 – Ask children to describe how Cal looks. Elicit details. *What color is Cal? What size dog is he?*

Grammar:

* Subjects
  + - Level 1-2 – Describe the illustration in “Finding Cal.” Ask: *Who is walking the dog?* Model a response by providing a sentence frame: *\_\_\_\_\_ is walking the dog.* Help children identify the subject in the sentence.
    - Level 2-4 – Ask children to describe the same illustrations and then identify the subjects they used. Encourage children to use complete sentences.
    - Level 4-5 – Ask children to describe the illustrations using the correct subjects in their sentences.

**DVOG: Unit 1 Week 3**

* Lesson #5 – Digraph -ng/ -nk (not a digraph); Handwriting: (Cursive) “*g”;* Red Words: *do, of*
* Lesson #6 – FLOSS; Handwriting (Cursive) *“l”* ;Red Words: new

**Reach: Unit 1-Week 3 Neighborhoods**

Language:

* + - Language Function: Ask and Answer Questions; Engage in Conversation
    - Oral Language: Talk About Where People Work; Talk Together About Planning and Monitoring
    - Listening and Speaking: Listen for the Main Idea
    - How to Learn Language: Create Visual Maps

Grammar:

* Proper Nouns; Possessive Nouns

Vocabulary:

* Social Studies Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-Places

Reading:

* Text Structure: Details; Summarize a Selection
* Reading Strategy: Plan and Monitor
* Genre: Photo Essay (“*Be My Neighbor*”); Fiction (“*Martina and the Beautiful Cockroach”)*
* Concepts of Print: Hold Book and Turn Pages
* Literary Analysis: Identify a Topic
* Fluency: Phrasing; Accuracy; Rate

Writing:

* Writing Fluency; Writing Project-Photo Essay; Sentences

**Reading Wonders: Unit 1 Week 4**

Reading Comprehension: Short Text-“*Taking Care of Pepper”;* Leveled Reader-“*People Helping Whales”*; Paired Selection-“*Working with Animals”*

* + Genre: Informational Text/Non-Fiction Narrative
  + Strategy: Ask and Answer Questions
  + Skill: Key Details-Use Photos
  + Text Features: Photos; Captions

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help children write and pronounce two words correctly.
    - Level 2-4 – Lead children to write and say four words and use them in sentences.
    - Level 4-5 – Have children write the vocabulary words, pronounce them and use them in a sentence.
    - Root Words:
    - Level 1-2 – Help children locate the word and root word on the page.
    - Level 2-4 – Ask children to locate and read aloud the root words on the page.
    - Level 4-5 – Have children separate the root word from its ending and define the word on the page.
  + Academic Vocabulary:
    - Level 1-2 – Help children copy the sentence frames correctly and complete them.
    - Level 2-4 – Provide sentence starters for children, if necessary.
    - Level 4-5 – Have children define the words they used and use them in sentences.

Writing:

* + Writing Trait: Sequence
    - Level 1-2 – Help children write the sentences. Provide sentence frames to copy and complete.
    - Level 2-4 – Ask children to describe ways they can care for an animal. Give sentence frames to complete.
    - Level 4-5 – Ask children to describe how they can care for an animal. Ask them to use sequence words.

Grammar:

* Predicates
  + - Level 1-2 – Ask children to describe in their own words what “Taking Care of Pepper” is about. Explain that some of these words can be used as the predicate in their sentence frames.
    - Level 2-4 – Ask children to explain in their own words what a predicate is. Have them fill in the sentence frames with any words that make sense from the selections they have read that week.
    - Level 4-5 – After completing the sentence frames, have children make their own sentences with the predicate missing based on the passages and ask a partner to fill in a predicate of their choice.

**DVOG: Unit 1 Week 4**

* Lesson #7 – Syllable Division: VC/CVe; Handwriting: (Cursive) “*f”;* Red Words: *one, two*
* Lesson #8 – Suffix -ing; Handwriting (Cursive) *“u”* ;Red Words: our

**Reach: Unit 1-Week 4 Neighborhood**

Language:

* + - Language Function: Ask and Answer Questions
    - Oral Language Project: Webcast Panel

Grammar:

* Proper and Possessive Nouns

Vocabulary:

* Alphabetize Words; Dictionary Entries

Reading:

* Reading Strategy: Plan and Monitor
* Genre: Internet Bulletin Board (“*My Favorite Place*”);
* Fluency: Accuracy; Rate
* Respond and Extend: Compare Media

Writing:

* Writing Fluency; Writing on Demand-Sentences; Journal Entry

**Reading Wonders: Unit 1 Week 5**

Reading Comprehension: Short Text-“*Families Work!”;* Leveled Reader-“*Families at Work”*; Paired Selection-“*A Family Sawmill”*

* + Genre: Informational Text/Time for Kids
  + Strategy: Ask and Answer Questions
  + Skill: Key Details
  + Text Features: Photo, Captions, Chart

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help children write the sentences correctly and read them aloud.
    - Level 2-4 – Ask children to write one sentence and one question.
    - Level 4-5 – Challenge children to write one sentence and one question for each.
    - Inflectional Endings:
    - Level 1-2 – Help children locate the word and the paragraph clues.
    - Level 2-4 – Ask children to locate the word on the page. Lead them to say what the root word and ending means.
    - Level 4-5 – Have children explain how they determined the meaning. Ask them to find other words with *-s, -es, -ing, and -ed*.
  + Academic Vocabulary:
    - Level 1-2 – Guide children in asking “yes/no” questions.
    - Level 2-4 – Have children tell you their questions. If necessary, help revise to be “yes/no."
    - Level 4-5 – Have partners ask and answer other types of questions.

Writing:

* + Writing Trait: Sentence Fluency
    - Level 1-2 – Help children write sentences by providing sentence frames for them to copy and complete.
    - Level 2-4 – Ask children to describe how family members can work together. Repeat their responses. Supply sentence frames.
    - Level 4-5 – Ask children to describe how families can work together. Elicit details. *What jobs can different families do?*

Grammar:

* Expanding and Combining Sentences
  + - Level 1-2 – Review photos in “Families Work!” and Families at Work. Ask: *What chores does this family have?* Model a response by providing a sentence frame, such as: *The kids \_\_\_\_\_\_ and\_\_\_\_\_\_\_\_* . Guide children to combine sentences.
    - Level 2-4 – Ask children to describe the same photographs and then identify the persons and chores. Encourage children to combine and write complete sentences.
    - Level 4-5 – Ask children to look at the photographs and describe what is happening. Encourage them to write expanded and combined sentences.

**DVOG: Unit 1 Week 5**

* Lesson #9 – Suffix -ed=/ed/, -ed=/d/, -ed=/t/ ; Handwriting: (Cursive) “*d”;* Red Words: *put, does*
* Lesson #10 – ‘s-possessives; Handwriting (Cursive) *“a”* ;Red Words: father

**Reach: Unit 2-Week 1 How Animals Hide**

Language:

* + - Language Function: Describe; Give, Restate, and Follow Directions
    - Oral Language: Talk About Animals Habitats; Talk Together About Making Inferences
    - Listening & Speaking: Present in Sequence
    - How to Learn Language: Create Visual Maps

Grammar:

* Action Verbs; Helping Verbs

Vocabulary:

* Science Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-The Arts Words

Reading:

* Text Structure: Plot; Retell a Story
* Reading Strategy: Make Inferences
* Genre: Realistic Fiction (“*Twilight Hunt*”)
* Concept of Print: Directionality
* Fluency: Expression; Accuracy; Rate

Writing:

* Writing Fluency; Journal Entry; Writer’s Craft-Precise, Vivid Words; Captions

**Reading Wonders: Unit 1 Week 6**

Review and Assess

**DVOG: Unit 1 Week 6**

* Lesson #11 – Vowel Team Syllable Type (VV): Sounds for long a = ai, ay; Handwriting: (Cursive) “*y”;* Red Words: Review – *said, are, eye, was, were, your, do, of, new, one, two, our, put, does, father*
* Lesson #12 – Vowel Team Syllable Type (VV): Sounds for long e = ee, ea; Handwriting (Cursive) *“o”* ;Red Words: Review – *said, are, eye, was, were, your, do, of, new, one, two, our, put, does, father*

**Reach: Unit 2-Week 2 How Animals Hide**

Language:

* + - Language Functions: Describe
    - Theme Theater: Puppet Show

Grammar:

* Action and Helping Verbs

Vocabulary:

* Locate Words in a Dictionary

Reading:

* Reading Strategy: Make Inferences
* Genre: Science Article (“*Hide and Seek*”)
* Concept of Print: Titles
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Genres

Writing:

* Writing Fluency; Fact Card; Paragraph Response; Journal Entry

**Unit: 2 Reading Wonders**‐Animal Discoveries  **Time Range in Days:** 25-30 Days

**DVOG**

**Reach**-Unit 2 Staying Alive; Unit 3: Water for Everyone

**Standard(s):** PA Core Standards; English Language Proficiency Standards

**PA Core Standards:**

C.C.1.1.2.D; C.C.1.2.2.A; C.C.1.2.2.B; C.C.1.2.2.E; C.C.1.2.2.F; C.C.1.2.2.G; C.C.1.2.2.H;

C.C.1.2.2.I; C.C.1.2.2.J; C.C.1.2.2.K; C.C.1.3.2.A; C.C.1.3.2.B; C.C.1.3.2.D; C.C.1.3.2.E; C.C.1.3.2.G; C.C.1.3.2.H; C.C.1.3.2.I; C.C.1.3.2.K; C.C.1.4.2.B; C.C.1.4.2.C; C.C.1.4.2.D; C.C.1.4.2.F; C.C.1.4.2.H;

C.C.1.4.2.I; C.C.1.4.2.J; C.C.1.4.2.N; C.C.1.4.2.O; C.C.1.4.2.P; C.C.1.4.2.R; C.C.1.4.2.X; C.C.1.5.2.A; C.C.1.5.2.B; C.C.1.5.2.C; C.C.1.5.2.D; C.C.1.5.2.F; C.C.1.5.2.G

**English Language Proficiency Standards:**

ELPS‐1, ELPS‐2, ELPS‐3, ELPS‐4, ELPS‐5

**Overview:** Animals in Nature; Animals in Stories; Animal Habitats; Baby Animals; Animals in Poems

**Focus Question(s):** How do animals survive? What can animals in stories teach us? What are features of different animal habitats? How are offspring like their parents? What do we love about animals?

**Goal(s):** Students will be able to begin understanding language, and use it in a limited capacity. Typically, they will memorize words and phrases and can comprehend and utilize language that they have been taught. They will apply current literacy skills to the development of new knowledge.

**Objectives:**

Listening: Along with objectives from Grade 2 ELA curriculum, based on Can Do Indicators

1. Students will be able to classify information. (Prof. Levels 1-2) (DOK – Level Two)
2. Students will be able to demonstrate understanding of Entering‐Level vocabulary. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to demonstrate understanding of the main idea of oral directions. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants). (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to understand classroom directions (e.g., schedules, homework assignments). (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to follow and understand rules. (Prof. Levels 1-2) (DOK – Level One)
7. Students will be able to understand the rules for conversation. (Prof. Levels 1-2) (DOK – Level One)
8. Students will be able to understand the rules for conversation. (Prof. Levels 2-5) (DOK – Level One)
9. Students will be able to understand and develop familiar vocabulary and grammar structures. (Prof. Levels 2-5) (DOK – Level Two)
10. Students will be able to develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint text. (Prof. Levels 2-5) (DOK – Level Four)
11. Student will be able to understand and follow oral directions. (Prof. Levels 2-5) (DOK – Level Two)
12. Students will be able to understand simple questions pertaining to a short passage. (Prof. Levels 2-5) (DOK – Level One)
13. Students will be able to recognize commands. (Prof. Levels 2-5) (DOK – Level One)

Speaking: Along with objectives from Grade 2 ELA curriculum, based on Can Do Indicators

1. Students will be able to communicate ideas. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (Prof. Levels 1-2) (DOK – Level Two)
3. Students will be able to provide personal information. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to intelligibly pronounce words for Entering‐Level (e.g., school, survival, family, and numbers). (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to name or use gestures to identify familiar objects. (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to name or use gestures to communicate effectively in grade appropriate settings, greeting, expressing needs and wants. (Prof. Levels 1-2) (DOK – Level Two)
7. Students will be able to recognize and survey personal attitudes and preferences. (Prof. Levels 1-2) (DOK – Level Three)
8. Students will be able to use gestures to express a personal preference. (Prof. Levels 1-2) (DOK – Level One)
9. Students will be able to use words and/or gestures to respond to questions related to Entering‐Level topics. (Prof. Levels 1-2) (DOK – Level Three)
10. Students will be able to explain in simple sentences what a sequence of pictures are illustrating. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to formulate simple sentences. (Prof. Levels 1-2) (DOK – Level One)
12. Students will be able to pronounce regular verbs pertaining to Entering‐Level topics. (Prof. Levels 1-2) (DOK – Level One)
13. Students will be able to utilize effective vocabulary to communicate in social and academic settings. (Prof. Levels 1-2) (DOK – Level One)
14. Students will be able to use standard English conventions for oral communication. (Prof. Levels 1-2) (DOK – Level One, Level Two, Level Three, Level Four)
15. Students will be able to make connections between written language and oral language. (Prof. Levels 1-2) (DOK – Level Four)
16. Students will be able to use words, phrases, or simple sentences to provide information. (Prof. Levels 2-5) (DOK – Level One)
17. Students will be able to communicate ideas clearly and effectively. (Prof. Levels 2-5) (DOK – Level Two)
18. Students will be able to use spoken English to build vocabulary. (Prof. Levels 2-5) (DOK – Level One)
19. Students will be able to formulate simple sentences and simple compound sentences. (Prof. Levels 2-5) (DOK – Level 3)
20. Students will be able to use English to develop the skills necessary to use proper grammar in spoken form within content areas. (Prof. Levels 2-5) (DOK – Level Two)
21. Students will be able to read written material aloud. (Prof. Levels 2-5) (DOK – Level One)
22. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (Prof. Levels 2-5) (DOK – Level Three)
23. Students will be able to use appropriate language variety, register and genre according to audience, purpose, and setting. (Prof. Levels 2-5) (DOK – Level Two)
24. Students will be able to enhance mathematic vocabulary. (Prof. Levels 2-5) (DOK – Level Two)
25. Students will be able to make original conversations using new vocabulary and grammar structures. (Prof. Levels 2-5) (DOK – Level Three)
26. Students will be able to discuss personal experiences and evaluate one’s own learning of new vocabulary, grammar, and oral language. (Prof. Levels 2-5) (DOK – DOK ‐ Level Three)

Reading: Along with objectives from Grade 2 ELA curriculum, based on Can Do Indicators

1. Students will be able to recognize and name all uppercase and lowercase letters of the alphabet, written in print or cursive learned to date. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use knowledge of letter‐sounds correspondence in order to decode words. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to recognize and name numbers. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to read aloud personal information. (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to identify Entering‐Level synonyms, antonyms, and multiple meaning words. (Prof. Levels 1-2) (DOK – Level Two)
6. Students will be able to recognize and use grade appropriate and/or content specific vocabulary within the context. (Prof. Levels 1-5) (DOK – Level Two)
7. Students will be able to predict outcomes, state reasonable generalizations and draw conclusions within academic areas. (Prof. Levels 1-5) (DOK – Level Three)
8. Students will be able to show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in order). (Prof. Levels 1-2) (DOK – Level Two)
9. Students will be able to identify the main character in a story. (Prof. Levels 1-2) (DOK – Level One)
10. Students will be able to infer word meaning from context. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to infer situational context. (Prof. Levels 1-2) (DOK – Level Three)
12. Students will be able to make inference, state reasonable generalizations and draw conclusions within academic areas. (Prof. Level: 1-4) (DOK – Level Three)
13. Students will be able to activate prior knowledge. (Prof. Level: 1 and 2) (DOK – Level Two)
14. Students will be able to classify and make connections. (Prof. Level: 1 and 2) (DOK – Level Three)
15. Students will be able to evaluate one’s own learning of reading skills and reading comprehension. (Prof. Levels 2-5) (DOK – Level Four)
16. Students will be able to use cooperation with a classmate to practice conversations, read a dialogue, act out a short story, and study new vocabulary. (Prof. Levels 2-5) (DOK – Level One, DOK – Level Two, DOK – Level Three)
17. Students will be able to use learned strategies to analyze text (illustrations/pictures, captions, headings and subheadings). (Prof. Levels 2-5) (DOK – Level Three)
18. Students will be able to identify easy and difficult material in a chapter and the different ways to learn the difficult material. (Prof. Levels 2-5) (DOK – Level Four)
19. Students will be able to decode unknown words using previously learned strategies. (Prof. Levels 2-5) (DOK – Level Two)
20. Students will be able to identify parts of books (e.g., the front cover, back cover, title page, table of contents, and author/illustrator of a book or reading selection). (Prof. Levels 2-5) (DOK – Level One)
21. Students will be able to develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint texts. (Prof. Levels 2-5) (DOK – Level Four)
22. Students will be able to identify differences between types of text. (Prof. Levels 2-5) (DOK – Level Two)
23. Students will be able to preview a text to increase reading comprehension. (Prof. Levels 2-5) (DOK – Level One)
24. Students will be able to enhance mathematic vocabulary. (Prof. Levels 2-5) (DOK – Level One)

Writing: Along with objectives from Grade 2 ELA curriculum, based on Can Do Indicators

1. Students will be able to use correct spelling. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use correct punctuation. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to use standard writing conventions. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to write numerals. (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to write the correct form of a regular verb. (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to use present‐progressive tense. (Prof. Levels 1-2) (DOK – Level One)
7. Students will be able to construct complete sentences. (Prof. Levels 1-2) (DOK – Level One)
8. Students will be able to edit incomplete or incorrect sentences. (Prof. Levels 1-2) (DOK – Level Two)
9. Students will be able to make connections between written language and oral language. (Prof. Levels 1-2) (DOK – Level One, Level Two, Level Three, Level Four)
10. Students will be able to draw a map. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to develop the structural and creative skills of the writing process necessary to produce written language within the content area. (Prof. Levels 2-5) (DOK – Level Three)
12. Students will be able to write dictated words and complete simple sentences. (Prof. Levels 2-5) (DOK – Level One)
13. Students will be able to use standard English language conventions as appropriate to writing within the academic area. (Prof. Levels 2-5) (DOK – Level One)
14. Students will be able to write the correct form of subject‐verb agreement. (Prof. Levels 2-5) (DOK – Level One)
15. Students will be able to use coordinating conjunctions. (Prof. Levels 2-5) (DOK – Level One)
16. Students will be able to write the correct form of appropriate grade‐level present tense regular and irregular verbs. (Prof. Levels 2-5) (DOK – Level One)
17. Students will be able to use adjectives in appropriate sentence positions. (Prof. Levels 2-5) (DOK – Level One)
18. Students will be able to edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date. (Prof. Levels 2-5) (DOK – Level Two)
19. Students will be able to use a graphic organizer. (Prof. Levels 2-5) (DOK – Level Two)

**Core Activities and Corresponding Instructional Methods:**

**Reading Wonders: Unit 2 Week 1**

Reading Comprehension: Short Text-“*A Visit to the Desert”;* Leveled Reader-“*Where Are They Going”*; Paired Selection-“*A Whale’s Journey”*

* + Genre: Fiction/Realistic Fiction
  + Strategy: Make, Confirm, Revise Predictions
  + Skill: Character, Setting, Plot

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Use sentence frames, such as *A polar bear can adapt to a cold\_\_\_\_\_* .
    - Level 2-4 – Help children write one sentence and one question.
    - Level 4-5 – Challenge children to write one sentence and one question for each word.
    - Prefixes:
    - Level 1-2 – Help children locate the word and define the prefix and root word.
    - Level 2-4 – Ask children to locate the word and define the prefix and root word.
    - Level 4-5 – Ask children to explain how they defined the word.
  + Academic Vocabulary:
    - Level 1-2 – Help children copy the sentence frames correctly and complete them.
    - Level 2-4 – Provide sentence starters for children, if necessary.
    - Level 4-5 – Have children define the words they used.

Writing:

* + Writing Trait: Ideas
    - Level 1-2 – Help children choose an animal and write a sentence. Provide a sentence frame.
    - Level 2-4 – Ask children to describe how an animal survives. Give sentence frames to complete.
    - Level 4-5 – Elicit details from children about how an animal survives. *Is it cold or hot where this animal lives?*

Grammar:

* Nouns
  + - Level 1-2 – Describe the illustrations in “A Visit to the Desert”. Ask: *What do you see?* Model a response by providing a sentence frame: *I see a\_\_\_\_\_ .* Help children identify the nouns in the sentence.
    - Level 2-4 – Ask children to describe the same illustrations and then identify the nouns they used in their descriptions. Encourage children to use complete sentences.
    - Level 4-5 – Ask children to describe the illustrations and name the nouns they included. Prompt children to identify whether each noun names a person, place, or thing.

**DVOG: Unit 2 Week 1**

* Lesson #1 – Vowel Team Syllable Type (VV): Sounds for long o = oa, oe, ow; Handwriting: (Cursive) “*w”;* Red Words: *come, some*
* Lesson #2 – y as a vowel: y(i), y(e); Handwriting (Cursive) *“t”* ;Red Words: *thought*

**Reach: Unit 2-Week 3 How Animals Survive**

Language:

* + - Language Functions: Explain; Paraphrase
    - Oral Language: Talk About Things Animals Need; Talk Together About Making Inferences
    - Listening and Speaking: Listen and Paraphrase
    - How to Learn Language: Create Visuals

Grammar:

* Verbs *be, have*

Vocabulary:

* Science Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-Food Words

Reading:

* Text Structure: Compare; Summarize a Selection
* Reading Strategy: Make Inferences
* Genre: Science Article (“*Living Lights*”)
* Concept of Print: Use Captions
* Fluency: Phrasing Accuracy and Rate

Writing:

* Writing Fluency; Writing Project-Science Article; Sentences

**Reading Wonders: Unit 2 Week 2**

Reading Comprehension: Short Text-“*The Boy Who Cried Wolf”;* Leveled Reader-“*The Dog and the Bone”*; Paired Selection-“*The Dingo and His Shadow”*

* + Genre: Fiction/Fable
  + Strategy: Make, Confirm, Revise Predictions
  + Skill: Character, Setting, Plot-Problem and Solution

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help children write two or three words correctly and read them aloud.
    - Level 2-4 – Ask children to write the words, select two words, and write one sentence and one question.
    - Level 4-5 – Challenge children to write one sentence and one question for each word.
    - Suffixes:
    - Level 1-2 – Help children separate the root word and its suffix.
    - Level 2-4 – Help children explain the meaning of the word and its suffix.
    - Level 4-5 – Ask children to explain how they applied the skill.
  + Academic Vocabulary:
    - Level 1-2 – Help children copy the sentence frames correctly and complete them.
    - Level 2-4 – Provide support to help children use the words in the activity.
    - Level 4-5 – Lead children to define the words they used.

Writing:

* + Writing Trait: Ideas
    - Level 1-2 – Help children write a sentence about an animal they like. Provide sentence frames.
    - Level 2-4 – Have children write a sentence naming an animal they like. Then have them describe the animal.
    - Level 4-5 – Ask children what animal they like. Then elicit supporting details.

Grammar:

* Singular and Plural Nouns
  + - Level 1-2 – Describe the illustrations in “The Boy Who Cried Wolf”. Ask: *What do you see?* Model a response by providing a sentence frame: *I see\_\_\_\_\_\_\_* . Help children identify whether the nouns are singular or plural.
    - Level 2-4 – Ask children to describe the same illustrations and then identify whether the nouns they used were singular or plural. Encourage children to use complete sentences.
    - Level 4-5 – Ask children to look at the illustrations and name as many things as they see. Prompt children to sort the words into singular or plural nouns.

**DVOG: Unit 2 Week 2**

* Lesson #3 – Syllable Division: VC/CCV (lob/ster = 1st syllable is closed + 2nd syllable begins with a blend); Handwriting: (Cursive) “*r”;* Red Words: *done, gone*
* Lesson #4 – Prefix re-; Handwriting (Cursive) *“c”* ;Red Words: *Mr.*

**Reach: Unit 2-Week 4 How Animals Survive**

Language:

* + - Language Functions: Explain
    - Oral Language Project: Informational Presentation

Grammar:

* Verbs *be, have*

Vocabulary:

* Use Context Clues

Reading:

* Text Structure: Elements of Poetry
* Reading Strategy: Make Inferences
* Genre: Poem (“*Clever Creatures*”)
* Concept of Print: Titles
* Literary Analysis: Use Graphic Features
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Genres

Writing:

* Writing Fluency; Writing on Demand-Animal Poem; Journal Entry

**Reading Wonders: Unit 2 Week 3**

Reading Comprehension: Short Text-“*A Prairie Guard Dog”;* Leveled Reader-“*A Tree Full of Life”*; Paired Selection-“*Life in a Termite Mound”*

* + Genre: Informational Text/Non-Fiction Narrative
  + Strategy: Make, Confirm, Revise Predictions
  + Skill: Main Topic and Key Details
  + Text Features: Bold Print, Subheading, Chart, Labels

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help children write the sentences correctly and give clues about the word.
    - Level 2-4 – Ask children to write one sentence and one question about the word they select.
    - Level 4-5 – Challenge partners to take turns saying clues for each word.
    - Suffixes:
    - Level 1-2 – Help children complete the activity.
    - Level 2-4 – Help children complete the activity.
    - Level 4-5 – Ask children to explain how they applied the skill.
  + Academic Vocabulary:
    - Level 1-2 – Help children complete the activity.
    - Level 2-4 – Provide support to help children use the words in the activity.
    - Level 4-5 – Ask children to define the words.

Writing:

* + Writing Trait: Organization
    - Level 1-2 – Help children name an animal. Ask them to tell what the animal does. Provide sentence frames to copy and complete.
    - Level 2-4 – Ask children to describe things the animal does. Repeat their responses. Give sentence frames for children to complete.
    - Level 4-5 – Ask children to tell things the animal does. Elicit responses with questions. *What does it do first? Then what does it do?*

Grammar:

* Kinds of Nouns
  + - Level 1-2 – Describe the photos in *A Prairie Guard Dog.* Ask: *What do you see?* Model a response by providing a sentence frame: *I see\_\_\_\_\_ .* Help children identify common, proper, and collective nouns.
    - Level 2-4 – Ask children to describe the same photos and then identify the nouns they used. Have children identify common, proper, and collective nouns. Encourage children to use complete sentences.
    - Level 4-5 – Ask children to look at the photos and name as many things as they see. Prompt children to sort the words into lists of common and proper nouns. Have them point out any collective nouns.

**DVOG: Unit 2 Week 3**

* Lesson #5 – Syllable Division: VCC/CV (pump/kin = 1st syllable ends with a blend + 2nd syllable is a closed syllable); Handwriting: (Cursive) “*k”;* Red Words: *they, you*
* Lesson #6 – Prefix un-; Handwriting (Cursive) *“v”* ;Red Words: *Mrs.*

**Reach: Unit 3-Week 1 The Water Cycle**

Language:

* + - Language Functions: Ask for and Give Information; Elaborate
    - Oral Language: Talk About the Water Cycle; Talk Together About Asking Questions
    - Listening and Speaking: Adjust Your Language for Your Audience
    - How to Learn Language: Create Visual Maps

Grammar:

* Adjectives That Describe; Adjectives and Articles

Vocabulary:

* Science Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-Seasons, Months, and Activities Words

Reading:

* Text Structure: Problem and Solution
* Reading Strategy: Ask Questions; Reread and Retell
* Genre: Traditional Tale (“*Frog Brings Rain*”)
* Concept of Print: Directionality
* Literary Analysis: Characters Traits
* Fluency: Expression; Accuracy and Rate

Writing:

* Writing Fluency; Interview Questions; Writer’s Craft-Story Beginning; Question and Answer; Response

**Reading Wonders: Unit 2 Week 4**

Reading Comprehension: Short Text-“*Eagles and Eaglets”;* Leveled Reader-“*Animal Families”*; Paired Selection-“*Tadpoles into Frogs”*

* + Genre: Informational Text/Expository; Non-Fiction
  + Strategy: Reread
  + Skill: Main Topic and Key Details
  + Text Features: Captions; Diagram; Labels

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help children write clues correctly and read aloud.
    - Level 2-4 – Ask children to write two clues.
    - Level 4-5 – Challenge children to write one clue for each.
    - Multiple-Meaning Words:
    - Level 1-2 – Help children complete the activity.
    - Level 2-4 – Help children complete the activity.
    - Level 4-5 – Ask children to explain how they applied the skill.
  + Academic Vocabulary:
    - Level 1-2 – Help children complete the activity
    - Level 2-4 – Provide support to help children use the words.
    - Level 4-5 – Ask children to define the words.

Writing:

* + Writing Trait: Word Choice
    - Level 1-2 – Help children describe the animal. Provide simple sentence frames with linking words.
    - Level 2-4 – Ask children to describe two things about the animal. Give sentence frames.
    - Level 4-5 – Ask children to describe an animal. Ask questions to elicit information about how the facts are related.

Grammar:

* Plural Nouns
  + - Level 1-2 – Describe the photos in Animal Families. Ask: *What are these animals?* Model a response by providing a sentence frame: *They are\_\_\_\_\_ .* Help children identify the plural nouns, pointing out any irregular plurals.
    - Level 2-4 – Ask children to describe the same photos and then identify the plural nouns they used. Encourage children to use complete sentences.
    - Level 4-5 – Ask children to look at the photos, name the animals, and describe their features. Prompt children to use irregular plurals by asking questions such as *How many feet does this animal have? Does it have teeth?*

**DVOG: Unit 2 Week 4**

* Lesson #7 – Vowel Team Syllable Type (VV): oo (book), oo (moon); Handwriting: (Cursive) “*z”;* Red Words: *from, what*
* Lesson #8 – Suffix -ful; Handwriting (Cursive) *“h”* ;Red Words: *Dr.*

**Reach: Unit 3-Week 2 The Water Cycle**

Language:

* + - Language Functions: Ask for and Give Information;
    - Theme Theater-“Frog Brings Rain”

Grammar:

* Adjectives and Articles

Vocabulary:

* Multiple Meaning Words

Reading:

* Reading Strategy: Ask Questions
* Genre: Science Experiment (“*Make Rain*”)
* Literary Analysis: Use Text Features
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Explanations

Writing:

* Writing Fluency; Modeled Writing-Procedural Texts; Reading Log

**Reading Wonders: Unit 2 Week 5**

Reading Comprehension: Short Text-“"Cats and Kittens," "Desert Camels," "A Bat is Not a Bird"*;* Leveled Reader-“*Alice’s New Pet”*; Paired Selection-“*Four Little Ducklings”*

* + Genre: Poetry; Fiction; Poem
  + Strategy: Reread
  + Skill: Key Details
  + Literary Element: Rhythm

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help children write two or three words correctly and read them aloud.
    - Level 2-4 – Ask children to write the words, select two words, and write one sentence and one question.
    - Level 4-5 – Challenge children to write one sentence and one question for each word.
    - Multiple Meaning Words:
    - Level 1-2 – Help children locate the word light. Guide them to identify the meanings of light and choose one.
    - Level 2-4 – Ask children to locate the word light. Guide them to identify the correct meaning.
    - Level 4-5 – Have children explain how they determined the meaning of the word.
  + Academic Vocabulary:
    - Level 1-2 – Help children copy the sentence frames correctly and read them aloud.
    - Level 2-4 – Provide support to help children use the words in the activity.
    - Level 4-5 – Lead children to define the words they used.

Writing:

* + Writing Trait: Word Choice
    - Level 1-2 – Help children write a sentence. Provide a sentence frame.
    - Level 2-4 – Ask children to describe the animal. Repeat their responses. Give frames.
    - Level 4-5 – Elicit descriptive details. *What sound does the animal make?*

Grammar:

* Possessive Nouns
  + - Level 1-2 – Review photos and illustrations in *“Cats and Kittens,” “Desert Camels,”* and *“A Bat is Not a Bird,” and “Alice’s New Pet”*. Ask: *What is a kitten like?* Model a response by providing a sentence frame, such as *A \_\_\_\_\_\_'s body has fur.* Help children identify nouns and possessive nouns.
    - Level 2-4 – Ask children to describe the same photographs and illustrations and then identify the nouns and possessive nouns. Encourage children to use complete sentences.
    - Level 4-5 – Ask children to look at the photographs and illustrations and describe what is happening using possessive nouns as appropriate.

**DVOG: Unit 2 Week 5**

* Lesson #9 – Syllable Division: VCC/CCV (grand/stand = 1st syllable ends with a blend + 2nd syllable begins with a blend); Handwriting: (Cursive) “*b”;* Red Words: *who, move*
* Lesson #10 – Suffix -ly; Handwriting (Cursive) *“p”* ;Red Words: *off*

**Reach: Unit 3-Week 3 How We Get Water**

Language:

* + - Language Functions: Define and Explain; Seek Clarification
    - Oral Language: Talk About How We Get Water; Talk Together About Asking Questions
    - Listening and Speaking: Listen to and Learn from Others
    - How to Learn Language: Use and Reuse Language

Grammar:

* Adverbs; Adverbs That Tell When

Vocabulary:

* Science Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-School Places and Things Words

Reading:

* Text Structure: Cause and Effect; Describe and Article
* Reading Strategy: Ask Questions
* Genre: Magazine Article (“*Play Pumps*”)
* Concepts of Print: Match Capital and Lowercase Letters
* Fluency: Intonation; Accuracy and Rate

Writing:

* Writing Fluency; Writing Project-Folk Tale

**Reading Wonders: Unit 2 Week 6**

Review and Assessment Week

**DVOG: Unit 2 Week 6**

* Lesson #11 – Suffix -less, -ness; Handwriting: (Cursive) “*j”;* Red Words: *come, some, thought, done, gone, Mr., they, you, Mrs., from, what, Dr., who, move, off*
* Lesson #12 – Contractions: ‘s, ‘re, ‘ll, ‘ve, ‘t; Handwriting (Cursive) *“m”* ;Red Words: *come, some, thought, done, gone, Mr., they, you, Mrs., from, what, Dr., who, move, off*

**Reach: Unit 3-Week 4 How We Get Water**

Language:

* + - Language Functions: Define and Explain
    - Oral Language Project: Oral Report

Grammar:

* Adverbs

Vocabulary:

* Suffixes

Reading:

* Reading Strategy: Ask Questions
* Text Features: Facts
* Genre: Profile (“*Colorado*”)
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Information
* Literary Analysis: Fact and Opinion

Writing:

* Writing Fluency; Writing Project-Folk Tale; Writing on Demand-Fact and Opinion Sentences; Journal Entry

**Unit: 3 Reading Wonders**‐Live and Learn  **Time Range in Days:** 25-30 Days

**DVOG**

**Reach**-Unit 4: Lend a Hand; Unit 5: Everything Changes

**Standard(s):** PA Core Standards; English Language Proficiency Standards

**PA Core Standards:**

C.C.1.1.2.D; C.C.1.2.2.A; C.C.1.2.2.B; C.C.1.2.2.E; C.C.1.2.2.F; C.C.1.2.2.G; C.C.1.2.2.H;

C.C.1.2.2.I; C.C.1.2.2.J; C.C.1.2.2.K; C.C.1.3.2.A; C.C.1.3.2.B; C.C.1.3.2.D; C.C.1.3.2.E; C.C.1.3.2.G; C.C.1.3.2.H; C.C.1.3.2.I; C.C.1.3.2.K; C.C.1.4.2.B; C.C.1.4.2.C; C.C.1.4.2.D; C.C.1.4.2.F; C.C.1.4.2.H;

C.C.1.4.2.I; C.C.1.4.2.J; C.C.1.4.2.N; C.C.1.4.2.O; C.C.1.4.2.P; C.C.1.4.2.R; C.C.1.4.2.X; C.C.1.5.2.A; C.C.1.5.2.B; C.C.1.5.2.C; C.C.1.5.2.D; C.C.1.5.2.F; C.C.1.5.2.G

**English Language Proficiency Standards:**

ELPS‐1, ELPS‐2, ELPS‐3, ELPS‐4, ELPS‐5

**Overview:** The Earth’s Forces; Look at the Sky; Ways People Help; Weather Alert! Express Yourself

**Focus Question(s):** How do the Earth’s forces affect us? What can we see in the sky? How can people help out their community? How does weather affect us? How do you express yourself?

**Goal(s):** Students will be able to begin understanding language, and use it in a limited capacity. Typically, they will memorize words and phrases and can comprehend and utilize language that they have been taught. They will apply current literacy skills to the development of new knowledge.

**Objectives:**

Listening: Along with objectives from Grade 2 ELA curriculum, based on Can Do Indicators

1. Students will be able to classify information. (Prof. Levels 1-2) (DOK – Level Two)
2. Students will be able to demonstrate understanding of Entering‐Level vocabulary. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to demonstrate understanding of the main idea of oral directions. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants). (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to understand classroom directions (e.g., schedules, homework assignments). (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to follow and understand rules. (Prof. Levels 1-2) (DOK – Level One)
7. Students will be able to understand the rules for conversation. (Prof. Levels 1-2) (DOK – Level One)
8. Students will be able to understand the rules for conversation. (Prof. Levels 2-5) (DOK – Level One)
9. Students will be able to understand and develop familiar vocabulary and grammar structures. (Prof. Levels 2-5) (DOK – Level Two)
10. Students will be able to develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint text. (Prof. Levels 2-5) (DOK – Level Four)
11. Student will be able to understand and follow oral directions. (Prof. Levels 2-5) (DOK – Level Two)
12. Students will be able to understand simple questions pertaining to a short passage. (Prof. Levels 2-5) (DOK – Level One)
13. Students will be able to recognize commands. (Prof. Levels 2-5) (DOK – Level One)

Speaking: Along with objectives from Grade 2 ELA curriculum, based on Can Do Indicators

1. Students will be able to communicate ideas. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (Prof. Levels 1-2) (DOK – Level Two)
3. Students will be able to provide personal information. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to intelligibly pronounce words for Entering‐Level (e.g., school, survival, family, and numbers). (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to name or use gestures to identify familiar objects. (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to name or use gestures to communicate effectively in grade appropriate settings, greeting, expressing needs and wants. (Prof. Levels 1-2) (DOK – Level Two)
7. Students will be able to recognize and survey personal attitudes and preferences. (Prof. Levels 1-2) (DOK – Level Three)
8. Students will be able to use gestures to express a personal preference. (Prof. Levels 1-2) (DOK – Level One)
9. Students will be able to use words and/or gestures to respond to questions related to Entering‐Level topics. (Prof. Levels 1-2) (DOK – Level Three)
10. Students will be able to explain in simple sentences what a sequence of pictures are illustrating. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to formulate simple sentences. (Prof. Levels 1-2) (DOK – Level One)
12. Students will be able to pronounce regular verbs pertaining to Entering‐Level topics. (Prof. Levels 1-2) (DOK – Level One)
13. Students will be able to utilize effective vocabulary to communicate in social and academic settings. (Prof. Levels 1-2) (DOK – Level One)
14. Students will be able to use standard English conventions for oral communication. (Prof. Levels 1-2) (DOK – Level One, Level Two, Level Three, Level Four)
15. Students will be able to make connections between written language and oral language. (Prof. Levels 1-2) (DOK – Level Four)
16. Students will be able to use words, phrases, or simple sentences to provide information. (Prof. Levels 2-5) (DOK – Level One)
17. Students will be able to communicate ideas clearly and effectively. (Prof. Levels 2-5) (DOK – Level Two)
18. Students will be able to use spoken English to build vocabulary. (Prof. Levels 2-5) (DOK – Level One)
19. Students will be able to formulate simple sentences and simple compound sentences. (Prof. Levels 2-5) (DOK – Level 3)
20. Students will be able to use English to develop the skills necessary to use proper grammar in spoken form within content areas. (Prof. Levels 2-5) (DOK – Level Two)
21. Students will be able to read written material aloud. (Prof. Levels 2-5) (DOK – Level One)
22. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (Prof. Levels 2-5) (DOK – Level Three)
23. Students will be able to use appropriate language variety, register and genre according to audience, purpose, and setting. (Prof. Levels 2-5) (DOK – Level Two)
24. Students will be able to enhance mathematic vocabulary. (Prof. Levels 2-5) (DOK – Level Two)
25. Students will be able to make original conversations using new vocabulary and grammar structures. (Prof. Levels 2-5) (DOK – Level Three)
26. Students will be able to discuss personal experiences and evaluate one’s own learning of new vocabulary, grammar, and oral language. (Prof. Levels 2-5) (DOK – DOK ‐ Level Three)

Reading: Along with objectives from Grade 2 ELA curriculum, based on Can Do Indicators

1. Students will be able to recognize and name all uppercase and lowercase letters of the alphabet, written in print or cursive learned to date. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use knowledge of letter‐sounds correspondence in order to decode words. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to recognize and name numbers. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to read aloud personal information. (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to identify Entering‐Level synonyms, antonyms, and multiple meaning words. (Prof. Levels 1-2) (DOK – Level Two)
6. Students will be able to recognize and use grade appropriate and/or content specific vocabulary within the context. (Prof. Levels 1-5) (DOK – Level Two)
7. Students will be able to predict outcomes, state reasonable generalizations and draw conclusions within academic areas. (Prof. Levels 1-5) (DOK – Level Three)
8. Students will be able to show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in order). (Prof. Levels 1-2) (DOK – Level Two)
9. Students will be able to identify the main character in a story. (Prof. Levels 1-2) (DOK – Level One)
10. Students will be able to infer word meaning from context. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to infer situational context. (Prof. Levels 1-2) (DOK – Level Three)
12. Students will be able to make inference, state reasonable generalizations and draw conclusions within academic areas. (Prof. Level: 1-4) (DOK – Level Three)
13. Students will be able to activate prior knowledge. (Prof. Level: 1 and 2) (DOK – Level Two)
14. Students will be able to classify and make connections. (Prof. Level: 1 and 2) (DOK – Level Three)
15. Students will be able to evaluate one’s own learning of reading skills and reading comprehension. (Prof. Levels 2-5) (DOK – Level Four)
16. Students will be able to use cooperation with a classmate to practice conversations, read a dialogue, act out a short story, and study new vocabulary. (Prof. Levels 2-5) (DOK – Level One, DOK – Level Two, DOK – Level Three)
17. Students will be able to use learned strategies to analyze text (illustrations/pictures, captions, headings and subheadings). (Prof. Levels 2-5) (DOK – Level Three)
18. Students will be able to identify easy and difficult material in a chapter and the different ways to learn the difficult material. (Prof. Levels 2-5) (DOK – Level Four)
19. Students will be able to decode unknown words using previously learned strategies. (Prof. Levels 2-5) (DOK – Level Two)
20. Students will be able to identify parts of books (e.g., the front cover, back cover, title page, table of contents, and author/illustrator of a book or reading selection). (Prof. Levels 2-5) (DOK – Level One)
21. Students will be able to develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint texts. (Prof. Levels 2-5) (DOK – Level Four)
22. Students will be able to identify differences between types of text. (Prof. Levels 2-5) (DOK – Level Two)
23. Students will be able to preview a text to increase reading comprehension. (Prof. Levels 2-5) (DOK – Level One)
24. Students will be able to enhance mathematic vocabulary. (Prof. Levels 2-5) (DOK – Level One)

Writing: Along with objectives from Grade 2 ELA curriculum, based on Can Do Indicators

1. Students will be able to use correct spelling. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use correct punctuation. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to use standard writing conventions. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to write numerals. (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to write the correct form of a regular verb. (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to use present‐progressive tense. (Prof. Levels 1-2) (DOK – Level One)
7. Students will be able to construct complete sentences. (Prof. Levels 1-2) (DOK – Level One)
8. Students will be able to edit incomplete or incorrect sentences. (Prof. Levels 1-2) (DOK – Level Two)
9. Students will be able to make connections between written language and oral language. (Prof. Levels 1-2) (DOK – Level One, Level Two, Level Three, Level Four)
10. Students will be able to draw a map. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to develop the structural and creative skills of the writing process necessary to produce written language within the content area. (Prof. Levels 2-5) (DOK – Level Three)
12. Students will be able to write dictated words and complete simple sentences. (Prof. Levels 2-5) (DOK – Level One)
13. Students will be able to use standard English language conventions as appropriate to writing within the academic area. (Prof. Levels 2-5) (DOK – Level One)
14. Students will be able to write the correct form of subject‐verb agreement. (Prof. Levels 2-5) (DOK – Level One)
15. Students will be able to use coordinating conjunctions. (Prof. Levels 2-5) (DOK – Level One)
16. Students will be able to write the correct form of appropriate grade‐level present tense regular and irregular verbs. (Prof. Levels 2-5) (DOK – Level One)
17. Students will be able to use adjectives in appropriate sentence positions. (Prof. Levels 2-5) (DOK – Level One)
18. Students will be able to edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date. (Prof. Levels 2-5) (DOK – Level Two)
19. Students will be able to use a graphic organizer. (Prof. Levels 2-5) (DOK – Level Two)

**Core Activities and Corresponding Instructional Methods:**

**Reading Wonders: Unit 3 Week 1**

Reading Comprehension: Short Text-“*Magnets Work”;* Leveled Reader-“*Forces at Work”*; Paired Selection-“*Machines to Push and Pull”*

* + Genre: Informational Text/Expository
  + Strategy: Reread
  + Skill: Author’s Purpose
  + Text Features: Diagrams with Labels, Bold Print, Subheadings

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help children select and say a word, then say a sentence using it correctly.
    - Level 2-4 – Ask children to select two words and say a sentence and a question.
    - Level 4-5 – Challenge children to say one sentence and one question using each word.
    - Similes:
    - Level 1-2 – Have children write a simile using a sentence frame, such as: *\_\_\_\_ is as slow (fast) as a \_\_\_\_.*
    - Level 2-4 – Ask children to write two similes comparing the speed of something using like and as.
    - Level 4-5 – Challenge partners to take turns brainstorming the beginning of speed similes. Have partners complete the similes.
  + Academic Vocabulary:
    - Level 1-2 – Help children copy, complete, and read frames.
    - Level 2-4 – Provide sentence starters for children, if necessary.
    - Level 4-5 – Have children define the words they used.

Writing:

* + Writing Trait: Organization
    - Level 1-2 – Help children write a sentence. Provide a sentence frame to copy and complete.
    - Level 2-4 – Ask children to tell how they use magnets. Repeat their responses. Give sentence frames.
    - Level 4-5 – Ask children to describe how they use the magnet. Elicit details: *What does the magnet attract?*

Grammar:

* Action Verbs
  + - Level 1-2 – Describe the illustrations in *“I Fall Down*”. Ask: *What happens?* Model a response by providing a sentence frame: *Gravity pulls things \_\_\_\_.* Help children identify the verb in the sentence.
    - Level 2-4 – Ask children to describe the same illustrations and then identify the verbs they used in their descriptions. Encourage children to use complete sentences.
    - Level 4-5 – Ask children to describe the illustrations using as many verbs as they can in their descriptions.

**DVOG: Unit 3 Week 1**

* Lesson #1 – Closed Syllable Exception: kind old ghost rule; Handwriting: (Cursive) “*q”;* Red Words: *because, only*
* Lesson #2 – Syllable Division: V/CV (ti/ger), VC/V (cam/el); Handwriting (Cursive) *“x”* ; Red Words: *brother*

**Reach: Unit 4-Week 1 Being a Good Citizen**

Language:

* + - Language Functions: Express Feelings and Ideas; Make and Accept Suggestions
    - Oral Language: Talk About Good Citizenship; Talk Together About Making Connections
    - Listening and Speaking: Interpret a Speakers Message
    - How to Learn Language: Seek Clarification

Grammar:

* Sentences; Word Order; Sentence Capitalization

Vocabulary:

* Social Studies Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-School Places and Workers Words

Reading:

* Reading Strategy: Make Connections
* Genre: Fable (“*Aesop’s Fables*”)
* Fluency: Expression; Accuracy and Rate
* Literary Analysis: Character Traits; Identify Themes in a Story; Describe a Story
* Concepts of Print: Identify Letters and Identify a Word

Writing:

* Writing Fluency; Journal Entry; Writer’s Craft-Vivid Words; Character Description

**Reading Wonders: Unit 3 Week 2**

Reading Comprehension: Short Text-“*Starry Night”;* Leveled Reader-“*A Different Set of Stars”*; Paired Selection-“*Stars”*

* + Genre: Fiction; Informational Text
  + Strategy: Reread
  + Skill: Character, Setting, Plot, Sequence

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help children write the sentences correctly and read them aloud.
    - Level 2-4 – Ask children to write one sentence and one question and read them aloud.
    - Level 4-5 – Challenge children to write one sentence and one question for each word. Have them share their sentences with a partner.
    - Compound Words:
    - Level 1-2 – Help children locate the word and the two smaller words on the page.
    - Level 2-4 – Ask children to locate and read aloud the sentence on the page. Have them find the smaller words and talk about their meanings.
    - Level 4-5 – Have children explain the definitions of the compound words backyard and birdhouse.
  + Academic Vocabulary:
    - Level 1-2 – Help children copy the sentence frames and complete them. Have partners read them.
    - Level 2-4 – Help children make up their own sentences using the words, and then read them.
    - Level 4-5 – Have children define the words they used.

Writing:

* + Writing Trait: Word Choice
    - Level 1-2 – Help children write a sentence. Provide a sentence frame to copy and complete. Have them read their sentences.
    - Level 2-4 – Ask children to compare the daytime and nighttime sky. Repeat their responses. Give sentence frames to complete.
    - Level 4-5 – Ask children to compare the daytime and nighttime sky. Elicit details: What happens to the Sun at night?

Grammar:

* Present Tense Verbs
  + - Level 1-2 – Describe the illustrations in “*Mr. Putter and Tabby See the Stars*”. Ask: *What happens*? Model a response by providing a sentence frame: *Mr. Putter and Tabby*\_\_\_\_\_\_ . Help children identify the present-tense verb in the sentence.
    - Level 2-4 – Ask children to describe the same illustrations and then identify the present-tense verbs they used in their descriptions. Encourage children to use complete sentences.
    - Level 4-5 – Ask children to describe the illustrations using as many present-tense verbs as they can in their descriptions.

**DVOG: Unit 3 Week 2**

* Lesson #3 – Trigraph: igh; Handwriting: review*;* Red Words: *there, where*
* Lesson #4 – Vowel Team Syllable Type (VV): ie; Handwriting (Cursive) *“i, t, p, u”* ; Red Words: *mother*

**Reach: Unit 4-Week 2 Being a Good Citizen**

Language:

* + - Language Functions: Express Feelings and Ideas
    - Theme Theater: Dramatize “*The Lion and the Mouse”*

Grammar:

* Complete Sentences

Vocabulary:

* Suffixes

Reading:

* Reading Strategy: Make Connections
* Genre: Proverb (“*Wisdom of the Ages*”)
* Fluency: Accuracy and Rate
* Literary Analysis: Literal and Non-Literal Language
* Concepts of Print: Directionality
* Respond and Extend: Compare Settings and Plots

Writing:

* Writing Fluency; Proverbs; Journal Entry

**Reading Wonders: Unit 3 Week 3**

Reading Comprehension: Short Text-“*Ways People Help”;* Leveled Reader-“*City Communities”*; Paired Selection-“*Magic Anansi”*

* + Genre: Informational Text; Narrative Non-Fiction; Folktale
  + Strategy: Ask and Answer Questions
  + Skill: Author’s Purpose
  + Text Feature: Photos with Captions

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help children write question clues. Provide sentence frames.
    - Level 2-4 – Have partners brainstorm questions to ask.
    - Level 4-5 – Challenge partners to ask questions and guess each vocabulary word.
    - Synonyms:
    - Level 1-2 – Help children locate the word on the page and tell its meaning.
    - Level 2-4 – Ask children to locate and read the words and write one synonym for each word.
    - Level 4-5 – Have children think of multiple synonyms for the words.
  + Academic Vocabulary:
    - Level 1-2 – Help children copy and complete sentence frames you write and read them to the group.
    - Level 2-4 – Provide sentence starters for children, if necessary. Have children finish the sentences and read them to the group.
    - Level 4-5 – Have children define each word they used and share their definitions with the group.

Writing:

* + Writing Trait: Voice
    - Level 1-2 – Help children write a sentence. Provide a sentence frame to copy and complete.
    - Level 2-4 – Ask children to tell what they like about Debby’s work. Give sentence frames to complete.
    - Level 4-5 – Ask children to tell what they like about Debby’s work. Elicit details by asking questions.

Grammar:

* Past and Future Tense Verbs
  + - Level 1-2 – Describe the illustrations in “*Biblioburro*”. Ask: *What happened?* Model a response by providing a sentence frame: *Luis’s wife talked to Luis. She said\_\_\_\_\_\_\_ .* Help children identify the past-tense verb in the first sentence.
    - Level 2-4 – Ask children to describe the same illustrations and then identify the past-tense verbs they used in their descriptions. Encourage children to use complete sentences.
    - Level 4-5 – Ask children to describe the illustrations using as many past-tense verbs as they can in their descriptions.

**DVOG: Unit 3 Week 3**

* Lesson #5 – Soft c/Soft g; Handwriting: *“w, j, r, s”* *;* Red Words: *any, many*
* Lesson #6 – -al (ball, walk): ie; Handwriting (Cursive) *“a, d, o, c, g, q”* ; Red Words: *great*

**Reach: Unit 4-Week 3 How to Make a Difference**

Language:

* + - Language Functions: Express Opinions; Agree and Disagree
    - Oral Language: Talk About Helping Others; Talk Together About Making Connections
    - Listening and Speaking: Clarify and Support Ideas
    - How to Learn Language: Find Patterns in Language

Grammar:

* Subjects; Predicates

Vocabulary:

* Social Studies Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-Classroom Activities Words

Reading:

* Text Structure: Sequence
* Reading Strategy: Make Connections
* Genre: Human Interest Feature (“*Giving Back*”)
* Fluency: Phrasing; Accuracy and Rate
* Concepts of Print: Paragraph

Writing:

* Writing Fluency; Writing Project-Interview; Letter

**Reading Wonders: Unit 3 Week 4**

Reading Comprehension: Short Text-“*Tornado!”;* Leveled Reader-“*Weather All Around”*; Paired Selection-“*Colors in the Sky”*

* + Genre: Informational Text/Expository
  + Strategy: Ask and Answer Questions
  + Skill: Main Idea and Key Details

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help children write the sentences correctly and read them aloud.
    - Level 2-4 – Ask children to write one sentence and one question.
    - Level 4-5 – Challenge children to write one sentence and one question for each word.
    - Antonyms:
    - Level 1-2 – Help partners locate the word *ground* on page 232 and find its antonym, air, on page 233.
    - Level 2-4 – Ask partners to find and brainstorm synonyms for the words.
    - Level 4-5 – After finding the antonyms for the words, have children explain or show their meanings.
  + Academic Vocabulary:
    - Level 1-2 – Help children copy and complete sentence frames you write and read them.
    - Level 2-4 – Provide sentence starters. Have children finish and read the sentences.
    - Level 4-5 – Have children define each word they used and share their definitions.

Writing:

* + Writing Trait: Organization
    - Level 1-2 –Provide a sentence frame to copy and complete. Have children read their sentence aloud.
    - Level 2-4 – Ask children to answer the section question. Repeat their responses. Provide sentence frames.
    - Level 4-5 – Ask children to answer the section question. Elicit details: How do people prepare for a tornado?

Grammar:

* Verb *have*
  + - Level 1-2 – Describe the photos in *“Wild Weather”*. Ask: *How would this weather affect people?* Model a response by providing a sentence frame: *The people have\_\_\_\_\_\_ weather.* Help children identify the correct form of have in the sentence.
    - Level 2-4 – Ask children to describe the same photos in a similar way and then identify the form of have they used and tell why. Encourage children to use complete sentences.
    - Level 4-5 – Ask children to describe the photos in a similar way using different forms of have.

**DVOG: Unit 3 Week 4**

* Lesson #7 – Vowel Team Syllable Type (VV): ey (monkey); Handwriting: *“m, v, y, n, x, y”* *;* Red Words: *have, again*
* Lesson #8 – R-controlled Syllable Type (Vr): ar, or; Handwriting (Cursive) *“b, h, l, f, k, e”* ; Red Words: *word*

**Reach: Unit 4-Week 4 How to Make a Difference**

Language:

* + - Language Functions: Express Opinions; Agree and Disagree
    - Oral Language Project: Roundtable Discussion

Grammar:

* Subject-Verb Agreement

Vocabulary:

* Synonyms

Reading:

* Reading Strategy: Make Connections
* Genre: Web Based News Article (“*Iraqi Children Get Wheelchairs-and Big Smiles*”)
* Fluency: Accuracy and Rate
* Concepts of Print: Identify Quotations
* Respond and Extend: Compare Author’s Purpose

Writing:

* Writing Fluency; Writing Project-Interview; Writing on Demand-News Article; Journal Entry

**Reading Wonders: Unit 3 Week 5**

Reading Comprehension: Short Text-“*They’ve Got the Beat”;* Leveled Reader-“*The Sounds of Trash”*; Paired Selection-“*Talking Underwater”*

* + Genre: Time for Kids; Informational Text
  + Strategy: Ask and Answer Questions
  + Skill: Main Idea and Key Details
  + Text Features: Photos with Captions; Bar Graph

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Provide a sentence containing the word, and have children repeat it.
    - Level 2-4 – If necessary, provide sentence frames for children.
    - Level 4-5 – Ask children to write their sentences.
    - Prefixes:
    - Level 1-2 – Help children separate the root words and prefixes. Provide sentence frames for them to use to write definitions.
    - Level 2-4 – Help children separate the root words and prefixes. Help them explain the meaning of the word and its prefix.
    - Level 4-5 – Ask children to explain how they applied the skill.
  + Academic Vocabulary:
    - Level 1-2 – Help children copy the sentence frames correctly and read them aloud.
    - Level 2-4 – Provide support to help children use the words in the activity.
    - Level 4-5 – Lead children to define the words they used.

Writing:

* + Writing Trait: Sentence Fluency
    - Level 1-2 – Help children write sentences by providing sentence frames for them to copy and complete.
    - Level 2-4 – Ask children to describe how they express themselves. Repeat their responses. Supply sentence frames.
    - Level 4-5 – Ask children to describe how they express themselves. Elicit details. *How do you feel when you\_\_\_\_\_\_\_ ?*

Grammar:

* Combining and Rearranging Sentences
  + - Level 1-2 – Review photos in *“They’ve Got the Beat!”* and *“The Sounds of Trash”.* Ask: *What are the children doing to express themselves?* Model a response by providing a sentence frame, such as: *The children\_\_\_\_\_\_ and\_\_\_\_\_\_ .* Guide children to combine sentences.
    - Level 2-4 – Ask children to describe the same photographs and then identify the different forms of expression. Encourage children to combine and write complete sentences.
    - Level 4-5 – Ask children to look at the photographs and describe what is happening. Have them write their sentences. Encourage them to combine and rearrange their sentences.

**DVOG: Unit 3 Week 5**

* Lesson #9 – R-controlled Syllable Type (Vr): /er/ er (reg.), ir (irreg.), ur (irreg.); Handwriting: *“w, o, v, b”* (bridge)*;* Red Words: *been, give*
* Lesson #10 – Comparative endings: -er, -est; Handwriting (Cursive) Bridge letters; Red Words: *which*

**Reach: Unit 5-Week 1 Patterns in the Natural World**

Language:

* + - Language Functions: Engage in Discussion
    - Oral Language: Talk About Day and Night; Talk Together About Visualizing
    - Listening and Speaking: Use Gestures and Expressions
    - How to Learn Language: Use Nonverbal Cues

Grammar:

* Kinds of Sentences

Vocabulary:

* Science Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-Times and Days of the Week Words

Reading:

* Literary Analysis: Theme;
* Reading Strategy: Visualize; Describe a Story
* Genre: Realistic Fiction (“*When the Wind Stops*”)
* Fluency: Expression; Accuracy and Rate
* Concepts of Print: Identify Story Features; Use Page Numbers

Writing:

* Writing Fluency; Journal Entry; Writer’s Craft-Details; Sentence; Questions and Answers

**Reading Wonders: Unit 3 Week 6**

Review and Assessment Week

**DVOG: Unit 3 Week 6**

* Lesson #11 – -er in a final unaccented syllable (letter); Handwriting: Bridge Letters*;* Red Words: Review-*because, only, brother, there, where, mother, any, many, great, have, again, word, been, give, which*
* Lesson #12 – Spelling Rule: 1-1-1 Doubling Rule; Handwriting: Bridge Letters*;* Red Words: Review-*because, only, brother, there, where, mother, any, many, great, have, again, word, been, give, which*

**Reach: Unit 5-Week 2 Patterns in the Natural World**

Language:

* + - Language Functions: Engage in Discussion
    - Theme Theater: Role Play

Grammar:

* Kinds of Sentences

Vocabulary:

* Antonyms

Reading:

* Reading Strategy: Visualize
* Genre: Science Article (“*Day and Night*”)
* Fluency: Accuracy and Rate
* Concepts of Print: Use Captions and Labels
* Respond and Extend: Compare Author’s Purpose

Writing:

* Writing Fluency; Descriptive Paragraph; Journal Entry

**Unit: 4 Reading Wonders**‐Our Life/Our World  **Time Range in Days:** 25-30 Days

**DVOG**

**Reach**-Unit 5 Week 3: Everything Changes; Unit 6: Better Together

**Standard(s):** PA Core Standards; English Language Proficiency Standards

**PA Core Standards:**

C.C.1.1.2.D; C.C.1.2.2.A; C.C.1.2.2.B; C.C.1.2.2.E; C.C.1.2.2.F; C.C.1.2.2.G; C.C.1.2.2.H;

C.C.1.2.2.I; C.C.1.2.2.J; C.C.1.2.2.K; C.C.1.3.2.A; C.C.1.3.2.B; C.C.1.3.2.D; C.C.1.3.2.E; C.C.1.3.2.G; C.C.1.3.2.H; C.C.1.3.2.I; C.C.1.3.2.K; C.C.1.4.2.B; C.C.1.4.2.C; C.C.1.4.2.D; C.C.1.4.2.F; C.C.1.4.2.H;

C.C.1.4.2.I; C.C.1.4.2.J; C.C.1.4.2.N; C.C.1.4.2.O; C.C.1.4.2.P; C.C.1.4.2.R; C.C.1.4.2.X; C.C.1.5.2.A; C.C.1.5.2.B; C.C.1.5.2.C; C.C.1.5.2.D; C.C.1.5.2.F; C.C.1.5.2.G

**English Language Proficiency Standards:**

ELPS‐1, ELPS‐2, ELPS‐3, ELPS‐4, ELPS‐5

**Overview:** Different Places; Earth Changes; Our Culture Makes Us Special; Folktales About Nature; Poems About Nature

**Focus Question(s):** What makes different parts of the world different? How does the Earth change? How are kids around the world different? How can we understand nature? What excites us about nature?

**Goal(s):** Students will be able to begin understanding language, and use it in a limited capacity. Typically, they will memorize words and phrases and can comprehend and utilize language that they have been taught. They will apply current literacy skills to the development of new knowledge.

**Objectives:**

Listening: Along with objectives from Grade 2 ELA curriculum, based on Can Do Indicators

1. Students will be able to classify information. (Prof. Levels 1-2) (DOK – Level Two)
2. Students will be able to demonstrate understanding of Entering‐Level vocabulary. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to demonstrate understanding of the main idea of oral directions. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants). (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to understand classroom directions (e.g., schedules, homework assignments). (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to follow and understand rules. (Prof. Levels 1-2) (DOK – Level One)
7. Students will be able to understand the rules for conversation. (Prof. Levels 1-2) (DOK – Level One)
8. Students will be able to understand the rules for conversation. (Prof. Levels 2-5) (DOK – Level One)
9. Students will be able to understand and develop familiar vocabulary and grammar structures. (Prof. Levels 2-5) (DOK – Level Two)
10. Students will be able to develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint text. (Prof. Levels 2-5) (DOK – Level Four)
11. Student will be able to understand and follow oral directions. (Prof. Levels 2-5) (DOK – Level Two)
12. Students will be able to understand simple questions pertaining to a short passage. (Prof. Levels 2-5) (DOK – Level One)
13. Students will be able to recognize commands. (Prof. Levels 2-5) (DOK – Level One)

Speaking: Along with objectives from Grade 2 ELA curriculum, based on Can Do Indicators

1. Students will be able to communicate ideas. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (Prof. Levels 1-2) (DOK – Level Two)
3. Students will be able to provide personal information. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to intelligibly pronounce words for Entering‐Level (e.g., school, survival, family, and numbers). (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to name or use gestures to identify familiar objects. (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to name or use gestures to communicate effectively in grade appropriate settings, greeting, expressing needs and wants. (Prof. Levels 1-2) (DOK – Level Two)
7. Students will be able to recognize and survey personal attitudes and preferences. (Prof. Levels 1-2) (DOK – Level Three)
8. Students will be able to use gestures to express a personal preference. (Prof. Levels 1-2) (DOK – Level One)
9. Students will be able to use words and/or gestures to respond to questions related to Entering‐Level topics. (Prof. Levels 1-2) (DOK – Level Three)
10. Students will be able to explain in simple sentences what a sequence of pictures are illustrating. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to formulate simple sentences. (Prof. Levels 1-2) (DOK – Level One)
12. Students will be able to pronounce regular verbs pertaining to Entering‐Level topics. (Prof. Levels 1-2) (DOK – Level One)
13. Students will be able to utilize effective vocabulary to communicate in social and academic settings. (Prof. Levels 1-2) (DOK – Level One)
14. Students will be able to use standard English conventions for oral communication. (Prof. Levels 1-2) (DOK – Level One, Level Two, Level Three, Level Four)
15. Students will be able to make connections between written language and oral language. (Prof. Levels 1-2) (DOK – Level Four)
16. Students will be able to use words, phrases, or simple sentences to provide information. (Prof. Levels 2-5) (DOK – Level One)
17. Students will be able to communicate ideas clearly and effectively. (Prof. Levels 2-5) (DOK – Level Two)
18. Students will be able to use spoken English to build vocabulary. (Prof. Levels 2-5) (DOK – Level One)
19. Students will be able to formulate simple sentences and simple compound sentences. (Prof. Levels 2-5) (DOK – Level 3)
20. Students will be able to use English to develop the skills necessary to use proper grammar in spoken form within content areas. (Prof. Levels 2-5) (DOK – Level Two)
21. Students will be able to read written material aloud. (Prof. Levels 2-5) (DOK – Level One)
22. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (Prof. Levels 2-5) (DOK – Level Three)
23. Students will be able to use appropriate language variety, register and genre according to audience, purpose, and setting. (Prof. Levels 2-5) (DOK – Level Two)
24. Students will be able to enhance mathematic vocabulary. (Prof. Levels 2-5) (DOK – Level Two)
25. Students will be able to make original conversations using new vocabulary and grammar structures. (Prof. Levels 2-5) (DOK – Level Three)
26. Students will be able to discuss personal experiences and evaluate one’s own learning of new vocabulary, grammar, and oral language. (Prof. Levels 2-5) (DOK – DOK ‐ Level Three)

Reading: Along with objectives from Grade 2 ELA curriculum, based on Can Do Indicators

1. Students will be able to recognize and name all uppercase and lowercase letters of the alphabet, written in print or cursive learned to date. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use knowledge of letter‐sounds correspondence in order to decode words. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to recognize and name numbers. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to read aloud personal information. (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to identify Entering‐Level synonyms, antonyms, and multiple meaning words. (Prof. Levels 1-2) (DOK – Level Two)
6. Students will be able to recognize and use grade appropriate and/or content specific vocabulary within the context. (Prof. Levels 1-5) (DOK – Level Two)
7. Students will be able to predict outcomes, state reasonable generalizations and draw conclusions within academic areas. (Prof. Levels 1-5) (DOK – Level Three)
8. Students will be able to show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in order). (Prof. Levels 1-2) (DOK – Level Two)
9. Students will be able to identify the main character in a story. (Prof. Levels 1-2) (DOK – Level One)
10. Students will be able to infer word meaning from context. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to infer situational context. (Prof. Levels 1-2) (DOK – Level Three)
12. Students will be able to make inference, state reasonable generalizations and draw conclusions within academic areas. (Prof. Level: 1-4) (DOK – Level Three)
13. Students will be able to activate prior knowledge. (Prof. Level: 1 and 2) (DOK – Level Two)
14. Students will be able to classify and make connections. (Prof. Level: 1 and 2) (DOK – Level Three)
15. Students will be able to evaluate one’s own learning of reading skills and reading comprehension. (Prof. Levels 2-5) (DOK – Level Four)
16. Students will be able to use cooperation with a classmate to practice conversations, read a dialogue, act out a short story, and study new vocabulary. (Prof. Levels 2-5) (DOK – Level One, DOK – Level Two, DOK – Level Three)
17. Students will be able to use learned strategies to analyze text (illustrations/pictures, captions, headings and subheadings). (Prof. Levels 2-5) (DOK – Level Three)
18. Students will be able to identify easy and difficult material in a chapter and the different ways to learn the difficult material. (Prof. Levels 2-5) (DOK – Level Four)
19. Students will be able to decode unknown words using previously learned strategies. (Prof. Levels 2-5) (DOK – Level Two)
20. Students will be able to identify parts of books (e.g., the front cover, back cover, title page, table of contents, and author/illustrator of a book or reading selection). (Prof. Levels 2-5) (DOK – Level One)
21. Students will be able to develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint texts. (Prof. Levels 2-5) (DOK – Level Four)
22. Students will be able to identify differences between types of text. (Prof. Levels 2-5) (DOK – Level Two)
23. Students will be able to preview a text to increase reading comprehension. (Prof. Levels 2-5) (DOK – Level One)
24. Students will be able to enhance mathematic vocabulary. (Prof. Levels 2-5) (DOK – Level One)

Writing: Along with objectives from Grade 2 ELA curriculum, based on Can Do Indicators

1. Students will be able to use correct spelling. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use correct punctuation. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to use standard writing conventions. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to write numerals. (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to write the correct form of a regular verb. (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to use present‐progressive tense. (Prof. Levels 1-2) (DOK – Level One)
7. Students will be able to construct complete sentences. (Prof. Levels 1-2) (DOK – Level One)
8. Students will be able to edit incomplete or incorrect sentences. (Prof. Levels 1-2) (DOK – Level Two)
9. Students will be able to make connections between written language and oral language. (Prof. Levels 1-2) (DOK – Level One, Level Two, Level Three, Level Four)
10. Students will be able to draw a map. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to develop the structural and creative skills of the writing process necessary to produce written language within the content area. (Prof. Levels 2-5) (DOK – Level Three)
12. Students will be able to write dictated words and complete simple sentences. (Prof. Levels 2-5) (DOK – Level One)
13. Students will be able to use standard English language conventions as appropriate to writing within the academic area. (Prof. Levels 2-5) (DOK – Level One)
14. Students will be able to write the correct form of subject‐verb agreement. (Prof. Levels 2-5) (DOK – Level One)
15. Students will be able to use coordinating conjunctions. (Prof. Levels 2-5) (DOK – Level One)
16. Students will be able to write the correct form of appropriate grade‐level present tense regular and irregular verbs. (Prof. Levels 2-5) (DOK – Level One)
17. Students will be able to use adjectives in appropriate sentence positions. (Prof. Levels 2-5) (DOK – Level One)
18. Students will be able to edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date. (Prof. Levels 2-5) (DOK – Level Two)
19. Students will be able to use a graphic organizer. (Prof. Levels 2-5) (DOK – Level Two)

**Core Activities and Corresponding Instructional Methods:**

**Reading Wonders: Unit 4 Week 1**

Reading Comprehension: Short Text-“*Alaska: A Special Place”;* Leveled Reader-“*Rocky Mountain National Park”*; Paired Selection-“*Yellowstone”*

* + Genre: Informational Text/Expository
  + Strategy: Reread
  + Skill: Connections Within a Text: Compare and Contrast

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help children write two or three words correctly and read them aloud.
    - Level 2-4 – Ask children to write the words, select two words, and write one sentence and one question.
    - Level 4-5 – Challenge children to write one sentence and one question for each word.
    - Compound Words:
    - Level 1-2 – Help children separate the compound words into smaller words and read the word aloud.
    - Level 2-4 – Help children separate the compound word into smaller words. Help them explain the meaning of each word and the compound word.
    - Level 4-5 – Ask children to write a definition of the word and explain how they applied the skill.
  + Academic Vocabulary:
    - Level 1-2 – Help children copy the sentence frames correctly and read them aloud.
    - Level 2-4 – Provide support to help children use the words in the activity.
    - Level 4-5 – Lead children to define the words they used.

Writing:

* + Writing Trait: Ideas
    - Level 1-2 – Help children write and read a paragraph. Provide sentence frames for them to copy and complete.
    - Level 2-4 – Help children state three sentences telling about the season. Provide sentence frames.
    - Level 4-5 – Ask children to describe a season where they live. Elicit details. *What is the temperature?*

Grammar:

* Linking Verbs
  + - Level 1-2 – Help children say sentences using linking verbs to describe the photos in *“Alaska: A Special Place”.* Provide sentence frames for children to complete, such as *The walruses are\_\_\_\_\_\_\_ .* Help children identify the linking verb and the words it links.
    - Level 2-4 – Lead children to say sentences using linking verbs to describe the same photos. Have them identify the linking verb and tell the words it links.
    - Level 4-5 – Ask children to describe the photo, adding more sentences and using the past and present tense and both plural and singular forms of linking verbs.

**DVOG: Unit 4 Week 1**

* Lesson #1 – Vowel Team Syllable Type (VV): ou/ow (diphthong); Handwriting: *“B”* *;* Red Words: *would, could*
* Lesson #2 – Digraph ph; Handwriting (Cursive) *“H”* ; Red Words: *more*

**Reach: Unit 5-Week 3 Changes is Weather and Seasons**

Language:

* + - Language Functions: Make Comparisons; Describe
    - Oral Language: Talk About the Seasons; Talk Together About Visualizing
    - Listening and Speaking: Listen for Important Details
    - How to Learn Language: Create Visual Maps

Grammar:

* Yes/No Questions; Questions

Vocabulary:

* Science Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-Weather Words

Reading:

* Text Structure: Compare and Contrast;
* Reading Strategy: Visualize
* Genre: Poem (“*What Makes the Seasons*”)
* Fluency: Intonation; Accuracy and Rate
* Concepts of Print: Directionality

Writing:

* Writing Fluency; Writing Project-Comparison; Poem

**Reading Wonders: Unit 4 Week 2**

Reading Comprehension: Short Text-“*Into the Sea”;* Leveled Reader-“*Earthquakes”*; Paired Selection-“*Glaciers”*

* + Genre: Expository Text
  + Strategy: Reread
  + Skill: Connections Within a Text: Cause and Effect
  + Text Feature: Photos; Bold Print; Subheadings

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help children write the sentences correctly and read them aloud.
    - Level 2-4 – Ask children to write one sentence and one question.
    - Level 4-5 – Challenge children to write one sentence and one question for each word.
    - Context Clues:
    - Level 1-2 – Help children locate the word and context clues on the page.
    - Level 2-4 – Ask children to locate and read aloud the context clues on the page.
    - Level 4-5 – Have children explain how they found the context clues on the page.
  + Academic Vocabulary:
    - Level 1-2 – Help children write and read correct definitions.
    - Level 2-4 – Provide sentence frames to help children write and say their definitions.
    - Level 4-5 – Have children include an example sentence on the definition card.

Writing:

* + Writing Trait: Word Choice
    - Level 1-2 – Provide sentence frames to copy and complete. Help them read the sentences.
    - Level 2-4 – Ask children to tell you the sequence. Repeat their responses. Give sentence frames to complete.
    - Level 4-5 – Ask children to describe the sequence. Elicit details. *What happens when the waves hit the sand ?*

Grammar:

* Helping Verbs
  + - Level 1-2 – Review photos in “*Into the Sea”* and “*Earthquakes*”. Ask: *What is happening?* Model a response by providing a sentence frame: *The waves are* \_\_\_\_. Help children identify the main and helping verb.
    - Level 2-4 – Ask children to describe the same photographs and then identify the main and helping verbs. Encourage children to use complete sentences.
    - Level 4-5 – Ask children to look at the photographs and describe action that is happening or has already happened. Prompt children to identify main and helping verbs in their sentences.

**DVOG: Unit 4 Week 2**

* Lesson #3 – Vowel Team Syllable Type (VV): oy, oi (diphthong); Handwriting: *“K”* *;* Red Words: *should, says*
* Lesson #4 – Vowel Team Syllable Type (VV): au/aw; Handwriting (Cursive) *“M”* ; Red Words: *water*

**Reach: Unit 5-Week 4 Changes is Weather and Seasons**

Language:

* + - Language Functions: Make Comparisons
    - Oral Language Project: Interview

Grammar:

* Questions

Vocabulary:

* Multiple Meaning Words

Reading:

* Reading Strategy: Visualize
* Genre: Science Article (“*A Winter Wonder*”)
* Fluency: Accuracy and Rate
* Concepts of Print: Captions
* Respond and Extend: Compare Genres
* Literary Analysis: Author’s Purpose

Writing:

* Writing Fluency; Writing Project-Comparison; Paragraph; Journal Entry

**Reading Wonders: Unit 4 Week 3**

Reading Comprehension: Short Text-“*Happy New Year!”;* Leveled Reader-“*A New Life in India”*; Paired Selection-“*Dress Around the World”*

* + Genre: Realistic Fiction; Informational Text
  + Strategy: Visualize
  + Skill: Character, Setting, Plot-Compare and Contrast

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – As children describe their picture, provide them with relevant vocabulary words, and help them use them in sentences.
    - Level 2-4 – Ask children to share their illustration with you. Provide sentence frames for them to use as they describe their favorite activity to their partner.
    - Level 4-5 – Challenge children to use at least three vocabulary words to write sentences to describe their pictures. Have them read them to a partner.
    - Similes:
    - Level 1-2 – Provide sentence frames and help children complete them. *The simile compares\_\_\_\_\_ and\_\_\_\_\_ .*
    - Level 2-4 – Provide sentence frames for children if necessary.
    - Level 4-5 – Have children explain how the simile helps them understand the action.
  + Academic Vocabulary:
    - Level 1-2 – Help children select two words. Provide sentence frames to help them compare the words’ meanings.
    - Level 2-4 – Provide sentence frames as necessary.
    - Level 4-5 – Have children write and say sentences to compare the meanings.

Writing:

* + Writing Trait: Voice
    - Level 1-2 – Provide sentence frames to copy and complete.
    - Level 2-4 – Ask children to tell you their sentences. Provide sentence frames.
    - Level 4-5 – Ask children to describe the holiday. Elicit details. *What do you like the most?*

Grammar:

* Irregular Verbs
  + - Level 1-2 – Review illustrations in “*Happy New Year!”* and “*A New Life in India*”. Ask: *What did I tell you about\_\_\_\_\_ ?* *How does\_\_\_\_\_\_ celebrate .* Model a response by providing a sentence frame: *You said\_\_\_\_\_\_* . Help children identify the irregular verb.
    - Level 2-4 – Ask children to retell information you told them about the same illustrations. Have them identify the irregular verbs. Encourage children to use complete sentences.
    - Level 4-5 – Ask children to look at the illustrations and tell what they learned about the culture. Prompt children to identify irregular verbs in their sentences.

**DVOG: Unit 4 Week 3**

* Lesson #5 – Vowel Team Syllable Type (VV): ey (long a-survey); Handwriting: *“N”* *;* Red Words: *friend, want*
* Lesson #6 – Vowel Team Syllable Type (VV): e (long e-thief); Handwriting (Cursive) *“P”* ; Red Words: *though*

**Reach: Unit 6-Week 1 Teamwork and Cooperation**

Language:

* + - Language Functions: Give and Carry Out Commands; Give and Follow Directions
    - Oral Language: Talk About Teamwork; Talk Together About Determining Importance
    - Listening and Speaking: Give Instructions
    - How to Learn Language: Say It Another Way

Grammar:

* Subject Pronouns; Object Pronoun

Vocabulary:

* Social Studies Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-Sports Words

Reading:

* Reading Strategy: Determine Importance
* Text Structure: Parts of a Play
* Genre: Play (“*Domino Soup*”)
* Fluency: Expression; Accuracy and Rate
* Concepts of Print: Identify Play Dialogue
* Literary Analysis: Story Elements; Characters’ Traits, Motivation, and Feelings

Writing:

* Writing Fluency; Description; Writer’s Craft-Dialogue; Character Description; Sentence

**Reading Wonders: Unit 4 Week 4**

Reading Comprehension: Short Text-“*Why the Sun and the Moon Live in the Sky”;* Leveled Reader-“*How Butterflies Came to Be”*; Paired Selection-“*How the Rainbow Was Made”*

* + Genre: Play; Folktale
  + Strategy: Visualize
  + Skill: Theme

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help children put their ideas into words. Provide sentence frames.
    - Level 2-4 – Ask children to share their ideas with you. Provide sentence frames as necessary.
    - Level 4-5 – Have children write their sentences and read them to a partner.
    - Root Words:
    - Level 1-2 – Help children locate the words, separate them into roots and suffixes, and define them.
    - Level 2-4 – Ask children to find the words and identify the roots and suffixes. Then help them with definitions.
    - Level 4-5 – Have children explain the steps they took to define the words.
  + Academic Vocabulary:
    - Level 1-2 – Guide children in asking “*yes/no*” questions.
    - Level 2-4 – Have children tell you their questions. If necessary, help them revise them to be “*yes/no*” questions.
    - Level 4-5 – Have partners ask other types of questions. Have them answer in complete sentences.

Writing:

* + Writing Trait: Ideas
    - Level 1-2 – Provide a sentence frame to copy and complete.
    - Level 2-4 – Ask children to tell you their sentence. Repeat their responses aloud.
    - Level 4-5 – Ask children to tell you their sentence. Ask: What does this help me learn about the character?

Grammar:

* Irregular Verbs
  + - Level 1-2 – Review illustrations in “*How Butterflies Came to Be*”. Ask: *What happened here?* Model a response by providing a sentence frame: *The man gave\_\_\_\_\_\_ .* Help children identify the irregular verb
    - Level 2-4 – Ask children to describe the same illustration and then identify the irregular verbs they used. Encourage children to use complete sentences.
    - Level 4-5 – Ask children to describe the illustrations and use as many irregular verbs as they can.

**DVOG: Unit 4 Week 4**

* Lesson #7 – Vowel Team Syllable Type (VV): ea (short e-bread); Handwriting: *“R”* *;* Red Words: *people, sure*
* Lesson #8 – Schwa: a /u/ (comma); Handwriting (Cursive) *“U”* ; Red Words: *work*

**Reach: Unit 6-Week 2 Teamwork and Cooperation**

Language:

* + - Language Functions: Give and Carry Out Commands
    - Theme Theater: Perform *“Domino Soup”*

Grammar:

* Pronouns

Vocabulary:

* Prefixes

Reading:

* Reading Strategy: Determine Importance
* Genre: Song Lyrics (“*Stone Soup*”)
* Fluency: Accuracy and Rate
* Concepts of Print: Identify Dialogue
* Respond and Extend: Compare Two Versions of the Same Story

Writing:

* Writing Fluency; Modeled Writing-Song Verse; Summary

**Reading Wonders: Unit 4 Week 5**

Reading Comprehension: Short Text-“*Snow Shape”, “Nature Walk”, “In the Sky”;* Leveled Reader-“*A Little World”*; Paired Selection-“*By the Sea”*

* + Genre: Poetry; Fiction; Poem
  + Strategy: Visualize
  + Skill: Theme
  + Literary Element: Repetition

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help children write two or three words correctly and read them aloud.
    - Level 2-4 – Ask children to select two words and write a sentence and a question.
    - Level 4-5 – Challenge children to write a sentence and question for each word.
    - Similes:
    - Level 1-2 – Help children locate the word *like* or *as* and complete sentence frames about the similes. *The air feels as cool as\_\_\_\_\_\_ .*
    - Level 2-4 – Have children write the similes. Have them explain how the comparisons help them to picture what the poem describes.
    - Level 4-5 – Challenge partners to take turns brainstorming the beginning of similes about the air. Have partners complete the similes.
  + Academic Vocabulary:
    - Level 1-2 – Help children copy, complete, and read the sentence frames aloud.
    - Level 2-4 – Provide support to help children use the words in the activity.
    - Level 4-5 – Lead children to define the words they used.

Writing:

* + Writing Trait: Word Choice
    - Level 1-2 – Help children write a sentence. Provide a sentence frame.
    - Level 2-4 – Ask children to tell you their sentences. Repeat their responses.
    - Level 4-5 – Elicit sensory details. What sounds do you hear in this season? What can you see?

Grammar:

* Contractions
  + - Level 1-2 – Review photos and illustrations in “*Snow Shape,” “Nature Walk,”* and *“In the Sky,”* and “*A Little World*” and *“By the Sea*.” Ask: *What is happening?* Model a response by providing a sentence frame, such as *The girl likes the snow. She’s\_\_\_\_\_ .* Help children identify contractions.
    - Level 2-4 – Ask children to describe the same photographs and illustrations and then identify the contractions. Encourage children to use complete sentences.
    - Level 4-5 – Ask children to look at the photographs and illustrations and describe what is happening using contractions as appropriate.

**DVOG: Unit 4 Week 5**

* Lesson #9 – a says /o/ (watch, squash); Handwriting: *“V”* *;* Red Words: *buy, build*
* Lesson #10 – Vowel Team Syllable Type (VV): ea (long a-steak); Handwriting (Cursive) *“W”* ; Red Words: *tough*

**Reach: Unit 6-Week 3 Working Together**

Language:

* + - Language Function: Express Needs and Wants; Ask for and Give Advice
    - Oral Language: Talk About Working Together; Talk Together About Determining Importance;
    - Listening and Speaking: Listen Critically for the Speaker’s Purpose

Grammar:

* Possessive Adjectives; Possessive Pronouns

Vocabulary:

* Social Studies Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-School Words

Reading:

* Text Structure: Main Idea;
* Reading Strategy: Determine Importance
* Genre: Human Interest Feature (“*In a Mountain Community*”)
* Fluency: Phrasing; Accuracy and Rate
* Concepts of Print: Use Captions and Labels
* Literary Analysis: Summarize a Selection

Writing:

* Writing Fluency; Writing Project-Story; Sentence

**Reading Wonders: Unit 4 Week 6**

Review and Assessment Week

**DVOG: Unit 4 Week 6**

Review

**Reach: Unit 6-Week 4 Working Together**

Language:

* + - Language Functions: Express Needs and Wants
    - Oral Language Project: Instructions

Grammar:

* Possessive Pronouns

Vocabulary:

* Synonyms

Reading:

* + Reading Strategy: Determine Importance
  + Genre: Photo Essay (*“Mi Barrio”)*
  + Literary Analysis: Point of View
  + Reading Fluency-Accuracy and Rate
  + Respond and Extend: Compare Texts

Writing:

* Writing Fluency; Writing Project-Story; Paragraph; Summary

**Unit: 5 Reading Wonders**‐Let’s Make a Difference  **Time Range in Days:** 25-30 Days

**DVOG**

**Reach**-Unit 7: Best Buddies; Unit 8 Weeks 1 & 2: Our United States

**Standard(s):** PA Core Standards; English Language Proficiency Standards

**PA Core Standards:**

C.C.1.1.2.D; C.C.1.2.2.A; C.C.1.2.2.B; C.C.1.2.2.E; C.C.1.2.2.F; C.C.1.2.2.G; C.C.1.2.2.H;

C.C.1.2.2.I; C.C.1.2.2.J; C.C.1.2.2.K; C.C.1.3.2.A; C.C.1.3.2.B; C.C.1.3.2.D; C.C.1.3.2.E; C.C.1.3.2.G; C.C.1.3.2.H; C.C.1.3.2.I; C.C.1.3.2.K; C.C.1.4.2.B; C.C.1.4.2.C; C.C.1.4.2.D; C.C.1.4.2.F; C.C.1.4.2.H;

C.C.1.4.2.I; C.C.1.4.2.J; C.C.1.4.2.N; C.C.1.4.2.O; C.C.1.4.2.P; C.C.1.4.2.R; C.C.1.4.2.X; C.C.1.5.2.A; C.C.1.5.2.B; C.C.1.5.2.C; C.C.1.5.2.D; C.C.1.5.2.F; C.C.1.5.2.G

**English Language Proficiency Standards:**

ELPS‐1, ELPS‐2, ELPS‐3, ELPS‐4, ELPS‐5

**Overview**: Being a Good Citizen; Cooperation Works!; Our Heroes; Preserving Our Earth; Rights and Rules

**Focus Question(s):** What do good citizens do? How do people get along? What do heroes do? How can we protect the Earth? Why are rules important?

**Goal(s):** Students will be able to begin understanding language, and use it in a limited capacity. Typically, they will memorize words and phrases and can comprehend and utilize language that they have been taught. They will apply current literacy skills to the development of new knowledge.

**Objectives:**

Listening: Along with objectives from Grade 2 ELA curriculum, based on Can Do Indicators

1. Students will be able to classify information. (Prof. Levels 1-2) (DOK – Level Two)
2. Students will be able to demonstrate understanding of Entering‐Level vocabulary. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to demonstrate understanding of the main idea of oral directions. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants). (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to understand classroom directions (e.g., schedules, homework assignments). (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to follow and understand rules. (Prof. Levels 1-2) (DOK – Level One)
7. Students will be able to understand the rules for conversation. (Prof. Levels 1-2) (DOK – Level One)
8. Students will be able to understand the rules for conversation. (Prof. Levels 2-5) (DOK – Level One)
9. Students will be able to understand and develop familiar vocabulary and grammar structures. (Prof. Levels 2-5) (DOK – Level Two)
10. Students will be able to develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint text. (Prof. Levels 2-5) (DOK – Level Four)
11. Student will be able to understand and follow oral directions. (Prof. Levels 2-5) (DOK – Level Two)
12. Students will be able to understand simple questions pertaining to a short passage. (Prof. Levels 2-5) (DOK – Level One)
13. Students will be able to recognize commands. (Prof. Levels 2-5) (DOK – Level One)

Speaking: Along with objectives from Grade 2 ELA curriculum, based on Can Do Indicators

1. Students will be able to communicate ideas. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (Prof. Levels 1-2) (DOK – Level Two)
3. Students will be able to provide personal information. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to intelligibly pronounce words for Entering‐Level (e.g., school, survival, family, and numbers). (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to name or use gestures to identify familiar objects. (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to name or use gestures to communicate effectively in grade appropriate settings, greeting, expressing needs and wants. (Prof. Levels 1-2) (DOK – Level Two)
7. Students will be able to recognize and survey personal attitudes and preferences. (Prof. Levels 1-2) (DOK – Level Three)
8. Students will be able to use gestures to express a personal preference. (Prof. Levels 1-2) (DOK – Level One)
9. Students will be able to use words and/or gestures to respond to questions related to Entering‐Level topics. (Prof. Levels 1-2) (DOK – Level Three)
10. Students will be able to explain in simple sentences what a sequence of pictures are illustrating. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to formulate simple sentences. (Prof. Levels 1-2) (DOK – Level One)
12. Students will be able to pronounce regular verbs pertaining to Entering‐Level topics. (Prof. Levels 1-2) (DOK – Level One)
13. Students will be able to utilize effective vocabulary to communicate in social and academic settings. (Prof. Levels 1-2) (DOK – Level One)
14. Students will be able to use standard English conventions for oral communication. (Prof. Levels 1-2) (DOK – Level One, Level Two, Level Three, Level Four)
15. Students will be able to make connections between written language and oral language. (Prof. Levels 1-2) (DOK – Level Four)
16. Students will be able to use words, phrases, or simple sentences to provide information. (Prof. Levels 2-5) (DOK – Level One)
17. Students will be able to communicate ideas clearly and effectively. (Prof. Levels 2-5) (DOK – Level Two)
18. Students will be able to use spoken English to build vocabulary. (Prof. Levels 2-5) (DOK – Level One)
19. Students will be able to formulate simple sentences and simple compound sentences. (Prof. Levels 2-5) (DOK – Level 3)
20. Students will be able to use English to develop the skills necessary to use proper grammar in spoken form within content areas. (Prof. Levels 2-5) (DOK – Level Two)
21. Students will be able to read written material aloud. (Prof. Levels 2-5) (DOK – Level One)
22. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (Prof. Levels 2-5) (DOK – Level Three)
23. Students will be able to use appropriate language variety, register and genre according to audience, purpose, and setting. (Prof. Levels 2-5) (DOK – Level Two)
24. Students will be able to enhance mathematic vocabulary. (Prof. Levels 2-5) (DOK – Level Two)
25. Students will be able to make original conversations using new vocabulary and grammar structures. (Prof. Levels 2-5) (DOK – Level Three)
26. Students will be able to discuss personal experiences and evaluate one’s own learning of new vocabulary, grammar, and oral language. (Prof. Levels 2-5) (DOK – DOK ‐ Level Three)

Reading: Along with objectives from Grade 2 ELA curriculum, based on Can Do Indicators

1. Students will be able to recognize and name all uppercase and lowercase letters of the alphabet, written in print or cursive learned to date. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use knowledge of letter‐sounds correspondence in order to decode words. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to recognize and name numbers. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to read aloud personal information. (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to identify Entering‐Level synonyms, antonyms, and multiple meaning words. (Prof. Levels 1-2) (DOK – Level Two)
6. Students will be able to recognize and use grade appropriate and/or content specific vocabulary within the context. (Prof. Levels 1-5) (DOK – Level Two)
7. Students will be able to predict outcomes, state reasonable generalizations and draw conclusions within academic areas. (Prof. Levels 1-5) (DOK – Level Three)
8. Students will be able to show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in order). (Prof. Levels 1-2) (DOK – Level Two)
9. Students will be able to identify the main character in a story. (Prof. Levels 1-2) (DOK – Level One)
10. Students will be able to infer word meaning from context. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to infer situational context. (Prof. Levels 1-2) (DOK – Level Three)
12. Students will be able to make inference, state reasonable generalizations and draw conclusions within academic areas. (Prof. Level: 1-4) (DOK – Level Three)
13. Students will be able to activate prior knowledge. (Prof. Level: 1 and 2) (DOK – Level Two)
14. Students will be able to classify and make connections. (Prof. Level: 1 and 2) (DOK – Level Three)
15. Students will be able to evaluate one’s own learning of reading skills and reading comprehension. (Prof. Levels 2-5) (DOK – Level Four)
16. Students will be able to use cooperation with a classmate to practice conversations, read a dialogue, act out a short story, and study new vocabulary. (Prof. Levels 2-5) (DOK – Level One, DOK – Level Two, DOK – Level Three)
17. Students will be able to use learned strategies to analyze text (illustrations/pictures, captions, headings and subheadings). (Prof. Levels 2-5) (DOK – Level Three)
18. Students will be able to identify easy and difficult material in a chapter and the different ways to learn the difficult material. (Prof. Levels 2-5) (DOK – Level Four)
19. Students will be able to decode unknown words using previously learned strategies. (Prof. Levels 2-5) (DOK – Level Two)
20. Students will be able to identify parts of books (e.g., the front cover, back cover, title page, table of contents, and author/illustrator of a book or reading selection). (Prof. Levels 2-5) (DOK – Level One)
21. Students will be able to develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint texts. (Prof. Levels 2-5) (DOK – Level Four)
22. Students will be able to identify differences between types of text. (Prof. Levels 2-5) (DOK – Level Two)
23. Students will be able to preview a text to increase reading comprehension. (Prof. Levels 2-5) (DOK – Level One)
24. Students will be able to enhance mathematic vocabulary. (Prof. Levels 2-5) (DOK – Level One)

Writing: Along with objectives from Grade 2 ELA curriculum, based on Can Do Indicators

1. Students will be able to use correct spelling. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use correct punctuation. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to use standard writing conventions. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to write numerals. (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to write the correct form of a regular verb. (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to use present‐progressive tense. (Prof. Levels 1-2) (DOK – Level One)
7. Students will be able to construct complete sentences. (Prof. Levels 1-2) (DOK – Level One)
8. Students will be able to edit incomplete or incorrect sentences. (Prof. Levels 1-2) (DOK – Level Two)
9. Students will be able to make connections between written language and oral language. (Prof. Levels 1-2) (DOK – Level One, Level Two, Level Three, Level Four)
10. Students will be able to draw a map. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to develop the structural and creative skills of the writing process necessary to produce written language within the content area. (Prof. Levels 2-5) (DOK – Level Three)
12. Students will be able to write dictated words and complete simple sentences. (Prof. Levels 2-5) (DOK – Level One)
13. Students will be able to use standard English language conventions as appropriate to writing within the academic area. (Prof. Levels 2-5) (DOK – Level One)
14. Students will be able to write the correct form of subject‐verb agreement. (Prof. Levels 2-5) (DOK – Level One)
15. Students will be able to use coordinating conjunctions. (Prof. Levels 2-5) (DOK – Level One)
16. Students will be able to write the correct form of appropriate grade‐level present tense regular and irregular verbs. (Prof. Levels 2-5) (DOK – Level One)
17. Students will be able to use adjectives in appropriate sentence positions. (Prof. Levels 2-5) (DOK – Level One)
18. Students will be able to edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date. (Prof. Levels 2-5) (DOK – Level Two)
19. Students will be able to use a graphic organizer. (Prof. Levels 2-5) (DOK – Level Two)

**Core Activities and Corresponding Instructional Methods:**

**Reading Wonders: Unit 5 Week 1**

Reading Comprehension: Short Text-“*A Difficult Decision”;* Leveled Reader-“*The Food Crew”*; Paired Selection-“A School Feeds Others*”*

* + Genre: Realistic Fiction; Narrative Non-Fiction
  + Strategy: Summarize
  + Skill: Point of View

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Provide a sentence containing the word and have children repeat it.
    - Level 2-4 – If necessary, provide sentence frames for children.
    - Level 4-5 – Ask children to write their sentences.
    - Suffixes:
    - Level 1-2 – Help children separate each word into its root and suffix and read the word aloud.
    - Level 2-4 – Help children separate each word into its root and suffix. Help them explain the meaning of each word part and the word.
    - Level 4-5 – Ask children to write a definition of the word and explain how they applied the skill.
  + Academic Vocabulary:
    - Level 1-2 – Help children copy the sentence frames correctly and read them aloud.
    - Level 2-4 – Provide support to help children use the words in the activity.
    - Level 4-5 – Lead children to define the words they used.

Writing:

* + Writing Trait: Ideas
    - Level 1-2 – Help children write and read a paragraph by providing sentence frames to copy and complete.
    - Level 2-4 – Help children state three sentences telling about their experiences. Provide sentence frames.
    - Level 4-5 – Ask children to describe examples of their good citizenship. Elicit details. *How did you help?*

Grammar:

* Pronouns
  + - Level 1-2 – Help children say sentences with pronouns to describe the illustrations in “*A Difficult Decision*”. Provide sentence frames for children to complete, such as *He found a\_\_\_\_\_\_ in the fort*. Help children identify the pronoun and the noun it replaces.
    - Level 2-4 – Lead children in saying sentences using pronouns to describe the same illustrations. Have them identify the pronoun and the noun it replaces.
    - Level 4-5 – Ask children to describe the illustrations, using pronouns where appropriate.

**DVOG: Unit 5 Week 1**

* Lesson #1 – Vowel Team Syllable Type (VV): ou/oo/ (soup); Handwriting: *“G”* *;* Red Words: *their, enough*
* Lesson #2 – Suffixes: -tion, -sion; Handwriting (Cursive) *“S”* ; Red Words: *before*

**Reach: Unit 7-Week 1 Connections Between Living Things**

Language:

* + - Language Function: Express Likes and Dislikes; Evaluate
    - Oral Language: Talk About Roles in Nature; Talk Together About Synthesizing
    - Listening and Speaking: Listen and Take Notes
    - How to Learn Language: Create Visuals

Grammar:

* Regular Past Tense Verbs; Irregular Past Tense Verbs

Vocabulary:

* Science Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-Family Words

Reading:

* Reading Strategy: Synthesize
* Genre: Folk Tale (“*Go to Sleep, Gecko!*”)
* Fluency: Expression; Accuracy and Rate
* Concepts of Print: Identify Paragraphs
* Literary Analysis: Characters’ Motives; Describe a Character

Writing:

* Writing Fluency; Description; Character Description; Sentence; Letter

**Reading Wonders: Unit 5 Week 2**

Reading Comprehension: Short Text-“*Soccer Friends”;* Leveled Reader-“*Thirteen is a Crowd”*; Paired Selection-“*Big Brothers Big Sisters”*

* + Genre: Fiction; Informational Text
  + Strategy: Summarize
  + Skill: Point of View

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help children draw a picture as a clue for a word. Support children’s pronunciation.
    - Level 2-4 – Ask children to share their ideas for sentences with you. Provide sentence frames.
    - Level 4-5 – Challenge children to give examples of each word and share them with a partner.
    - Idioms:
    - Level 1-2 – Help children read the sentence and locate the idiom and context clue.
    - Level 2-4 – Ask children to read the sentence and talk about the meaning of the idiom.
    - Level 4-5 – Have children write the meaning of the idiom and how they determined it.
  + Academic Vocabulary:
    - Level 1-2 – Help children write and read correct definitions.
    - Level 2-4 – Provide sentence frames to help children write and say their definitions.
    - Level 4-5 – Have children include an example sentence on the definition card.

Writing:

* + Writing Trait: Sentence Fluency
    - Level 1-2 – Provide sentence frames to copy and complete. Help them read the sentences.
    - Level 2-4 – Ask children to tell you about the activity they enjoy. Provide sentence frames.
    - Level 4-5 – Ask children to write the sentences. Lead them to vary sentence length.

Grammar:

* Pronouns *I, me, we, us*
  + - Level 1-2 – Review illustrations in *“Soccer Friends”* and “*Thirteen Is a Crowd*”. Ask: *What is happening*? Model a response by providing a sentence frame, such as *Selena runs faster than\_\_\_\_\_\_\_\_ .* Help children identify the pronoun.
    - Level 2-4 – Ask children to describe the same illustrations and then identify the pronouns. Encourage children to use complete sentences.
    - Level 4-5 – Ask children to look at the illustrations and describe what is happening using the first-person pronouns. Prompt children to identify the pronouns in their sentences.

**DVOG: Unit 5 Week 2**

* Lesson #3 – Syllable Type: Cle (short vowel-ruffle); Handwriting: *“T”* *;* Red Words: *other, here*
* Lesson #4 – Syllable Type: Cle (log vowel-table); Handwriting (Cursive) *“F”* ; Red Words: *answer*

**Reach: Unit 7-Week 2 Connections Between Living Things**

Language:

* + - Language Function: Express Likes and Dislikes
    - Theme Theater: Readers’ Theater

Grammar:

* Past Tense Verbs

Vocabulary:

* Use a Dictionary; Use a Glossary

Reading:

* Reading Strategy: Synthesize
* Genre: Profile (“*Enrie Sala: Marine Ecologist*”)
* Fluency: Accuracy and Rate
* Concepts of Print: Use Captions
* Respond and Extend: Compare Genres
* Literary Analysis: Persuasive Language

Writing:

* Writing Fluency; Writing on Demand-Persuasive Statements; Journal Entry

**Reading Wonders: Unit 5 Week 3**

Reading Comprehension: Short Text-“*Cèsar Chàvez”;* Leveled Reader-“*Rudy Garcia-Tolson”*; Paired Selection-“*The Unsinkable Molly Brown”*

* + Genre: Informational Text/Biography
  + Strategy: Summarize
  + Skill: Connections Within Text-Sequence
  + Text Features: Bold Print; Subheadings; Timeline

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Ask: Provide sentence starters and have partners work to finish each sentence.
    - Level 2-4 – Help children write the sentences correctly.
    - Level 4-5 – Challenge children to use their sentences to write a paragraph about a hero.
    - Synonyms:
    - Level 1-2 – Help children locate the word and the synonym on the page.
    - Level 2-4 – Ask children to locate and read aloud the synonym on the page.
    - Level 4-5 – Have children explain how they found the synonym on the page.
  + Academic Vocabulary:
    - Level 1-2 – Help children copy the sentence frames correctly and read them aloud.
    - Level 2-4 – Provide support to help children use the words in the activity.
    - Level 4-5 – Lead children to define the words they used.

Writing:

* + Writing Trait: Organization
    - Level 1-2 – Help children write a paragraph by providing sentence frames for them to copy and complete.
    - Level 2-4 – Help children state sentences in sequence. Provide sentence frames to support their efforts.
    - Level 4-5 – Ask children to describe the hero. Elicit details. *What did the person do that was brave?*

Grammar:

* Possessive Pronouns
  + - Level 1-2 – Help children say sentences using possessive pronouns to describe the illustrations in *"César Chávez."* Provide sentence frames for children to complete, such as *His family lived\_\_\_\_\_\_ .* Help children identify the possessive pronouns.
    - Level 2-4 – Lead children to say sentences using possessive pronouns to describe the same illustrations. Have them identify the possessive pronouns.
    - Level 4-5 – Ask children to describe the illustrations, adding more sentences and using possessive pronouns.

**DVOG: Unit 5 Week 3**

* Lesson #5 – Vowel Team Syllable Type (VV): ew (dew /oo/, pew /u/; Handwriting: *“I”* *;* Red Words: *very, against*
* Lesson #6 – Syllable Type: Spelling Rule: Silent e dropping Rule; Handwriting (Cursive) *“L”* ; Red Words: *once*

**Reach: Unit 7-Week 3 Living Things and Their Environment**

Language:

* + - Language Function: Retell a Story; Summarize
    - Oral Language: Talk About Animals; Talk Together About Synthesizing
    - Listening and Speaking: Summarize Spoken Messages
    - How to Learn Language: Create Visual Maps

Grammar:

* Future Tense with *will;* Future Tense with *going to*

Vocabulary:

* Science Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-Signs and Safety Words

Reading:

* Text Structure: Topic and Main Idea; Summarize a Selection
* Reading Strategy: Synthesize
* Genre: Science Article (“*Odd Couples*”)
* Fluency: Intonation; Accuracy and Rate
* Concepts of Print: Captions
* Respond and Extend: Compare Genres
* Literary Analysis: Persuasive Language

Writing:

* Writing Fluency; Writing Project-Science Report; Questions and Answers

**Reading Wonders: Unit 5 Week 4**

Reading Comprehension: Short Text-“*The Art Project”;* Leveled Reader-“*Our Beautiful Tree”*; Paired Selection-“*Dirt!”*

* + Genre: Fiction; Informational Text
  + Strategy: Make, Confirm, Revise, Predictions
  + Skill: Character, Setting, Plot-Problem and Solution

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help children write two or three words correctly and read them aloud.
    - Level 2-4 – Ask children to write the words, select two words, and write one sentence and one question.
    - Level 4-5 – Challenge children to write one sentence and one question for each word.
    - Homophones:
    - Level 1-2 – Help children locate and say the homophones.
    - Level 2-4 – Have children locate and read the context clues.
    - Level 4-5 – Have children explain how they used the context clues.
  + Academic Vocabulary:
    - Level 1-2 – Help children copy the sentence frames correctly.
    - Level 2-4 – Provide sentence starters for children, if necessary.
    - Level 4-5 – Have children define the words they used.

Writing:

* + Writing Trait: Word Choice
    - Level 1-2 – Provide sentence frames to copy and complete. Help them read the sentences.
    - Level 2-4 – Ask children to tell about the activity they did. Repeat their responses. Provide sentence frames.
    - Level 4-5 – Ask children to write the sentences. Lead them to make clearer connections between ideas. Ask them to identify linking words.

Grammar:

* Contractions
  + - Level 1-2 – Review illustrations in “*The Art Project*” and “*Our Beautiful Tree*”. Ask: *What is happening?* Model a response by providing a sentence frame, such as *They’re making\_\_\_\_\_\_ .* Help children identify the contraction.
    - Level 2-4 – Ask children to describe the same illustrations and then identify the contractions. Encourage children to use complete sentences.
    - Level 4-5 – Ask children to look at the illustrations and describe what is happening using contractions. Prompt children to identify the contractions in their sentences.

**DVOG: Unit 5 Week 4**

* Lesson #7 – Spelling Rule: Silent e Dropping Rule; Handwriting: *“A”* *;* Red Words: *add, rough*
* Lesson #8 – -ge, -dge /j/ (page, badge); Handwriting (Cursive) *“C”* ; Red Words: *young*

**Reach: Unit 7-Week 4 Living Things and Their Environment**

Language:

* + - Language Function: Retell a Story
    - Oral Language Project: Narrative Presentation

Grammar:

* Future Tense

Vocabulary:

* Use Context Clues

Reading:

* Text Structure: Text Features
* Reading Strategy: Synthesize
* Genre: Science Article (“*Working Together*”)
* Fluency: Accuracy and Rate
* Concepts of Print: Paragraphs
* Respond and Extend: Compare Topic and Main Ideas

Writing:

* Writing Fluency; Writing Project-Science Report; Writing on Demand-Paragraph; Journal Entry

**Reading Wonders: Unit 5 Week 5**

Reading Comprehension: Short Text-“*Visiting the Past”;* Leveled Reader-“*Government Rules”*; Paired Selection-“*Pool Rules”*

* + Genre: Time for Kids; Expository Text
  + Strategy: Make, Confirm, Revise Predictions
  + Skill: Connections Within a Text-Cause and Effect
  + Text Feature: Subheadings; Chart

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help children put their ideas into words. Provide sentence frames.
    - Level 2-4 – Ask children to share their ideas. Provide sentence frames as necessary.
    - Level 4-5 – Have children write their sentences.
    - Multiple Meaning Words:
    - Level 1-2 – Help children locate the word *right.* Lead them to identify the correct meaning. *The correct meaning of right is\_\_\_\_\_\_ .*
    - Level 2-4 – Ask children to locate the word *right*. Guide them to identify the correct meaning.
    - Level 4-5 – Have children explain how they determined the meaning of the word.
  + Academic Vocabulary:
    - Level 1-2 – Help children select two words. Provide sentence frames to help them compare the meanings.
    - Level 2-4 – Provide sentence frames as necessary.
    - Level 4-5 – Have children write sentences to compare the meanings.

Writing:

* + Writing Trait: Voice
    - Level 1-2 – Help children write two sentences by providing sentence frames for them to copy and complete.
    - Level 2-4 – Ask children to describe why the government makes rules. Repeat their responses. Supply sentence frames with a formal voice.
    - Level 4-5 – Ask children to describe why the government makes rules. Elicit details that encourage a formal voice. *Why does the government make rules?*

Grammar:

* Pronoun-Verb Agreement
  + - Level 1-2 – Review photos in *“Visiting the Past”* and *“Government Rules”*. Ask: *What are the members of government discussing?* Model a response by providing a sentence frame, such as *They make\_\_\_\_\_\_ because\_\_\_\_\_\_ .* Help children identify pronoun-verb agreement.
    - Level 2-4 – Ask children to describe the same photographs and then identify the pronoun-verb agreement. Encourage children to use complete sentences.
    - Level 4-5 – Ask children to look at the photographs and describe what is happening. Encourage them to use correct subject-verb agreement.

**DVOG: Unit 5 Week 5**

* Lesson #9 – Spelling Rule- Change y Rule; Handwriting: *“E”* *;* Red Words: *school, Wednesday*
* Lesson #10 – Spelling Rule-Changing y Rule; Handwriting (Cursive) *“O”* ; Red Words: *laugh*

**Reach: Unit 8-Week 1 America’s Cultural Diversity**

Language:

* + - Language Function: Make a Request; Tell an Original Story
    - Oral Language: Talk About American Culture; Talk Together About Choosing Reading Strategies
    - Listening and Speaking: Adjust Language for Your Purpose
    - How to Learn Language: Say it Another Way

Grammar:

* Prepositions; Prepositions That Tell Where

Vocabulary:

* Social Studies Vocabulary; Academic Vocabulary; Basic Vocabulary-Celebrations

Reading:

* Reading Strategy: Choose Reading Strategies
* Genre: Realistic Fiction (“*Apple Pie 4th of July*”)
* Fluency: Intonation; Accuracy and Rate
* Concepts of Print: Environmental Print
* Respond and Extend: Compare Genres
* Literary Analysis: Characters’ Feelings; Describe Characters

Writing:

* Writing Fluency; Description; Writer’s Craft-Various Sentence Length; Character Description; Persuasive Sentence

**Reading Wonders: Unit 5 Week 6**

Review and Assessment Week

**DVOG: Unit 5 Week 6**

Review

**Reach: Unit 8-Week 2 America’s Cultural Diversity**

Language:

* + - Language Functions: Make and Respond to a Request/Ask for Help
    - Theme Theater: Act Out *“Apple Pie 4th of July”*

Grammar:

* Prepositions

Vocabulary:

* Use a Dictionary

Reading:

* Genre: Poem (“*America a Weaving”*)
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Language
* Literary Analysis: Sensory Details

Writing:

* Writing Fluency; Poem; Summary

**Unit: 6 Reading Wonders**‐How on Earth?  **Time Range in Days:** 25-30 Days

**DVOG**

**Reach**-Unit 8 Weeks 3 & 4: Our United States

**Standard(s):** PA Core Standards; English Language Proficiency Standards

**PA Core Standards:**

C.C.1.1.2.D; C.C.1.2.2.A; C.C.1.2.2.B; C.C.1.2.2.E; C.C.1.2.2.F; C.C.1.2.2.G; C.C.1.2.2.H;

C.C.1.2.2.I; C.C.1.2.2.J; C.C.1.2.2.K; C.C.1.3.2.A; C.C.1.3.2.B; C.C.1.3.2.D; C.C.1.3.2.E; C.C.1.3.2.G; C.C.1.3.2.H; C.C.1.3.2.I; C.C.1.3.2.K; C.C.1.4.2.B; C.C.1.4.2.C; C.C.1.4.2.D; C.C.1.4.2.F; C.C.1.4.2.H;

C.C.1.4.2.I; C.C.1.4.2.J; C.C.1.4.2.N; C.C.1.4.2.O; C.C.1.4.2.P; C.C.1.4.2.R; C.C.1.4.2.X; C.C.1.5.2.A; C.C.1.5.2.B; C.C.1.5.2.C; C.C.1.5.2.D; C.C.1.5.2.F; C.C.1.5.2.G

**English Language Proficiency Standards:**

ELPS‐1, ELPS‐2, ELPS‐3, ELPS‐4, ELPS‐5

**Overview:** Plant Myths and Facts; We Need Energy; Team Up to Explore

**Focus Question(s):** What do myths help us understand? How do we use energy? Why is teamwork important?

**Goal(s):** Students will be able to begin understanding language, and use it in a limited capacity. Typically, they will memorize words and phrases and can comprehend and utilize language that they have been taught. They will apply current literacy skills to the development of new knowledge.

**Objectives:**

Listening: Along with objectives from Grade 2 ELA curriculum, based on Can Do Indicators

1. Students will be able to classify information. (Prof. Levels 1-2) (DOK – Level Two)
2. Students will be able to demonstrate understanding of Entering‐Level vocabulary. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to demonstrate understanding of the main idea of oral directions. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants). (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to understand classroom directions (e.g., schedules, homework assignments). (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to follow and understand rules. (Prof. Levels 1-2) (DOK – Level One)
7. Students will be able to understand the rules for conversation. (Prof. Levels 1-2) (DOK – Level One)
8. Students will be able to understand the rules for conversation. (Prof. Levels 2-5) (DOK – Level One)
9. Students will be able to understand and develop familiar vocabulary and grammar structures. (Prof. Levels 2-5) (DOK – Level Two)
10. Students will be able to develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint text. (Prof. Levels 2-5) (DOK – Level Four)
11. Student will be able to understand and follow oral directions. (Prof. Levels 2-5) (DOK – Level Two)
12. Students will be able to understand simple questions pertaining to a short passage. (Prof. Levels 2-5) (DOK – Level One)
13. Students will be able to recognize commands. (Prof. Levels 2-5) (DOK – Level One)

Speaking: Along with objectives from Grade 2 ELA curriculum, based on Can Do Indicators

1. Students will be able to communicate ideas. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (Prof. Levels 1-2) (DOK – Level Two)
3. Students will be able to provide personal information. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to intelligibly pronounce words for Entering‐Level (e.g., school, survival, family, and numbers). (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to name or use gestures to identify familiar objects. (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to name or use gestures to communicate effectively in grade appropriate settings, greeting, expressing needs and wants. (Prof. Levels 1-2) (DOK – Level Two)
7. Students will be able to recognize and survey personal attitudes and preferences. (Prof. Levels 1-2) (DOK – Level Three)
8. Students will be able to use gestures to express a personal preference. (Prof. Levels 1-2) (DOK – Level One)
9. Students will be able to use words and/or gestures to respond to questions related to Entering‐Level topics. (Prof. Levels 1-2) (DOK – Level Three)
10. Students will be able to explain in simple sentences what a sequence of pictures are illustrating. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to formulate simple sentences. (Prof. Levels 1-2) (DOK – Level One)
12. Students will be able to pronounce regular verbs pertaining to Entering‐Level topics. (Prof. Levels 1-2) (DOK – Level One)
13. Students will be able to utilize effective vocabulary to communicate in social and academic settings. (Prof. Levels 1-2) (DOK – Level One)
14. Students will be able to use standard English conventions for oral communication. (Prof. Levels 1-2) (DOK – Level One, Level Two, Level Three, Level Four)
15. Students will be able to make connections between written language and oral language. (Prof. Levels 1-2) (DOK – Level Four)
16. Students will be able to use words, phrases, or simple sentences to provide information. (Prof. Levels 2-5) (DOK – Level One)
17. Students will be able to communicate ideas clearly and effectively. (Prof. Levels 2-5) (DOK – Level Two)
18. Students will be able to use spoken English to build vocabulary. (Prof. Levels 2-5) (DOK – Level One)
19. Students will be able to formulate simple sentences and simple compound sentences. (Prof. Levels 2-5) (DOK – Level 3)
20. Students will be able to use English to develop the skills necessary to use proper grammar in spoken form within content areas. (Prof. Levels 2-5) (DOK – Level Two)
21. Students will be able to read written material aloud. (Prof. Levels 2-5) (DOK – Level One)
22. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (Prof. Levels 2-5) (DOK – Level Three)
23. Students will be able to use appropriate language variety, register and genre according to audience, purpose, and setting. (Prof. Levels 2-5) (DOK – Level Two)
24. Students will be able to enhance mathematic vocabulary. (Prof. Levels 2-5) (DOK – Level Two)
25. Students will be able to make original conversations using new vocabulary and grammar structures. (Prof. Levels 2-5) (DOK – Level Three)
26. Students will be able to discuss personal experiences and evaluate one’s own learning of new vocabulary, grammar, and oral language. (Prof. Levels 2-5) (DOK – DOK ‐ Level Three)

Reading: Along with objectives from Grade 2 ELA curriculum, based on Can Do Indicators

1. Students will be able to recognize and name all uppercase and lowercase letters of the alphabet, written in print or cursive learned to date. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use knowledge of letter‐sounds correspondence in order to decode words. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to recognize and name numbers. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to read aloud personal information. (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to identify Entering‐Level synonyms, antonyms, and multiple meaning words. (Prof. Levels 1-2) (DOK – Level Two)
6. Students will be able to recognize and use grade appropriate and/or content specific vocabulary within the context. (Prof. Levels 1-5) (DOK – Level Two)
7. Students will be able to predict outcomes, state reasonable generalizations and draw conclusions within academic areas. (Prof. Levels 1-5) (DOK – Level Three)
8. Students will be able to show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in order). (Prof. Levels 1-2) (DOK – Level Two)
9. Students will be able to identify the main character in a story. (Prof. Levels 1-2) (DOK – Level One)
10. Students will be able to infer word meaning from context. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to infer situational context. (Prof. Levels 1-2) (DOK – Level Three)
12. Students will be able to make inference, state reasonable generalizations and draw conclusions within academic areas. (Prof. Level: 1-4) (DOK – Level Three)
13. Students will be able to activate prior knowledge. (Prof. Level: 1 and 2) (DOK – Level Two)
14. Students will be able to classify and make connections. (Prof. Level: 1 and 2) (DOK – Level Three)
15. Students will be able to evaluate one’s own learning of reading skills and reading comprehension. (Prof. Levels 2-5) (DOK – Level Four)
16. Students will be able to use cooperation with a classmate to practice conversations, read a dialogue, act out a short story, and study new vocabulary. (Prof. Levels 2-5) (DOK – Level One, DOK – Level Two, DOK – Level Three)
17. Students will be able to use learned strategies to analyze text (illustrations/pictures, captions, headings and subheadings). (Prof. Levels 2-5) (DOK – Level Three)
18. Students will be able to identify easy and difficult material in a chapter and the different ways to learn the difficult material. (Prof. Levels 2-5) (DOK – Level Four)
19. Students will be able to decode unknown words using previously learned strategies. (Prof. Levels 2-5) (DOK – Level Two)
20. Students will be able to identify parts of books (e.g., the front cover, back cover, title page, table of contents, and author/illustrator of a book or reading selection). (Prof. Levels 2-5) (DOK – Level One)
21. Students will be able to develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint texts. (Prof. Levels 2-5) (DOK – Level Four)
22. Students will be able to identify differences between types of text. (Prof. Levels 2-5) (DOK – Level Two)
23. Students will be able to preview a text to increase reading comprehension. (Prof. Levels 2-5) (DOK – Level One)
24. Students will be able to enhance mathematic vocabulary. (Prof. Levels 2-5) (DOK – Level One)

Writing: Along with objectives from Grade 2 ELA curriculum, based on Can Do Indicators

1. Students will be able to use correct spelling. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use correct punctuation. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to use standard writing conventions. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to write numerals. (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to write the correct form of a regular verb. (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to use present‐progressive tense. (Prof. Levels 1-2) (DOK – Level One)
7. Students will be able to construct complete sentences. (Prof. Levels 1-2) (DOK – Level One)
8. Students will be able to edit incomplete or incorrect sentences. (Prof. Levels 1-2) (DOK – Level Two)
9. Students will be able to make connections between written language and oral language. (Prof. Levels 1-2) (DOK – Level One, Level Two, Level Three, Level Four)
10. Students will be able to draw a map. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to develop the structural and creative skills of the writing process necessary to produce written language within the content area. (Prof. Levels 2-5) (DOK – Level Three)
12. Students will be able to write dictated words and complete simple sentences. (Prof. Levels 2-5) (DOK – Level One)
13. Students will be able to use standard English language conventions as appropriate to writing within the academic area. (Prof. Levels 2-5) (DOK – Level One)
14. Students will be able to write the correct form of subject‐verb agreement. (Prof. Levels 2-5) (DOK – Level One)
15. Students will be able to use coordinating conjunctions. (Prof. Levels 2-5) (DOK – Level One)
16. Students will be able to write the correct form of appropriate grade‐level present tense regular and irregular verbs. (Prof. Levels 2-5) (DOK – Level One)
17. Students will be able to use adjectives in appropriate sentence positions. (Prof. Levels 2-5) (DOK – Level One)
18. Students will be able to edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date. (Prof. Levels 2-5) (DOK – Level Two)
19. Students will be able to use a graphic organizer. (Prof. Levels 2-5) (DOK – Level Two)

**Core Activities and Corresponding Instructional Methods:**

**Reading Wonders: Unit 6 Week 1**

Reading Comprehension: Short Text-“*Why Fir Tree Keep His Leaves”;* Leveled Reader-“*Hercules and the Golden Apples”*; Paired Selection-“Apples*”*

* + Genre: Fiction/Myth; Informational Text
  + Strategy: Reread
  + Skill: Theme

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help children put their ideas into words. Provide sentence frames.
    - Level 2-4 – Ask children to share their ideas with you. Provide sentence frames as necessary.
    - Level 4-5 – Have children write their sentences and read them to a partner.
    - Context Clues:
    - Level 1-2 – Help children locate the words and context clues on the page.
    - Level 2-4 – Ask children to locate and read aloud the context clues on the page.
    - Level 4-5 – Have children explain how they found the context clues on the page.
  + Academic Vocabulary:
    - Level 1-2 – Guide children in asking *“yes/no”* questions.
    - Level 2-4 – Have children tell you their questions. If necessary, model asking different types of questions.
    - Level 4-5 – Have partners write riddles for the words and have their partners guess the word for each.

Writing:

* + Writing Trait: Organization
    - Level 1-2 – Provide a sentence frame to copy and complete.
    - Level 2-4 – Ask children to tell you their sentence. Provide sentence frames.
    - Level 4-5 – Ask children to tell you their sentence. Elicit details. *What does this help me understand about the character?*

Grammar:

* Adjectives
  + - Level 1-2 – Review illustrations in *“Why Fir Tree Keeps His Leaves.”* Ask: *What do you see?* Model a response by providing a sentence frame, such as: *Fir Tree has \_\_\_\_\_ leaves.* Help children think of an adjective to complete the sentence.
    - Level 2-4 – Ask children to describe the same illustration and then identify the adjectives they used. Encourage children to use complete sentences.
    - Level 4-5 – Ask children to describe the illustrations and use as many adjectives as they can. Have them tell whether the adjectives tell what kind or how many.

**DVOG: Unit 6 Week 1**

* Lesson #1 – Quadrigraph: eigh (weight); Handwriting: *“Z”* *;* Red Words: Review Unit 4
* Lesson #2 – R-controlled Syllable Type (Vr): ar, or (dollar-doctor final position); Handwriting (Cursive) *“X”* ; Red Words: Review Unit 4

**Reach: Unit 8-Week 3 America’s National Identity**

Language:

* + - Language Function: Express Intentions; Persuade
    - Oral Language: Talk About Features of America; Talk Together About Using Reading Strategies
    - Listening and Speaking: Listen for Implicit Ideas
    - How to Learn Language: Seek Clarification

Grammar:

* Prepositions That Show Time; Prepositional Phrases That Tell More

Vocabulary:

* Social Studies Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-School Places

Reading:

* Text Structure: Author’s Purpose; Summarize a Selection
* Reading Strategy: Use Reading Strategies
* Genre: Literary Non-Fiction (“*America is…*”)
* Fluency: Phrasing; Accuracy and Rate
* Concepts of Print: Sentences
* Literary Analysis: Main Idea

Writing:

* Writing Fluency; Writing Project-Personal Narrative; Poem

**Reading Wonders: Unit 6 Week 2**

Reading Comprehension: Short Text-“*Pedal Power”;* Leveled Reader-“*Wind Power”*; Paired Selection-“*A Solar House”*

* + Genre: Informational Text/Expository
  + Strategy: Reread
  + Skill: Author’s Purpose
  + Text Features: Photos with Captions; Subheadings; Diagrams; Labels

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help children write the sentences correctly and read them aloud.
    - Level 2-4 – Ask children to write one sentence and one question.
    - Level 4-5 – Challenge children to write a sentence and a question for each word.
    - Paragraph Clues:
    - Level 1-2 – Help children locate the word and the paragraph clues on the page.
    - Level 2-4 – Ask children to locate and read aloud the paragraph clues on the page.
    - Level 4-5 – Have children explain how they used the paragraph clues to understand the meaning of the word.
  + Academic Vocabulary:
    - Level 1-2 – Guide children in asking “*yes/no*” questions.
    - Level 2-4 – Have children tell you their questions. If necessary, help them revisit them to be “*yes/no*” questions.
    - Level 4-5 – Have partners ask other types of questions and answer in complete sentences.

Writing:

* + Writing Trait: Word Choice
    - Level 1-2 – Help children write a paragraph by providing sentence frames for them to copy and complete.
    - Level 2-4 – Ask children to describe how they use electricity at school. Give sentence frames to complete.
    - Level 4-5 – Ask children to describe how they use electricity at school. *What does the electricity come from?*

Grammar:

* Articles and *This, That, These,* and *Those*
  + - Level 1-2 – Review photos in “*Pedal Power*” and illustrations in “*Wind Power*”. Ask: *What is happening*? Model a response by providing a sentence frame, such as *These people are\_\_\_\_\_\_\_ .* Help children identify the articles and the words *this, that, these,* and *those*.
    - Level 2-4 – Ask children to describe the same photographs and then identify the articles and the words *this, that, these*, and *those.* Encourage children to use complete sentences.
    - Level 4-5 – Ask children to look at the photographs and describe what is happening using articles and the words *this, that, these,* and *those*. Prompt children to identify the articles.

**DVOG: Unit 6 Week 2**

* Lesson #3 – Syllable Division: V/V (neon); Handwriting: *“Y”* *;* Red Words: Review Unit 5
* Lesson #4 – Review Syllable Division: VC/V (cam/el), V/CV (ti/ger), V/V (ne/on); Handwriting (Cursive) *“J”* ; Red Words: Review Unit 5

**Reach: Unit 8-Week 4 America’s National Identity**

Language:

* + - Language Function: Express Intentions
    - Oral Language Project: Persuasive Multimedia Presentation

Grammar:

* Prepositional Phrases

Vocabulary:

* Prefixes

Reading:

* Reading Strategy: Use Reading Strategies
* Genre: Song Lyrics (“*This Land is Your Land*”)
* Fluency: Accuracy and Rate
* Concepts of Print: Punctuation Marks
* Respond and Extend: Compare Author’s Purpose

Writing:

* Writing Fluency; Writing Project-Personal Narrative; Writing on Demand: Paragraph; Journal Entry

**Reading Wonders: Unit 6 Week 3**

Reading Comprehension: Short Text-“*Dive Teams”;* Leveled Reader-“*Digging for Sue”*; Paired Selection-“*Ancient Ships Discovered!”*

* + Genre: Informational Text/Expository
  + Strategy: Summarize
  + Skill: Main Idea and Key Details
  + Text Features: Photos with Captions; Map; Labels

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Provide sentence starters and have partners work to finish each sentence.
    - Level 2-4 – Help children write the sentences correctly.
    - Level 4-5 – Challenge children to use their sentences to write a paragraph about a hero.
    - Synonyms:
    - Level 1-2 – Help children locate the word and the synonym on the page.
    - Level 2-4 – Ask children to locate and read aloud the synonym on the page.
    - Level 4-5 – Have children explain how they found the synonym on the page.
  + Academic Vocabulary:
    - Level 1-2 – Help children copy the sentence frames correctly and read them aloud.
    - Level 2-4 – Provide support to help children use the words in the activity.
    - Level 4-5 – Lead children to define the words they used.

Writing:

* + Writing Trait: Organization
    - Level 1-2 – Help children write a paragraph by providing sentence frames for them to copy and complete.
    - Level 2-4 – Help children state sentences in sequence. Provide sentence frames to support their efforts.
    - Level 4-5 – Ask children to describe the hero. Elicit details. *What did the person do that was brave?*

Grammar:

* Possessive Pronouns
  + - Level 1-2 – Help children say sentences using possessive pronouns to describe the illustrations in "*César Chávez."* Provide sentence frames for children to complete, such as *His family lived\_\_\_\_\_\_\_* . Help children identify the possessive pronouns.
    - Level 2-4 – Lead children to say sentences using possessive pronouns to describe the same illustrations. Have them identify the possessive pronouns.
    - Level 4-5 – Ask children to describe the illustrations, adding more sentences and using possessive pronouns.

**DVOG: Unit 6 Week 3**

* Lesson #5 – Silent Letters: gn, wr, kn; Handwriting: *“D”* *;* Red Words: Review
* Lesson #6 – Review; Handwriting (Cursive) *“Q”* ; Red Words: Review

**Reading Wonders: Unit 6 Week 4-Week 6**

* Review
* End-of-Year Assessments

**Units 1‐6 McGraw‐Hill Reading Wonders‐Grade 3**

**DVOG-Grade 3**

**Units 1-8 National Geographic Learning Reach:**

**Level D-Grade 3**

**Big Idea #1:**

Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text. (Level 1-5)

**Essential Questions:**

* How do we think while reading in order to understand and respond? (Level 1-5)

**Concepts:**

1. Essential content of text, including literary elements and devices, inform meaning. (Level 1-5)

**Competencies: Based on Can Do Indicators**

1. Identify relationships between characters, topics, events, ideas, setting, and/or plot in and among texts (i.e. literary elements) (Level 1-5)
2. Identify and distinguish between components of fiction and nonfiction texts. (Level 1-5)
3. Question, reflect on, and interpret essential content of text. (Level 1-5)

**Concepts:**

1. Acquiring and applying a robust vocabulary assists in constructing meaning. (Level 2-4)

**Competencies:** **Based on Can Do Indicators**

1. Use contextual cues to test meaning of vocabulary. (Level 2-4)
2. Apply academic vocabulary across disciplines. (Level 2-4)

**Big Idea #2:**

Effective speaking and listening are essential for productive communication. (Level 1-5)

**Essential Questions:**

* How does productive oral communication rely on speaking and listening?(Level 1-5)

**Concepts:**

1. Active listening promotes understanding of the spoken message. (Level 1-5)

**Competencies: Based on Can Do Indicators**

1. Listen Actively and monitor one’s own understanding by asking pertinent questions, summarizing and/or reflecting on what is heard. (Level 1-5)
2. Form a relevant response to the speaker’s message**.** (Level 1-5)
3. Listen with civility to the ideas of others. (Level 1-5)

**Big Idea #3:**

Writing is a recursive process that conveys ideas, thoughts and feelings. (Level 1-5)

**Essential Questions:**

* How do we develop into effective writers? (Level 1-5)

**Concepts:**

1. Writing requires accurate and fluent motor and language skills. (Level 1-5)

**Competencies: Based on Can Do Indicators**

1. Demonstrates fluent and accurate formation (e.g. penmanship) of letters and writing. (Level 1-5)

**Concepts:**

1. Focus, content, organization, style, and conventions work together to impact writing quality. (Level 1-5)

**Competencies: Based on Can Do Indicators**

1. Develop accurate and automatic spelling of letter patterns and words.(conventions). (Level 1-5)
2. Use grade appropriate conventions of written language when writing and editing. (i.e. correct spelling, capitalization, punctuation, grammar and sentence formation) (conventions). (Level 1-5)
3. Develop topic‐specific content that is explained and supported with details and examples appropriate to audience and mode using precise vocabulary (content). (Level 1-5)
4. Develop accurate and automatic spelling of words (conventions). (Level 1-5)

**Concepts:**

1. Writing improves through the recursive process of revising and editing. (Level 2-4)

**Competencies: Based on Can Do Indicators**

* 1. Apply the writing process to develop a piece of work. (i.e. pre‐write, draft, revise, edit and publish). (Level 2-4)
  2. Revise writing by identifying missing information, examining the logical flow of information and improving details. (Levels 2-4)

**Big Idea #4:**

Language is used to communicate and to deepen understanding. (Level 1-5)

**Essential Questions:**

* How can the knowledge of language help us to communicate and understand? (Level 1-5)

**Concepts:**

1. Word choice and sentence structure are used to express ideas. (Level 1-5)

**Competencies: Based on Can Do Indicators**

1. Understand the relationship of words within sentences (i.e. semantics; syntax). (Level 1-5)

**Concepts:**

1. Complex letter combinations are used to represent sounds in words that convey meaning. (Level 1-5)
2. Word choice and sentence structure are used to express ideas. (Level 2-4)

**Competencies: Based on Can Do Indicators**

1. Recognize and access meaning of words in text by using phonics and word analysis skills. (Level 1-5)
2. Build fluency, accuracy and prosody by reading words in connected text. (Level 1-5)
3. Combine sentences in an increasingly complex and organized manner to convey meaning. (Level 2-4)
4. Understand the relationship of words within sentences. (i.e. semantics; syntax). (Level 2-4)

**Big Idea #5:**

Effective use of vocabulary builds social and academic knowledge. (Level 2-4)

**Essential Questions:**

* How can the knowledge of language help us to communicate and understand? (Level 2-4)

**Concepts:**

1. Complex letter combinations are used to represent sounds in words that convey meaning. (Level 2-4)

**Competencies: Based on Can Do Indicators**

1. Recognize and access meaning of words in text by using phonics and word analysis skills. (Level 2-4)
2. Identify and correctly use regular and irregular plurals, affixes, and inflectional endings. (Level 2-4)

**Concepts:**

1. Word choice and sentence structure are used to express ideas. (Level 2-4)

**Competencies:**

1. Combine sentences in an increasingly complex and organized manner to convey meaning. (Level 2-4)
2. Understand the relationship of words within sentences. (i.e. semantics; syntax). (Level 2-4)

**Big Idea #6:**

Listening provides the opportunity to learn, reflect, and respond. (Level 2-4)

**Essential Questions:**

* How does productive oral communication rely on speaking and listening? (Level 2-4)

**Concepts:**

1. Active listening promotes understanding of the spoken message. (Level 2-4)

**Competencies: Based on Can Do Indicators**

1. Listen Actively and monitor one’s own understanding by asking pertinent questions, summarizing and/or reflecting on what is heard. (Level 2-4)
2. Form a relevant response to the speaker’s message. (Level 2-4)
3. Listen with civility to the ideas of others. (Level 2-4)

**Big Idea #7:**

Writing is a means of documenting thinking. (Level 2-4)

**Essential Questions:**

* What role does writing play in our lives? (Level 2-4)

**Concepts:**

1. Focus, content, organization, style, and conventions work together to impact writing quality. (Level 2-4)

**Competencies: Based on Can Do Indicators**

1. Organize and sustain writing in a logical order, including a beginning, middle and end, with appropriate transitions within sentences. (organization). (Level 2-4)
2. Use grade appropriate conventions of written language when writing and editing. (i.e. correct spelling, capitalization, punctuation, grammar and sentence formation) (conventions). (Level 2-4)

**Essential Questions:**

* How do we develop into effective writers? (Levels 2-4)

**Concepts:**

1. Focus, content, organization, style, and conventions work together to impact writing quality. (Levels 2-4)

**Competencies:**

1. Use grade appropriate conventions of written language when writing and editing. (i.e. correct spelling, capitalization, punctuation, grammar and sentence formation) (conventions). (Levels 2-4)

1. Write a series of sentences or paragraphs that relate to the topic. (Levels 2-4)

**Big Idea #8:**

Spoken language can be represented in print. (Level 2-4)

**Essential Questions:**

* How can the knowledge of language help us to communicate and understand? (Level 2-4)

**Concepts:**

1. Word choice and sentence structure are used to express ideas. (Level 2-4)

**Competencies: Based on Can Do Indicators**

1. Combine sentences in an increasingly complex and organized manner to convey meaning. (Level 2-4)
2. Understand the relationship of words within sentences. (i.e. semantics; syntax). (Level 2-4)

**Big Idea #9:**

Purpose, topic and audience guide types of writing. (Levels 2-4)

**Essential Questions:**

* How do we develop into effective writers? (Levels 2-4)

**Concepts:**

1. Various types of writing are distinguished by their characteristics. (Levels 2-4)

**Competencies:**

1. Recognize and use mode specific characteristics of writing. (i.e. narrative, informational, and persuasive). (Levels 2-4)

1. Write detailed narrative pieces (e.g. stories and poems), informational pieces (e.g. descriptions, letters, reports, instructions), and persuasive pieces (e.g. opinion supported with facts). (Levels 2-4)

# Curriculum Plan Grade 3

**Unit: 1 Reading Wonders**‐Growing and Learning **Time Range in Days:** 25-30 Days

**DVOG**

**Reach**-Unit 1: Happy to Help; Unit 2: Nature’s Balance

**Standard(s):** PA Core Standards; English Language Proficiency Standards

**PA Core Standards:**

CC.1.1.3.D, CC.1.1.3.E, CC.1.2.3.B, CC.1.2.3.C, CC.1.2.3.D, CC.1.2.3.E, CC.1.2.3.F, CC.1.2.3.G,

CC.1.2.3.I, CC.1.2.3.K, CC.1.3.3.B, CC.1.3.3.E, CC.1.3.3.F, CC.1.3.3.G, CC.1.3.3.H, CC.1.3.3.I,

CC.1.3.3.J, CC.1.4.3.A, CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D, CC.1.4.3.E, CC.1.4.3.F, CC.1.4.3.H, CC.1.4.3.J, CC.1.4.3.L, CC.1.4.3.M, CC.1.4.3.N, CC.1.4.3.O, CC.1.4.3.P, CC.1.4.3.R, CC.1.4.3.S, CC.1.4.3.T, CC.1.4.3.W, CC.1.5.3.A, CC.1.5.3.C, CC.1.5.3.G

**English Language Proficiency Standards:**

ELPS‐1, ELPS‐2, ELPS‐3, ELPS‐4, ELPS‐5

**Overview:** Storytime; Traditions; Communities; Inventions; Landmarks

**Focus Question(s):** What can stories teach you? What can traditions teach you about cultures? How do people from different cultures contribute to a community? How can problem solving lead to new ideas? How do landmarks help us understand our country’s story?

**Goal(s):** Students will be able to begin understanding language, and use it in a limited capacity. Typically, they will memorize words and phrases and can comprehend and utilize language that they have been taught. They will apply current literacy skills to the development of new knowledge.

**Objectives:**

Listening: Along with objectives from Grade 3 ELA curriculum, based on Can Do Indicators

1. Students will be able to classify information. (Prof. Levels 1-2) (DOK – Level Two)
2. Students will be able to demonstrate understanding of Entering‐Level vocabulary. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to demonstrate understanding of the main idea of oral directions. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants). (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to understand classroom directions (e.g., schedules, homework assignments). (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to follow and understand rules. (Prof. Levels 1-2) (DOK – Level One)
7. Students will be able to understand the rules for conversation. (Prof. Levels 1-2) (DOK – Level One)
8. Students will be able to understand the rules for conversation. (Prof. Levels 2-5) (DOK – Level One)
9. Students will be able to understand and develop familiar vocabulary and grammar structures. (Prof. Levels 2-5) (DOK – Level Two)
10. Students will be able to develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint text. (Prof. Levels 2-5) (DOK – Level Four)
11. Student will be able to understand and follow oral directions. (Prof. Levels 2-5) (DOK – Level Two)
12. Students will be able to understand simple questions pertaining to a short passage. (Prof. Levels 2-5) (DOK – Level One)
13. Students will be able to recognize commands. (Prof. Levels 2-5) (DOK – Level One)

Speaking: Along with objectives from Grade 3 ELA curriculum, based on Can Do Indicators

1. Students will be able to communicate ideas. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (Prof. Levels 1-2) (DOK – Level Two)
3. Students will be able to provide personal information. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to intelligibly pronounce words for Entering‐Level (e.g., school, survival, family, and numbers). (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to name or use gestures to identify familiar objects. (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to name or use gestures to communicate effectively in grade appropriate settings, greeting, expressing needs and wants. (Prof. Levels 1-2) (DOK – Level Two)
7. Students will be able to recognize and survey personal attitudes and preferences. (Prof. Levels 1-2) (DOK – Level Three)
8. Students will be able to use gestures to express a personal preference. (Prof. Levels 1-2) (DOK – Level One)
9. Students will be able to use words and/or gestures to respond to questions related to Entering‐Level topics. (Prof. Levels 1-2) (DOK – Level Three)
10. Students will be able to explain in simple sentences what a sequence of pictures are illustrating. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to formulate simple sentences. (Prof. Levels 1-2) (DOK – Level One)
12. Students will be able to pronounce regular verbs pertaining to Entering‐Level topics. (Prof. Levels 1-2) (DOK – Level One)
13. Students will be able to utilize effective vocabulary to communicate in social and academic settings. (Prof. Levels 1-2) (DOK – Level One)
14. Students will be able to use standard English conventions for oral communication. (Prof. Levels 1-2) (DOK – Level One, Level Two, Level Three, Level Four)
15. Students will be able to make connections between written language and oral language. (Prof. Levels 1-2) (DOK – Level Four)

1. Students will be able to use words, phrases, or simple sentences to provide information. (Prof. Levels 2-5) (DOK – Level One)
2. Students will be able to communicate ideas clearly and effectively. (Prof. Levels 2-5) (DOK – Level Two)
3. Students will be able to use spoken English to build vocabulary. (Prof. Levels 2-5) (DOK – Level One)
4. Students will be able to formulate simple sentences and simple compound sentences. (Prof. Levels 2-5) (DOK – Level 3)
5. Students will be able to use English to develop the skills necessary to use proper grammar in spoken form within content areas. (Prof. Levels 2-5) (DOK – Level Two)
6. Students will be able to read written material aloud. (Prof. Levels 2-5) (DOK – Level One)
7. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (Prof. Levels 2-5) (DOK – Level Three)
8. Students will be able to use appropriate language variety, register and genre according to audience, purpose, and setting. (Prof. Levels 2-5) (DOK – Level Two)
9. Students will be able to enhance mathematic vocabulary. (Prof. Levels 2-5) (DOK – Level Two)
10. Students will be able to make original conversations using new vocabulary and grammar structures. (Prof. Levels 2-5) (DOK – Level Three)
11. Students will be able to discuss personal experiences and evaluate one’s own learning of new vocabulary, grammar, and oral language. (Prof. Levels 2-5) (DOK – DOK ‐ Level Three)

Reading: Along with objectives from Grade 3 ELA curriculum, based on Can Do Indicators

1. Students will be able to recognize and name all uppercase and lowercase letters of the alphabet, written in print or cursive learned to date. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use knowledge of letter‐sounds correspondence in order to decode words. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to recognize and name numbers. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to read aloud personal information. (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to identify Entering‐Level synonyms, antonyms, and multiple meaning words. (Prof. Levels 1-2) (DOK – Level Two)
6. Students will be able to recognize and use grade appropriate and/or content specific vocabulary within the context. (Prof. Levels 1-5) (DOK – Level Two)
7. Students will be able to predict outcomes, state reasonable generalizations and draw conclusions within academic areas. (Prof. Levels 1-5) (DOK – Level Three)
8. Students will be able to show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in order). (Prof. Levels 1-2) (DOK – Level Two)
9. Students will be able to identify the main character in a story. (Prof. Levels 1-2) (DOK – Level One)
10. Students will be able to infer word meaning from context. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to infer situational context. (Prof. Levels 1-2) (DOK – Level Three)
12. Students will be able to make inference, state reasonable generalizations and draw conclusions within academic areas. (Prof. Level: 1-4) (DOK – Level Three)
13. Students will be able to activate prior knowledge. (Prof. Level: 1 and 2) (DOK – Level Two)
14. Students will be able to classify and make connections. (Prof. Level: 1 and 2) (DOK – Level Three)
15. Students will be able to evaluate one’s own learning of reading skills and reading comprehension. (Prof. Levels 2-5) (DOK – Level Four)
16. Students will be able to use cooperation with a classmate to practice conversations, read a dialogue, act out a short story, and study new vocabulary. (Prof. Levels 2-5) (DOK – Level One, DOK – Level Two, DOK – Level Three)
17. Students will be able to use learned strategies to analyze text (illustrations/pictures, captions, headings and subheadings). (Prof. Levels 2-5) (DOK – Level Three)
18. Students will be able to identify easy and difficult material in a chapter and the different ways to learn the difficult material. (Prof. Levels 2-5) (DOK – Level Four)
19. Students will be able to decode unknown words using previously learned strategies. (Prof. Levels 2-5) (DOK – Level Two)
20. Students will be able to identify parts of books (e.g., the front cover, back cover, title page, table of contents, and author/illustrator of a book or reading selection). (Prof. Levels 2-5) (DOK – Level One)
21. Students will be able to develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint texts. (Prof. Levels 2-5) (DOK – Level Four)
22. Students will be able to identify differences between types of text. (Prof. Levels 2-5) (DOK – Level Two)
23. Students will be able to preview a text to increase reading comprehension. (Prof. Levels 2-5) (DOK – Level One)
24. Students will be able to enhance mathematic vocabulary. (Prof. Levels 2-5) (DOK – Level One)

Writing: Along with objectives from Grade 3 ELA curriculum, based on Can Do Indicators

1. Students will be able to use correct spelling. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use correct punctuation. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to use standard writing conventions. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to write numerals. (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to write the correct form of a regular verb. (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to use present‐progressive tense. (Prof. Levels 1-2) (DOK – Level One)
7. Students will be able to construct complete sentences. (Prof. Levels 1-2) (DOK – Level One)
8. Students will be able to edit incomplete or incorrect sentences. (Prof. Levels 1-2) (DOK – Level Two)
9. Students will be able to make connections between written language and oral language. (Prof. Levels 1-2) (DOK – Level One, Level Two, Level Three, Level Four)
10. Students will be able to draw a map. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to develop the structural and creative skills of the writing process necessary to produce written language within the content area. (Prof. Levels 2-5) (DOK – Level Three)
12. Students will be able to write dictated words and complete simple sentences. (Prof. Levels 2-5) (DOK – Level One)
13. Students will be able to use standard English language conventions as appropriate to writing within the academic area. (Prof. Levels 2-5) (DOK – Level One)
14. Students will be able to write the correct form of subject‐verb agreement. (Prof. Levels 2-5) (DOK – Level One)
15. Students will be able to use coordinating conjunctions. (Prof. Levels 2-5) (DOK – Level One)
16. Students will be able to write the correct form of appropriate grade‐level present tense regular and irregular verbs. (Prof. Levels 2-5) (DOK – Level One)
17. Students will be able to use adjectives in appropriate sentence positions. (Prof. Levels 2-5) (DOK – Level One)
18. Students will be able to edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date. (Prof. Levels 2-5) (DOK – Level Two)
19. Students will be able to use a graphic organizer. (Prof. Levels 2-5) (DOK – Level Two)

**Core Activities and Corresponding Instructional Methods:**

**Reading Wonders: Unit 1 Week 1**

Reading Comprehension: Short Text-“*Bruno’s New Home”;* Leveled Reader-“*Duck’s Discovery”*; Paired Selection-“*The Lion and the Fox”*

* + Genre: Fantasy; Fable
  + Strategy: Visualize
  + Skill: Character, Setting, Plot – Character

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help students write the sentence frames correctly and read them aloud.
    - Level 2-4 – Ask students to write two sentence frames and two clues.
    - Level 4-5 – Have students write one question and one sentence for each word.
    - Context Clues: Synonyms
    - Level 1-2 – Help students locate the word and its synonym on the page.
    - Level 2-4 – Ask students to locate and read aloud the synonym on the page.
    - Level 4-5 – Have students explain how they found the synonym on the page.
  + High Frequency Words:
    - Level 1-2 – Help students copy the questions correctly.
    - Level 2-4 – Provide question starters for students, if needed.
    - Level 4-5 – Have students ask and answer questions.

Writing:

* + Writing Trait: Ideas
    - Level 1-2 – Have students copy the edited sentences.
    - Level 2-4 – Have students revise, using only details related to the main event.
    - Level 4-5 – Have students revise using only related details and edit for errors.

Grammar:

* Sentences and Sentence Fragments
  + - Level 1-2 – Have students copy their sentences. Help them point to the capital letters and punctuation marks.
    - Level 2-4 – Have students underline the capital letters and punctuation marks. Have them explain what part of a sentence fragment they added to make a complete thought.
    - Level 4-5 – Have students explain how a sentence should begin and end and what a sentence fragment is.

**DVOG: Unit 1 Week 1**

Cursive:

* Spelling Tests – Students should be encouraged to write weekly spelling words in cursive.

Phonics/Spelling:

* Closed Syllable; FLOSS; Initial c or k; Final /k/

**Reach: Unit 1-Week 1 The Power of Kindness**

Language:

* + - Language Function: Retell a Story; Make and Respond to Requests
    - Oral Language: Talk About Actions That Make a Difference; Talk Together About Planning and Monitoring
    - Listening & Speaking: Use Gestures and Expressions
    - How to Learn Language: Use Nonverbal Cues

Grammar:

* Complete Sentences-Begin with a Capital Letter

Vocabulary:

* Social Studies Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-Family Words

Reading:

* Literary Analysis: Plot; Summarize a Story
* Reading Strategy: Plan and Monitor
* Genre: Realistic Fiction (“*Those Shoes*”)
* Concepts of Print: Boldface and Highlighting
* Fluency: Expression; Accuracy; Rate

Writing:

* Writing Fluency; Note; Writer’s Craft-Describe Characters; Sentences; Paragraph Response

**Reading Wonders: Unit 1 Week 2**

Reading Comprehension: Short Text-“*The Dream Catcher”;* Leveled Reader-“*A Row of Lamps”*; Paired Selection-“*Diwali*”

* + Genre: Realistic Fiction; Expository Text
  + Strategy: Visualize
  + Skill: Character, Setting, Plot – Sequence

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help students write one sentence correctly and read it aloud.
    - Level 2-4 – Ask students to write one sentence and one question.
    - Level 4-5 – Challenge students to write one sentence and one question for each word.
    - Context Clues: Sentence Clues:
    - Level 1-2 – Help students locate the word and context clues on the page.
    - Level 2-4 – Ask students to locate and read aloud the context clues on the page.
    - Level 4-5 – Have students explain how they found the context clues on the page.
  + High Frequency Words:
    - Level 1-2 – Help students copy the sentence frames correctly and complete them.
    - Level 2-4 – Provide sentence starters for students, if necessary.
    - Level 4-5 – Have students define the words they used.

Writing:

* + Writing Trait: Word Choice
    - Level 1-2 – Have students copy edited writing.
    - Level 2-4 – Have students revise, adding descriptive details as needed.
    - Level 4-5 – Have students revise, adding descriptive words as needed, and edit for errors.

Grammar:

* Commands and Exclamations
  + - Level 1-2 – Have students copy their sentences and help them underline the words in each exclamation to show excitement. Read each sentence aloud. Have students repeat.
    - Level 2-4 – Ask students to come up with one additional command and one additional exclamation. Ask them to underline the words in the exclamation that show excitement.
    - Level 4-5 – Ask students to come up with two additional commands and two additional exclamations. Ask them to write down types of emotion that signal excitement.

**DVOG: Unit 1 Week 2**

Cursive:

* Spelling Tests – Students should be encouraged to write weekly spelling words in cursive.

Phonics/Spelling:

* Closed Syllables; Suffix -s; Final/k/; Blends

**Reach: Unit 1-Week 2 The Power of Kindness**

Language:

* + - Language Function: Retell a Story
    - Theme Theater: Tableaus

Grammar:

* Complete Sentences-Subject and Predicate

Vocabulary:

* Alphabetical Order

Reading:

* Reading Strategy: Plan and Monitor
* Genre: Poem (“*Guardian Angel*”)
* Concepts of Print: Hold a Book and Turn Pages
* Literary Analysis; Colorful Language; Focus on Poetic Form
* Fluency: Accuracy; Rate
* Respond and Extend: Compare Genres

Writing:

* Writing Fluency; Sentences About a Kind Person; Journal Entry

**Reading Wonders: Unit 1 Week 3**

Reading Comprehension: Short Text-“*Room to Grow”;* Leveled Reader-“*Judy Baca”*; Paired Selection-“*Vibrant Los Angeles”*

* + Genre: Narrative Non-Fiction; Biography; Expository Text
  + Strategy: Ask and Answer Questions
  + Skill: Text Structure-Sequence Character
  + Text Features: Heading; Map

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Have students copy the definitions.
    - Level 2-4 – Have students use the drawings to explain the words.
    - Level 4-5 – Have students write two definitions and explain their illustrations.
    - Compound Words:
    - Level 1-2 – Help students draw or point to a picture of the two shorter words.
    - Level 2-4 – Students define their new compound words.
    - Level 4-5 – Have students define the new words and write sentences using them.
  + High Frequency Words:
    - Level 1-2 – Help students write a sentence using the word *before.*
    - Level 2-4 – Provide students with the sentence frame\_\_\_\_\_\_ before\_\_\_\_\_\_ .
    - Level 4-5 – Have students explain how it helps them understand order of events.

Writing:

* + Writing Trait: Organization
    - Level 1-2 – Have students copy the edited paragraph.
    - Level 2-4 – Have students revise their writing, making sure they have used order words.
    - Level 4-5 – Have students revise their writing to make sure they have used order words and to edit for errors.

Grammar:

* Subjects
  + - Level 1-2 – Have students copy their sentences. Help them underline the subject and the predicate in each sentence.
    - Level 2-4 – Have students underline the subject and predicate in each sentence. Ask students to identify the simple subjects and the complete subjects in each sentence.
    - Level 4-5 – Ask students to underline the subject and predicate in each sentence. Ask students to explain what the complete subject of a sentence describes.

**DVOG: Unit 1 Week 3**

Cursive:

* Spelling Tests – Students should be encouraged to write weekly spelling words in cursive.

Phonics/Spelling:

* VCe Syllable; Soft c; Voiced or Unvoiced s; FLOSS

**Reach: Unit 1-One Person’s Impact**

Language:

* + - Language Function: Make Comparisons; Seek Clarification
    - Oral Language: Talk About Individuals Helping the Community; Talk Together About Monitoring and Clarifying
    - Listening and Speaking: Listen to Learn from Others
    - How to Learn Language: Seek Clarification

Grammar:

* Complete Subject/Predicate; Simple Subject/Simple Predicate-Agreement

Vocabulary:

* Social Studies Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-School Places

Reading:

* Text Structure: Make Comparisons
* Reading Strategy: Monitor and Clarify
* Genre: Autobiography (“*The World’s Greatest Underachiever*”)
* Concepts of Print: Directionality
* Literary Analysis: First-Person Narrative
* Fluency: Intonation; Accuracy; Rate

Writing:

* Writing Fluency; Writing Project-Personal Narrative; Writers Craft-Voice; Letter

**Reading Wonders: Unit 1 Week 4**

Reading Comprehension: Short Text-“*Mary Anderson’s Great Adventure”;* Leveled Reader-“*The Amazing Benjamin Franklin”*; Paired Selection-“*Beulah Henry: Invention”*

* + Genre: Biography
  + Strategy: Ask and Answer Questions
  + Skill: Text Structure-Cause and Effect
  + Text Features: Diagrams; Sidebars

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help students write the sentences correctly and read them aloud.
    - Level 2-4 – Ask students to write one sentence and one question.
    - Level 4-5 – Have students write one sentence and one question for each word.
    - Metaphors:
    - Level 1-2 – Help students locate the words and context clues on the page.
    - Level 2-4 – Ask students to locate and read aloud the context clues on the page.
    - Level 4-5 – Have students explain the meaning of the metaphor using context clues.
  + High Frequency Words:
    - Level 1-2 – Help students write the sentences correctly.
    - Level 2-4 – Provide sentence starters for students, if necessary.
    - Level 4-5 – After students share their sentences, have them define the words.

Writing:

* + Writing Trait: Word Choice
    - Level 1-2 – Have students copy the edited sentences.
    - Level 2-4 – Have students revise, using words and phrases to show time order.
    - Level 4-5 – Have students revise, using time-order words, and edit for errors.

Grammar:

* Predicates
  + - Level 1-2 – Help students write subjects and predicates. Read the sentences aloud for students to repeat after you.
    - Level 2-4 – Have students write their sentences on the board and draw lines to separate the subjects from the predicates.
    - Level 4-5 – Have students write their sentences on the board. Ask them to explain the difference between the subject and the predicate.

**DVOG: Unit 1 Week 4**

Cursive:

* Spelling Tests – Students should be encouraged to write weekly spelling words in cursive.

Phonics/Spelling:

* a\_e/ay; ai; Initial c or k; Digraphs

**Reach: Unit 1-Week 4 One Person’s Impact**

Language:

* + - Language Function: Make Comparisons
    - Oral Language Project: Oral Report

Grammar:

* Subjects and Predicates

Vocabulary:

* Determine Meanings

Reading:

* Reading Strategy: Monitor and Clarify
* Genre: Biography (“*Joseph Lekuton: Making a Difference*”)
* Concepts of Print: Directionality
* Literary Analysis: Third-Person Narrator
* Fluency: Accuracy; Rate
* Respond and Extend: Compare Points of View

Writing:

* Writing Fluency; Writing Project-Personal Narrative; Comparison Sentences; Journal Entry

**Reading Wonders: Unit 1 Week 5**

Reading Comprehension: Short Text-“*A Natural Beauty”;* Leveled Reader-“*The National Mall”*; Paired Selection-“*Gateway Arch”*

* + Genre: Expository Text
  + Strategy: Ask and Answer Questions
  + Skill: Main Idea and Key Details
  + Text Features: Captions; Map; Sidebar

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help students write their sentence frames correctly and read them aloud.
    - Level 2-4 – Have students write their sentence frames and find a synonym for each of their vocabulary words.
    - Level 4-5 – Have students write their sentence frames and find a synonym and an antonym for each vocabulary word.
    - Multiple-Meaning Words:
    - Level 1-2 – Help students locate the words and determine which meanings are used.
    - Level 2-4 – Ask students to choose one word and write a sentence for each meaning.
    - Level 4-5 – Have students write two sentences for each word to show different meanings.
  + High Frequency Words:
    - Level 1-2 – Help students write the completed sentences correctly.
    - Level 2-4 – Provide sentence starters, if necessary.
    - Level 4-5 – After students share their sentences, have them define the words.

Writing:

* + Writing Trait: Sentence Fluency
    - Level 1-2 – Have students copy the edited writing.
    - Level 2-4 – Have students revise their writing to add a variety of sentence types.
    - Level 4-5 – Have students revise to vary sentence types and edit for errors.

Grammar:

* Simple and Compound Sentences
  + - Level 1-2 – Help students write and complete their sentences. Read their sentences aloud and have them repeat after you.
    - Level 2-4 – Have students rewrite one sentence with *and* using *but,* or with *but* using *and*. Ask them to explain how this changes the meaning of each sentence.
    - Level 4-5 – Have students rewrite one sentence with *and* using *but,* or with *but* using *and*. Ask them to explain how this changes the meaning of each sentence.

**DVOG: Unit 1 Week 5**

Cursive:

* Spelling Tests – Students should be encouraged to write weekly spelling words in cursive.

Phonics/Spelling:

* Long o spelled o\_e and ow; oa; old; Digraphs vs. Blends

**Reach: Unit 2-Week 1 Scarcity and Plenty in Nature**

Language:

* + - Language Function: Ask and Answer Questions; Restate an Idea or Paraphrase
    - Oral Language: Talk About Animals Behavior; Talk Together About Asking Questions
    - Listening & Speaking: Listen for the Main Idea
    - How to Learn Language: Connect Verbal and Nonverbal Language

Grammar:

* Kinds of Sentences

Vocabulary:

* Science Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-Money Words

Reading:

* Text Structure: Compare and Contrast
* Reading Strategy: Ask Questions
* Genre: Humorous Story (“*When the Pigs Took Over*”)
* Concept of Print: Identify the Title; Identify Where a Story Begins and Ends; Use Page Numbers
* Literary Analysis: Plot
* Fluency: Expression; Accuracy; Rate

Writing:

* Writing Fluency; Fable; Writer’s Craft-Sensory Words; Sentences; Paragraph Response

**Reading Wonders: Unit 1 Week 6**

Review and Assess

**DVOG: Unit 1 Week 6**

Cursive:

* Spelling Tests – Students should be encouraged to write weekly spelling words in cursive.

Phonics/Spelling:

* Review

**Reach: Unit 2-Week 2 Scarcity and Plenty in Nature**

Language:

* + - Language Functions: Ask and Answer Questions
    - Theme Theater: Action Figure Show

Grammar:

* Kinds of Sentences

Vocabulary:

* Syllables

Reading:

* Reading Strategy: Ask Questions
* Genre: Riddle (“*Animals, More or Less*”)
* Literary Analysis: Analyze Humor
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Genres

Writing:

* Writing Fluency; Humorous Story; Journal Entry

**Unit: 2 Reading Wonders**‐Figure it Out  **Time Range in Days:** 25-30 Days

**DVOG**

**Reach**-Unit 2 Nature’s Balance; Unit 3: Life in the Soil

**Standard(s):** PA Core Standards; English Language Proficiency Standards

**PA Core Standards:**

CC.1.1.3.D, CC.1.1.3.E, CC.1.2.3.B, CC.1.2.3.C, CC.1.2.3.D, CC.1.2.3.E, CC.1.2.3.F, CC.1.2.3.G,

CC.1.2.3.I, CC.1.2.3.K, CC.1.3.3.B, CC.1.3.3.E, CC.1.3.3.F, CC.1.3.3.G, CC.1.3.3.H, CC.1.3.3.I,

CC.1.3.3.J, CC.1.4.3.A, CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D, CC.1.4.3.E, CC.1.4.3.F, CC.1.4.3.H, CC.1.4.3.J, CC.1.4.3.L, CC.1.4.3.M, CC.1.4.3.N, CC.1.4.3.O, CC.1.4.3.P, CC.1.4.3.R, CC.1.4.3.S, CC.1.4.3.T, CC.1.4.3.W, CC.1.5.3.A, CC.1.5.3.C, CC.1.5.3.G

**English Language Proficiency Standards:**

ELPS‐1, ELPS‐2, ELPS‐3, ELPS‐4, ELPS‐5

**Overview:** Cooperation; Immigration; Government; Survival; Figure it Out

**Focus Question(s):** Why is working together a good way to solve a problem? Why do people immigrate to new places? How do people make government work? How can people help animals survive? How do people figure things out?

**Goal(s):** Students will be able to begin understanding language, and use it in a limited capacity. Typically, they will memorize words and phrases and can comprehend and utilize language that they have been taught. They will apply current literacy skills to the development of new knowledge.

**Objectives:**

Listening: Along with objectives from Grade 3 ELA curriculum, based on Can Do Indicators

1. Students will be able to classify information. (Prof. Levels 1-2) (DOK – Level Two)
2. Students will be able to demonstrate understanding of Entering‐Level vocabulary. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to demonstrate understanding of the main idea of oral directions. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants). (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to understand classroom directions (e.g., schedules, homework assignments). (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to follow and understand rules. (Prof. Levels 1-2) (DOK – Level One)
7. Students will be able to understand the rules for conversation. (Prof. Levels 1-2) (DOK – Level One)
8. Students will be able to understand the rules for conversation. (Prof. Levels 2-5) (DOK – Level One)
9. Students will be able to understand and develop familiar vocabulary and grammar structures. (Prof. Levels 2-5) (DOK – Level Two)
10. Students will be able to develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint text. (Prof. Levels 2-5) (DOK – Level Four)
11. Student will be able to understand and follow oral directions. (Prof. Levels 2-5) (DOK – Level Two)
12. Students will be able to understand simple questions pertaining to a short passage. (Prof. Levels 2-5) (DOK – Level One)
13. Students will be able to recognize commands. (Prof. Levels 2-5) (DOK – Level One)

Speaking: Along with objectives from Grade 3 ELA curriculum, based on Can Do Indicators

1. Students will be able to communicate ideas. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (Prof. Levels 1-2) (DOK – Level Two)
3. Students will be able to provide personal information. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to intelligibly pronounce words for Entering‐Level (e.g., school, survival, family, and numbers). (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to name or use gestures to identify familiar objects. (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to name or use gestures to communicate effectively in grade appropriate settings, greeting, expressing needs and wants. (Prof. Levels 1-2) (DOK – Level Two)
7. Students will be able to recognize and survey personal attitudes and preferences. (Prof. Levels 1-2) (DOK – Level Three)
8. Students will be able to use gestures to express a personal preference. (Prof. Levels 1-2) (DOK – Level One)
9. Students will be able to use words and/or gestures to respond to questions related to Entering‐Level topics. (Prof. Levels 1-2) (DOK – Level Three)
10. Students will be able to explain in simple sentences what a sequence of pictures are illustrating. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to formulate simple sentences. (Prof. Levels 1-2) (DOK – Level One)
12. Students will be able to pronounce regular verbs pertaining to Entering‐Level topics. (Prof. Levels 1-2) (DOK – Level One)
13. Students will be able to utilize effective vocabulary to communicate in social and academic settings. (Prof. Levels 1-2) (DOK – Level One)
14. Students will be able to use standard English conventions for oral communication. (Prof. Levels 1-2) (DOK – Level One, Level Two, Level Three, Level Four)
15. Students will be able to make connections between written language and oral language. (Prof. Levels 1-2) (DOK – Level Four)
16. Students will be able to use words, phrases, or simple sentences to provide information. (Prof. Levels 2-5) (DOK – Level One)
17. Students will be able to communicate ideas clearly and effectively. (Prof. Levels 2-5) (DOK – Level Two)
18. Students will be able to use spoken English to build vocabulary. (Prof. Levels 2-5) (DOK – Level One)
19. Students will be able to formulate simple sentences and simple compound sentences. (Prof. Levels 2-5) (DOK – Level 3)
20. Students will be able to use English to develop the skills necessary to use proper grammar in spoken form within content areas. (Prof. Levels 2-5) (DOK – Level Two)
21. Students will be able to read written material aloud. (Prof. Levels 2-5) (DOK – Level One)
22. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (Prof. Levels 2-5) (DOK – Level Three)
23. Students will be able to use appropriate language variety, register and genre according to audience, purpose, and setting. (Prof. Levels 2-5) (DOK – Level Two)
24. Students will be able to enhance mathematic vocabulary. (Prof. Levels 2-5) (DOK – Level Two)
25. Students will be able to make original conversations using new vocabulary and grammar structures. (Prof. Levels 2-5) (DOK – Level Three)
26. Students will be able to discuss personal experiences and evaluate one’s own learning of new vocabulary, grammar, and oral language. (Prof. Levels 2-5) (DOK – DOK ‐ Level Three)

Reading: Along with objectives from Grade 3 ELA curriculum, based on Can Do Indicators

1. Students will be able to recognize and name all uppercase and lowercase letters of the alphabet, written in print or cursive learned to date. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use knowledge of letter‐sounds correspondence in order to decode words. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to recognize and name numbers. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to read aloud personal information. (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to identify Entering‐Level synonyms, antonyms, and multiple meaning words. (Prof. Levels 1-2) (DOK – Level Two)
6. Students will be able to recognize and use grade appropriate and/or content specific vocabulary within the context. (Prof. Levels 1-5) (DOK – Level Two)
7. Students will be able to predict outcomes, state reasonable generalizations and draw conclusions within academic areas. (Prof. Levels 1-5) (DOK – Level Three)
8. Students will be able to show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in order). (Prof. Levels 1-2) (DOK – Level Two)
9. Students will be able to identify the main character in a story. (Prof. Levels 1-2) (DOK – Level One)
10. Students will be able to infer word meaning from context. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to infer situational context. (Prof. Levels 1-2) (DOK – Level Three)
12. Students will be able to make inference, state reasonable generalizations and draw conclusions within academic areas. (Prof. Level: 1-4) (DOK – Level Three)
13. Students will be able to activate prior knowledge. (Prof. Level: 1 and 2) (DOK – Level Two)
14. Students will be able to classify and make connections. (Prof. Level: 1 and 2) (DOK – Level Three)
15. Students will be able to evaluate one’s own learning of reading skills and reading comprehension. (Prof. Levels 2-5) (DOK – Level Four)
16. Students will be able to use cooperation with a classmate to practice conversations, read a dialogue, act out a short story, and study new vocabulary. (Prof. Levels 2-5) (DOK – Level One, DOK – Level Two, DOK – Level Three)
17. Students will be able to use learned strategies to analyze text (illustrations/pictures, captions, headings and subheadings). (Prof. Levels 2-5) (DOK – Level Three)
18. Students will be able to identify easy and difficult material in a chapter and the different ways to learn the difficult material. (Prof. Levels 2-5) (DOK – Level Four)
19. Students will be able to decode unknown words using previously learned strategies. (Prof. Levels 2-5) (DOK – Level Two)
20. Students will be able to identify parts of books (e.g., the front cover, back cover, title page, table of contents, and author/illustrator of a book or reading selection). (Prof. Levels 2-5) (DOK – Level One)
21. Students will be able to develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint texts. (Prof. Levels 2-5) (DOK – Level Four)
22. Students will be able to identify differences between types of text. (Prof. Levels 2-5) (DOK – Level Two)
23. Students will be able to preview a text to increase reading comprehension. (Prof. Levels 2-5) (DOK – Level One)
24. Students will be able to enhance mathematic vocabulary. (Prof. Levels 2-5) (DOK – Level One)

Writing: Along with objectives from Grade 3 ELA curriculum, based on Can Do Indicators

1. Students will be able to use correct spelling. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use correct punctuation. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to use standard writing conventions. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to write numerals. (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to write the correct form of a regular verb. (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to use present‐progressive tense. (Prof. Levels 1-2) (DOK – Level One)
7. Students will be able to construct complete sentences. (Prof. Levels 1-2) (DOK – Level One)
8. Students will be able to edit incomplete or incorrect sentences. (Prof. Levels 1-2) (DOK – Level Two)
9. Students will be able to make connections between written language and oral language. (Prof. Levels 1-2) (DOK – Level One, Level Two, Level Three, Level Four)
10. Students will be able to draw a map. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to develop the structural and creative skills of the writing process necessary to produce written language within the content area. (Prof. Levels 2-5) (DOK – Level Three)
12. Students will be able to write dictated words and complete simple sentences. (Prof. Levels 2-5) (DOK – Level One)
13. Students will be able to use standard English language conventions as appropriate to writing within the academic area. (Prof. Levels 2-5) (DOK – Level One)
14. Students will be able to write the correct form of subject‐verb agreement. (Prof. Levels 2-5) (DOK – Level One)
15. Students will be able to use coordinating conjunctions. (Prof. Levels 2-5) (DOK – Level One)
16. Students will be able to write the correct form of appropriate grade‐level present tense regular and irregular verbs. (Prof. Levels 2-5) (DOK – Level One)
17. Students will be able to use adjectives in appropriate sentence positions. (Prof. Levels 2-5) (DOK – Level One)
18. Students will be able to edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date. (Prof. Levels 2-5) (DOK – Level Two)
19. Students will be able to use a graphic organizer. (Prof. Levels 2-5) (DOK – Level Two)

**Core Activities and Corresponding Instructional Methods:**

**Reading Wonders: Unit 2 Week 1**

Reading Comprehension: Short Text-“*Anansi Learns a Lesson”;* Leveled Reader-“*Jungle Treasures”*; Paired Selection-“*Urban Roots”*

* + Genre: Folktale; Expository Text
  + Strategy: Make, Confirm, or Revise Predictions
  + Skill: Theme

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help students write two definitions correctly and read them aloud.
    - Level 2-4 – Ask students to write four definitions and read them aloud, explaining the part of speech of each word.
    - Level 4-5 – Challenge students to write a short definition for each word and include parts of speech.
    - Context Clues-Antonyms:
    - Level 1-2 – Help students locate the word and its antonym. Help them define the word.
    - Level 2-4 – Have students locate and read aloud the antonym. Have them define both words.
    - Level 4-5 – Have students define both words. Ask them to explain how they found the antonyms.
  + High Frequency Words:
    - Level 1-2 – Help students act out two words.
    - Level 2-4 – Have students act out each word.
    - Level 4-5 – Have students act out and define each word.

Writing:

* + Writing Trait: Word Choice
    - Level 1-2 – Help students copy the edited sentences and circle the linking words.
    - Level 2-4 – Have students revise, using linking words or phrases correctly.
    - Level 4-5 – Have students revise using linking words or phrases and edit for errors.

Grammar:

* Kinds of Nouns
  + - Level 1-2 – Help students make their lists and write their sentences. Give them ideas for pictures to draw.
    - Level 2-4 – Ask students to write their sentences on the board. Have them name each type of noun they used.
    - Level 4-5 – Have students write their sentences on the board and explain how they identified each type of noun.

**DVOG: Unit 2 Week 1**

Cursive:

* Spelling Tests – Students should be encouraged to write weekly spelling words in cursive.

Phonics/Spelling:

* Closed Syllable Sort; ind/ild/ Exceptions; igh; Final c

**Reach: Unit 2-Week 3 Ecosystems**

Language:

* + - Language Functions: Give and Carry Out Commands; Give, Restate, Follow Instructions
    - Oral Language: Talk About Food Chains; Talk Together About Asking Questions
    - Listening and Speaking: Give Instructions
    - How to Learn Language: Use and Reuse Language

Grammar:

* Compound Sentences-Coordinating Conjunctions

Vocabulary:

* Science Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-School Tools Words

Reading:

* Text Structure: Cause and Effect; Retell a Science Article
* Reading Strategy: Ask Questions
* Genre: Science Article (“*When the Wolves Returned*”)
* Literary Analysis: Text Features; Author’s Point of View
* Fluency: Phrasing; Accuracy and Rate

Writing:

* Writing Fluency; Writing Project-Summary; Opinions

**Reading Wonders: Unit 2 Week 2**

Reading Comprehension: Short Text-“*Sailing to America”;* Leveled Reader-“*Moving from Mexico”*; Paired Selection-“*Mexican Revolution 1910-1920”*

* + Genre: Historical Fiction; Expository Text
  + Strategy: Make, Confirm or Revise Predictions
  + Skill: Theme

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help students come up with ideas for their drawings.
    - Level 2-4 – Have students draw pictures and define the words.
    - Level 4-5 – Challenge students to draw pictures and write sentences using the words.
    - Similes:
    - Level 1-2 – Help students write the simile and read it aloud.
    - Level 2-4 – Have students write another simile describing the ocean in the story.
    - Level 4-5 – Have students explain what the simile means.
    - High Frequency Words:
    - Level 1-2 – Help students copy the sentences correctly.
    - Level 2-4 – Provide sentence starters for students, if necessary.
    - Level 4-5 – Have students write two sentences using the words.

Writing:

* + Writing Trait: Word Choice
    - Level 1-2 – Have students copy the sentences correctly.
    - Level 2-4 – Have students revise to replace adjectives or verbs with more precise ones.
    - Level 4-5 – Have students revise to add precise language and edit for errors.

Grammar:

* Singular and Plural Nouns
  + - Level 1-2 – Have students copy their singular and plural nouns and say the words aloud.
    - Level 2-4 – Have students write sentences using one singular and one plural noun.
    - Level 4-5 – Have students write sentences using their singular and plural nouns.

**DVOG: Unit 2 Week 2**

Cursive:

* Spelling Tests – Students should be encouraged to write weekly spelling words in cursive.

Phonics/Spelling:

* Vowel Team Syllable Sort; ie says long e; Final /k/; Blend Sort

**Reach: Unit 2-Week 4 Ecosystems**

Language:

* + - Language Functions: Give and Carry Out Commands
    - Oral Language Project: Narrative Presentation

Grammar:

* Compound Sentences

Vocabulary:

* Pronunciation

Reading:

* Reading Strategy: Ask Questions; Topics and Main Idea
* Genre: Human Interest Feature (“*Megafish Man*”)
* Concept in Print: Letters and a Word
* Literary Analysis: Text Features
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Ecosystems

Writing:

* Writing Fluency; Writing Project-Summary; Sentences; Journal Entry

**Reading Wonders: Unit 2 Week 3**

Reading Comprehension: Short Text-“*Every Vote Counts!”;* Leveled Reader-“*The Race for the Presidency”*; Paired Selection-“*Elementary School Lawmakers”*

* + Genre: Expository Text
  + Strategy: Reread
  + Skill: Author’s Point of View
  + Text Features: Headings; Bar Graph

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help students write the sentences correctly and read them aloud.
    - Level 2-4 – Have students write sentences for three of the words.
    - Level 4-5 – Have students write a short paragraph using as many of the words as possible.
    - Prefixes re-, un-, dis- , mis-:
    - Level 1-2 – Help students locate the word and prefix. Help them figure out the word’s meaning using the prefix.
    - Level 2-4 – Have students locate and read aloud the word and its prefix. Ask them the meaning of the prefix re-.
    - Level 4-5 – Have students explain how they determined the meaning of the word.
  + High Frequency Words:
    - Level 1-2 – Help students copy and complete the sentence frames correctly.
    - Level 2-4 – Provide sentence starters if necessary.
    - Level 4-5 – Have students define and write a sentence using each word.

Writing:

* + Writing Trait: Ideas
    - Level 1-2 – Have students copy the edited sentences.
    - Level 2-4 – Have students revise, using details, definitions, and facts to clarify.
    - Level 4-5 – Have students edit for errors, revise, and add details as necessary.

Grammar:

* Irregular Plural Nouns
  + - Level 1-2 – Help students write their sentences and identify the noun’s singular form. Read the sentences aloud for students to repeat after you.
    - Level 2-4 – Ask students to follow the example of irregular plurals above by writing one\_\_\_\_\_ , two\_\_\_\_\_\_\_ for each irregular noun they used.
    - Level 4-5 – Ask students to underline the irregular plural nouns and follow the example of irregular plurals above by writing one\_\_\_\_\_\_ , two\_\_\_\_\_ for each noun they used.

**DVOG: Unit 2 Week 3**

Cursive:

* Spelling Tests – Students should be encouraged to write weekly spelling words in cursive.

Phonics/Spelling:

* Silent Letters; Vowel Team aw; Final /k/; Syllable Sort

**Reach: Unit 3-Week 1 Plant Parts and Life Cycles**

Language:

* + - Language Function: Give Information; Ask for Information
    - Oral Language: Talk About a Plant Life Cycle; Talk Together About Making Inferences
    - Listening and Speaking: Present in Sequence
    - How to Learn Language: Ask for Help

Grammar:

* Plural Nouns with -s and -es; Singular Nouns and Articles

Vocabulary:

* Science Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-Food Words

Reading:

* Reading Strategy: Make Inferences
* Genre: Realistic Fiction (“*Two Old Potatoes and Me*”)
* Concept of Print: Directionality
* Literary Analysis: Sequence; Character; Retell the Selection
* Fluency: Expression; Accuracy and Rate

Writing:

* Writing Fluency; Journal Entry; Writer’s Craft-Sensory Details; Interactive Writing-Write a Paragraph Response

**Reading Wonders: Unit 2 Week 4**

Reading Comprehension: Short Text-“*Kids to the Rescue”;* Leveled Reader-“*Protecting the Islands”*; Paired Selection-“*Penguins Go Global”*

* + Genre: Expository Text
  + Strategy: Reread
  + Skill: Author’s Point of View
  + Text Features: Sidebar; Map

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Have students copy their definitions.
    - Level 2-4 – Have students write their definitions as complete sentences.
    - Level 4-5 – Have students write their definitions as sentences and explain their pictures.
    - Suffixes -ful, -less:
    - Level 1-2 – Help students write the definition using phrases or pictures.
    - Level 2-4 – Have students use the word in a sentence.
    - Level 4-5 – Have students find two other words with *-less* and *-ful* and use them in sentences.
  + High Frequency Words:
    - Level 1-2 – Help students use gestures or phrases.
    - Level 2-4 – Provide sentence starters as needed.
    - Level 4-5 – Have students write their questions.

Writing:

* + Writing Trait: Organization
    - Level 1-2 – Have students copy the edited writing.
    - Level 2-4 – Have students revise, using time-order words to show sequence.
    - Level 4-5 – Have students revise, using time-order words to show sequence, and edit for spelling and grammar.

Grammar:

* Plural Nouns
  + - Level 1-2 – Have students copy their sentences. Help them underline the subject nouns. Read the sentences aloud for students to repeat after you.
    - Level 2-4 – Have students write their sentences using correct punctuation. Ask students to underline the subject and predicate nouns in their sentences.
    - Level 4-5 – Have students underline the subject and predicate nouns in their sentences. Ask students to explain the difference between a subject noun and a predicate noun.

**DVOG: Unit 2 Week 4**

Cursive:

* Spelling Tests – Students should be encouraged to write weekly spelling words in cursive.
* Reading Wonders – Students should be encouraged to write “open-ended” responses in cursive.

Phonics/Spelling:

* Blend Sort-Blends/Digraphs; ea says long or short e; Syllable Sort; -tch

**Reach: Unit 3-Week 2 The Water Cycle**

Language:

* + - Language Function: Ask for and Give Information;
    - Theme Theater-Step into the Story

Grammar:

* Plural Nouns with *-s* and *-es*

Vocabulary:

* Multiple Meaning Words

Reading:

* Reading Strategy: Make Inferences
* Concepts of Print: Titles
* Genre: Haiku (“*America’s Sproutings*”)
* Literary Analysis: Imagery; Sensory Language
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Genres

Writing:

* Writing Fluency; Modeled Writing-Haiku; Journal Entry

**Reading Wonders: Unit 2 Week 5**

Reading Comprehension: Short Text*-"Empanada Day," "Cold Feet," Our Washing Machine, "Bugged"* Leveled Reader-“*The Long Walk”*; Paired Selection-“*Thomas the Mess Monster”*

* + Genre: Poetry-Limerick and Free Verse; Realistic Fiction
  + Strategy: Reread
  + Skill: Point of View
  + Literary Elements: Alliteration; Rhythm

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help students write the sentences and read them aloud.
    - Level 2-4 – Have students give an example of one of the poetry terms.
    - Level 4-5 – Challenge children to write one sentence and one question for each word.
    - Similes:
    - Level 1-2 – Help students find the simile and determine what two things are being compared.
    - Level 2-4 – Have students find the simile and determine its meaning using a complete sentence.
    - Level 4-5 – Challenge students to find another simile on page 167 and determine its meaning.
  + High Frequency Words:
    - Level 1-2 – Help students copy the questions correctly.
    - Level 2-4 – Have students ask and answer their questions for the class.
    - Level 4-5 – Have students define the words they used.

Writing:

* + Writing Trait: Ideas
    - Level 1-2 – Help students copy the edited paragraph.
    - Level 2-4 – Have students revise, adding sentences that add descriptive details.
    - Level 4-5 – Have students write a short poem describing an animal of their choosing.

Grammar:

* Possessive Nouns
  + - Level 1-2 – Help students write at least one sentence using a possessive form of one of the nouns from the class list.
    - Level 2-4 – Ask students to write at least three complete sentences using possessive forms of the nouns from the class list.
    - Level 4-5 – Challenge students to write at least five sentences using possessive nouns. Have them write at least one sentence using more than one possessive noun.

**DVOG: Unit 2 Week 5**

Cursive:

* Spelling Tests – Students should be encouraged to write weekly spelling words in cursive.
* Reading Wonders – Students should be encouraged to write “open-ended” responses in cursive.

Phonics/Spelling:

* Digraph Sort; -tch, -ch; Syllable Sort

**Reach: Unit 3-Week 3 Plant Diversity**

Language:

* + - Language Functions: Define and Explain
    - Oral Language: Talk About Ecosystems; Talk Together About Making Inferences
    - Listening and Speaking: Listen Actively
    - How to Learn Language: Find Patterns in Language

Grammar:

* Count and Noncount Nouns; Common and Proper Nouns

Vocabulary:

* Science Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-Food Words

Reading:

* Text Structure: Main Idea and Details; Photographs with Captions; Summarize a Science Article
* Reading Strategy: Make Inferences
* Genre: Science Article (“*A Protected Place*”)
* Concepts of Print: Identify Letters and Words
* Fluency: Phrasing; Accuracy and Rate

Writing:

* Writing Fluency; Writing Project-Science Article; Modeled Writing-Captions

**Reading Wonders: Unit 2 Week 6**

Review and Assessment Week

**DVOG: Unit 2 Week 6**

Cursive:

* Spelling Tests – Students should be encouraged to write weekly spelling words in cursive.
* Reading Wonders – Students should be encouraged to write “open-ended” responses in cursive.

Phonics/Spelling:

* Review

**Reach: Unit 3-Week 4 Plant Diversity**

Language:

* + - Language Function: Define and Explain
    - Oral Language Project: News Report

Grammar:

* Plural Nouns

Vocabulary:

* Suffixes

Reading:

* Reading Strategy: Make Inferences
* Text Structure: Use Text Features
* Genre: Blog (“*Rosie’s Reports*”)
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Text Features
* Literary Analysis: Author’s Purpose

Writing:

* Writing Fluency; Writing Project-Science Article; Modeled Writing-Paragraph; Journal Entry

**Unit: 3 Reading Wonders**‐One of a Kind  **Time Range in Days:** 25-30 Days

**DVOG**

**Reach**-Unit 4: Let’s Work Together; Unit 5: Mysteries of Matter

**Standard(s):** PA Core Standards; English Language Proficiency Standards

**PA Core Standards:**

CC.1.1.3.D, CC.1.1.3.E, CC.1.2.3.B, CC.1.2.3.C, CC.1.2.3.D, CC.1.2.3.E, CC.1.2.3.F, CC.1.2.3.G,

CC.1.2.3.I, CC.1.2.3.K, CC.1.3.3.B, CC.1.3.3.E, CC.1.3.3.F, CC.1.3.3.G, CC.1.3.3.H, CC.1.3.3.I,

CC.1.3.3.J, CC.1.4.3.A, CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D, CC.1.4.3.E, CC.1.4.3.F, CC.1.4.3.H, CC.1.4.3.J, CC.1.4.3.L, CC.1.4.3.M, CC.1.4.3.N, CC.1.4.3.O, CC.1.4.3.P, CC.1.4.3.R, CC.1.4.3.S, CC.1.4.3.T, CC.1.4.3.W, CC.1.5.3.A, CC.1.5.3.C, CC.1.5.3.G

**English Language Proficiency Standards:**

ELPS‐1, ELPS‐2, ELPS‐3, ELPS‐4, ELPS‐5

**Overview:** Be Unique; Leadership; Discoveries; New Ideas; Value the Past

**Focus Question(s):** What makes different animals unique? How can one person change the way you think? What do we know about Earth and its neighbors? What ideas can we get from nature? How is each event in history unique?

**Goal(s):** Students will be able to begin understanding language, and use it in a limited capacity. Typically, they will memorize words and phrases and can comprehend and utilize language that they have been taught. They will apply current literacy skills to the development of new knowledge.

**Objectives:**

Listening: Along with objectives from Grade 3 ELA curriculum, based on Can Do Indicators

1. Students will be able to classify information. (Prof. Levels 1-2) (DOK – Level Two)
2. Students will be able to demonstrate understanding of Entering‐Level vocabulary. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to demonstrate understanding of the main idea of oral directions. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants). (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to understand classroom directions (e.g., schedules, homework assignments). (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to follow and understand rules. (Prof. Levels 1-2) (DOK – Level One)
7. Students will be able to understand the rules for conversation. (Prof. Levels 1-2) (DOK – Level One)
8. Students will be able to understand the rules for conversation. (Prof. Levels 2-5) (DOK – Level One)
9. Students will be able to understand and develop familiar vocabulary and grammar structures. (Prof. Levels 2-5) (DOK – Level Two)
10. Students will be able to develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint text. (Prof. Levels 2-5) (DOK – Level Four)
11. Student will be able to understand and follow oral directions. (Prof. Levels 2-5) (DOK – Level Two)
12. Students will be able to understand simple questions pertaining to a short passage. (Prof. Levels 2-5) (DOK – Level One)
13. Students will be able to recognize commands. (Prof. Levels 2-5) (DOK – Level One)

Speaking: Along with objectives from Grade 3 ELA curriculum, based on Can Do Indicators

1. Students will be able to communicate ideas. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (Prof. Levels 1-2) (DOK – Level Two)
3. Students will be able to provide personal information. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to intelligibly pronounce words for Entering‐Level (e.g., school, survival, family, and numbers). (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to name or use gestures to identify familiar objects. (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to name or use gestures to communicate effectively in grade appropriate settings, greeting, expressing needs and wants. (Prof. Levels 1-2) (DOK – Level Two)
7. Students will be able to recognize and survey personal attitudes and preferences. (Prof. Levels 1-2) (DOK – Level Three)
8. Students will be able to use gestures to express a personal preference. (Prof. Levels 1-2) (DOK – Level One)
9. Students will be able to use words and/or gestures to respond to questions related to Entering‐Level topics. (Prof. Levels 1-2) (DOK – Level Three)
10. Students will be able to explain in simple sentences what a sequence of pictures are illustrating. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to formulate simple sentences. (Prof. Levels 1-2) (DOK – Level One)
12. Students will be able to pronounce regular verbs pertaining to Entering‐Level topics. (Prof. Levels 1-2) (DOK – Level One)
13. Students will be able to utilize effective vocabulary to communicate in social and academic settings. (Prof. Levels 1-2) (DOK – Level One)
14. Students will be able to use standard English conventions for oral communication. (Prof. Levels 1-2) (DOK – Level One, Level Two, Level Three, Level Four)
15. Students will be able to make connections between written language and oral language. (Prof. Levels 1-2) (DOK – Level Four)
16. Students will be able to use words, phrases, or simple sentences to provide information. (Prof. Levels 2-5) (DOK – Level One)
17. Students will be able to communicate ideas clearly and effectively. (Prof. Levels 2-5) (DOK – Level Two)
18. Students will be able to use spoken English to build vocabulary. (Prof. Levels 2-5) (DOK – Level One)
19. Students will be able to formulate simple sentences and simple compound sentences. (Prof. Levels 2-5) (DOK – Level 3)
20. Students will be able to use English to develop the skills necessary to use proper grammar in spoken form within content areas. (Prof. Levels 2-5) (DOK – Level Two)
21. Students will be able to read written material aloud. (Prof. Levels 2-5) (DOK – Level One)
22. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (Prof. Levels 2-5) (DOK – Level Three)
23. Students will be able to use appropriate language variety, register and genre according to audience, purpose, and setting. (Prof. Levels 2-5) (DOK – Level Two)
24. Students will be able to enhance mathematic vocabulary. (Prof. Levels 2-5) (DOK – Level Two)
25. Students will be able to make original conversations using new vocabulary and grammar structures. (Prof. Levels 2-5) (DOK – Level Three)
26. Students will be able to discuss personal experiences and evaluate one’s own learning of new vocabulary, grammar, and oral language. (Prof. Levels 2-5) (DOK – DOK ‐ Level Three)

Reading: Along with objectives from Grade 3 ELA curriculum, based on Can Do Indicators

1. Students will be able to recognize and name all uppercase and lowercase letters of the alphabet, written in print or cursive learned to date. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use knowledge of letter‐sounds correspondence in order to decode words. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to recognize and name numbers. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to read aloud personal information. (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to identify Entering‐Level synonyms, antonyms, and multiple meaning words. (Prof. Levels 1-2) (DOK – Level Two)
6. Students will be able to recognize and use grade appropriate and/or content specific vocabulary within the context. (Prof. Levels 1-5) (DOK – Level Two)
7. Students will be able to predict outcomes, state reasonable generalizations and draw conclusions within academic areas. (Prof. Levels 1-5) (DOK – Level Three)
8. Students will be able to show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in order). (Prof. Levels 1-2) (DOK – Level Two)
9. Students will be able to identify the main character in a story. (Prof. Levels 1-2) (DOK – Level One)
10. Students will be able to infer word meaning from context. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to infer situational context. (Prof. Levels 1-2) (DOK – Level Three)
12. Students will be able to make inference, state reasonable generalizations and draw conclusions within academic areas. (Prof. Level: 1-4) (DOK – Level Three)
13. Students will be able to activate prior knowledge. (Prof. Level: 1 and 2) (DOK – Level Two)
14. Students will be able to classify and make connections. (Prof. Level: 1 and 2) (DOK – Level Three)
15. Students will be able to evaluate one’s own learning of reading skills and reading comprehension. (Prof. Levels 2-5) (DOK – Level Four)
16. Students will be able to use cooperation with a classmate to practice conversations, read a dialogue, act out a short story, and study new vocabulary. (Prof. Levels 2-5) (DOK – Level One, DOK – Level Two, DOK – Level Three)
17. Students will be able to use learned strategies to analyze text (illustrations/pictures, captions, headings and subheadings). (Prof. Levels 2-5) (DOK – Level Three)
18. Students will be able to identify easy and difficult material in a chapter and the different ways to learn the difficult material. (Prof. Levels 2-5) (DOK – Level Four)
19. Students will be able to decode unknown words using previously learned strategies. (Prof. Levels 2-5) (DOK – Level Two)
20. Students will be able to identify parts of books (e.g., the front cover, back cover, title page, table of contents, and author/illustrator of a book or reading selection). (Prof. Levels 2-5) (DOK – Level One)
21. Students will be able to develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint texts. (Prof. Levels 2-5) (DOK – Level Four)
22. Students will be able to identify differences between types of text. (Prof. Levels 2-5) (DOK – Level Two)
23. Students will be able to preview a text to increase reading comprehension. (Prof. Levels 2-5) (DOK – Level One)
24. Students will be able to enhance mathematic vocabulary. (Prof. Levels 2-5) (DOK – Level One)

Writing: Along with objectives from Grade 3 ELA curriculum, based on Can Do Indicators

1. Students will be able to use correct spelling. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use correct punctuation. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to use standard writing conventions. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to write numerals. (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to write the correct form of a regular verb. (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to use present‐progressive tense. (Prof. Levels 1-2) (DOK – Level One)
7. Students will be able to construct complete sentences. (Prof. Levels 1-2) (DOK – Level One)
8. Students will be able to edit incomplete or incorrect sentences. (Prof. Levels 1-2) (DOK – Level Two)
9. Students will be able to make connections between written language and oral language. (Prof. Levels 1-2) (DOK – Level One, Level Two, Level Three, Level Four)
10. Students will be able to draw a map. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to develop the structural and creative skills of the writing process necessary to produce written language within the content area. (Prof. Levels 2-5) (DOK – Level Three)
12. Students will be able to write dictated words and complete simple sentences. (Prof. Levels 2-5) (DOK – Level One)
13. Students will be able to use standard English language conventions as appropriate to writing within the academic area. (Prof. Levels 2-5) (DOK – Level One)
14. Students will be able to write the correct form of subject‐verb agreement. (Prof. Levels 2-5) (DOK – Level One)
15. Students will be able to use coordinating conjunctions. (Prof. Levels 2-5) (DOK – Level One)
16. Students will be able to write the correct form of appropriate grade‐level present tense regular and irregular verbs. (Prof. Levels 2-5) (DOK – Level One)
17. Students will be able to use adjectives in appropriate sentence positions. (Prof. Levels 2-5) (DOK – Level One)
18. Students will be able to edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date. (Prof. Levels 2-5) (DOK – Level Two)
19. Students will be able to use a graphic organizer. (Prof. Levels 2-5) (DOK – Level Two)

**Core Activities and Corresponding Instructional Methods:**

**Reading Wonders: Unit 3 Week 1**

Reading Comprehension: Short Text-“*The Inchworm’s Tale”;* Leveled Reader-“*King of the Birds”*; Paired Selection-“*The Real Quetzal”*

* + Genre: Folktale; Expository Text
  + Strategy: Visualize
  + Skill: Problem and Solution

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help students write the definitions correctly and read them aloud.
    - Level 2-4 – Have students write three definitions using complete sentences.
    - Level 4-5 – Challenge students to write four definitions using complete sentences.
    - Context Clues-Synonyms:
    - Level 1-2 – Help students locate the word and its synonym on the page.
    - Level 2-4 – Have students locate and read aloud the synonym on the page.
    - Level 4-5 – Challenge students to find another word and its synonym on the page.
  + High Frequency Words:
    - Level 1-2 – Help students copy the questions correctly.
    - Level 2-4 – Provide question starters for students, if necessary.
    - Level 4-5 – Have students ask and answer questions.

Writing:

* + Writing Trait: Sentence Fluency
    - Level 1-2 – Have students copy the edited paragraph.
    - Level 2-4 – Have students revise their paragraphs, checking for a variety of sentence types.
    - Level 4-5 – Have students revise their sentence types and edit for errors.

Grammar:

* Action Verbs
  + - Level 1-2 – Have students look at the illustrations. Ask: *What do you see?* Help them think of verbs that show the action.
    - Level 2-4 – Have students use action words in their descriptions of the illustrations. Model sentences, if necessary.
    - Level 4-5 – Have students use action verbs in sentences about the illustrations and include details about the illustration.

**DVOG: Unit 3 Week 1**

Cursive:

* Spelling Tests – Students should be encouraged to write weekly spelling words in cursive.
* Reading Wonders – Students should be encourage to write “open-ended” responses in cursive.

Phonics/Spelling:

* R Controlled Vowel Syllable; Final /v/; ear says /er/; or says /er/

**Reach: Unit 4-Week 1 Helping Each Other to Get What We Need**

Language:

* + - Language Functions: Express Needs, Wants, and Feelings; Engage in Conversation
    - Oral Language: Talk About Shopping; Talk Together About Determining Importance
    - Listening and Speaking: Listen for Important Details
    - How to Learn Language: Ask for Clarification

Grammar:

* Present-Tense Action Verbs; Present-Tense Verbs

Vocabulary:

* Social Studies Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-Community Places and Workers Words

Reading:

* Reading Strategy: Determine Importance
* Genre: Realistic Fiction (“*Mama Panya’s Pancakes*”)
* Fluency: Intonation; Accuracy and Rate
* Literary Analysis: Theme; Setting; Paraphrase a Theme
* Concepts of Print: Identify a Paragraph

Writing:

* Writing Fluency; Personal Narrative; Writer’s Craft-Dialogue; Sentences; Interactive Writing-Write a Paragraph Response

**Reading Wonders: Unit 3 Week 2**

Reading Comprehension: Short Text-“*Jane’s Discovery”;* Leveled Reader-“Harry’s Great Idea*”*; Paired Selection-“*Madam C. J. Walker”*

* + Genre: Historical Fiction: Biography
  + Strategy: Visualize
  + Skill: Character, Setting, Plot-Cause and Effect

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Have students copy their definitions using words or phrases.
    - Level 2-4 – Have students explain their words using their drawings.
    - Level 4-5 – Have students write two definitions and explain their illustrations.
    - Idioms:
    - Level 1-2 – Help students locate the idiom and context clues on the page.
    - Level 2-4 – Ask students to locate and read aloud the context clues on the page.
    - Level 4-5 – Have students explain how the context clues helped them determine the meaning of the idiom.
  + High Frequency Words:
    - Level 1-2 – Help students write the completed sentences correctly.
    - Level 2-4 – Provide sentence starters for students, as necessary.
    - Level 4-5 – After students share their sentences, have them define the words.

Writing:

* + Writing Trait: Word Choice
    - Level 1-2 – Have students copy the edited writing.
    - Level 2-4 – Have students revise their writing, making sure they have used linking words.
    - Level 4-5 – Students should revise their writing to make sure they have used linking words and edit for errors.

Grammar:

* Present Tense Verbs and Subject-Verb Agreement
  + - Level 1-2 – Help students write sentences with present-tense verbs and subject-verb agreement. Read the sentences aloud and have students repeat after you.
    - Level 2-4 – Ask students to write their sentences on the board, circling the subject and underlining the present-tense verb.
    - Level 4-5 – Ask students to write their sentences on the board. Challenge them by changing a singular subject to a plural (and vice versa) and having them correct the verb.

**DVOG: Unit 3 Week 2**

Cursive:

* Spelling Tests – Students should be encouraged to write weekly spelling words in cursive.
* Reading Wonders – Students should be encouraged to write “open-ended” responses in cursive.

Phonics/Spelling:

* R Controlled Vowel Syllable; Final /v/; ear says /er/; or says /er/

**Reach: Unit 4-Week 2 Helping Each Other to Get What We Need**

Language:

* + - Language Functions: Express Needs, Wants, and Feelings
    - Theme Theater: Dramatize

Grammar:

* Present-Tense Action Verbs

Vocabulary:

* Prefixes

Reading:

* Reading Strategy: Determine Importance
* Genre: Realistic Fiction (“*Ba’s Business*”)
* Fluency: Accuracy and Rate
* Literary Analysis: Realistic Fiction; Third-Person Narrator
* Respond and Extend: Compare Characters

Writing:

* Writing Fluency; Modeled Writing-Persuasive Letter; Summary

**Reading Wonders: Unit 3 Week 3**

Reading Comprehension: Short Text-“*Earth and Its Neighbors”;* Leveled Reader-“*Destination Saturn”*; Paired Selection-“*Why the Stars Twinkle”*

* + Genre: Expository Text; Legend
  + Strategy: Summarize
  + Skill: Main Idea and Key Details
  + Text Feature: Key Words; Chart

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help students write the sentences correctly and read them aloud.
    - Level 2-4 – Ask students to write one sentence and one question.
    - Level 4-5 – Challenge students to write one sentence and one question for each word.
    - Suffixes *-y* and *-ly*:
    - Level 1-2 – Help students break down each word into its root word and suffix and explain the meaning of each word.
    - Level 2-4 – Ask students to break down each word into its root word and suffix. Have them explain the meaning of each word.
    - Level 4-5 – Have students explain how they broke down each word to find the word’s meaning, and have them explain the meaning of each word.
  + High Frequency Words:
    - Level 1-2 – Help students write sentence frames for each word.
    - Level 2-4 – Provide beginnings of sentence frames for students, if necessary.
    - Level 4-5 – After writing their own sentences, have students define the words they used.

Writing:

* + Writing Trait: Organization
    - Level 1-2 – Help students copy the edited sentences.
    - Level 2-4 – Have students revise, including a clear topic sentence.
    - Level 4-5 – Have students revise, clarifying supporting details, and edit for errors.

Grammar:

* Past Tense Verbs
  + - Level 1-2 – Have students copy the sentences, and help them underline all the verbs. Read the sentences aloud for students to repeat after you.
    - Level 2-4 – Ask students to underline the present-tense verbs and circle the past-tense verbs in their sentences.
    - Level 4-5 – Have students underline the present-tense verbs and circle the past-tense verbs. Ask them to explain how they identified the tenses.

**DVOG: Unit 3 Week 3**

Cursive:

* Spelling Tests – Students should be encouraged to write weekly spelling words in cursive.
* Reading Wonders – Students should be encouraged to write “open-ended” responses in cursive.

Phonics/Spelling:

* Spellings of air; Spellings of ear; ear says /er/; Final /j/

**Reach: Unit 4-Week 3 The Importance of New Ideas**

Language:

* + - Language Function: Agree and Disagree
    - Oral Language: Talk About Agriculture; Talk Together About Determining Importance
    - Listening and Speaking: Adjust Your Language for Your Audience
    - How to Learn Language: Analyze Expressions

Grammar:

* Helping Verbs-*can*, *could, should*; Helping Verbs-*may, must, has to, have to*

Vocabulary:

* Social Studies Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-Community Places and Workers Words

Reading:

* Text Structure: Opinion and Evidence; Explain a Persuasive Article
* Reading Strategy: Determine Importance
* Genre: Persuasive Article (“*A Better Way*”)
* Literary Analysis: Persuasive Language; Interpretive and Evaluative Questions
* Fluency: Phrasing; Accuracy and Rate

Writing:

* Writing Fluency; Writing Project-Persuasive Essay; Sentences

**Reading Wonders: Unit 3 Week 4**

Reading Comprehension: Short Text-“*Bats Did it First”;* Leveled Reader-“*Inspired by Nature”*; Paired Selection-“*Hermes and the Lyre”*

* + Genre: Expository Text; Myth
  + Strategy: Summarize
  + Skill: Main Idea and Key Details
  + Text Features: Diagram; Caption

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help students write the completed sentences and read them aloud.
    - Level 2-4 – Have students write two sentence frames and two clues.
    - Level 4-5 – Challenge students to write about how *identical* differs from *similar.*
    - Root Words:
    - Level 1-2 – Help students determine its meaning by acting out the root word navigate.
    - Level 2-4 – Ask students to locate the word and determine the meaning of its root word.
    - Level 4-5 – Have students explain how they determined the meaning of the word.
  + High Frequency Words:
    - Level 1-2 – Help students copy and answer the questions correctly.
    - Level 2-4 – Provide question starters for students, as necessary.
    - Level 4-5 – Have students ask and answer questions.

Writing:

* + Writing Trait: Organization
    - Level 1-2 – Help students copy the edited sentences.
    - Level 2-4 – Have students revise, adding details for a strong conclusion.
    - Level 4-5 – Have students revise to strengthen the conclusion and edit for errors.

Grammar:

* Future Tense Verbs
  + - Level 1-2 – Help students write sentences with present tense verbs. Then help them rewrite their sentences using the verb *will* and read them aloud.
    - Level 2-4 – Ask students to write their present- or past-tense sentences on the board. Have them underline the verb, tell if the subject is singular or plural, and rewrite the sentences in the future tense.
    - Level 4-5 – At the board, challenge students to write sentences with irregular past-tense verbs such as *was, were, bought, and broke.* Have them rewrite their sentences in the future tense using *will*.

**DVOG: Unit 3 Week 4**

Cursive:

* Spelling Tests – Students should be encouraged to write weekly spelling words in cursive.
* Reading Wonders – Students should be encouraged to Write “open-ended” responses in cursive

Phonics/Spelling:

* Prefix mis-; Prefix dis-; Prefix pre-; Consonant le Syllable

**Reach: Unit 4-Week 4 The Importance of New Ideas**

Language:

* + - Language Function: Persuade
    - Oral Language Project: Persuasive Presentation

Grammar:

* Forms of *be/have*; Subject-Verb Agreement

Vocabulary:

* Classify Words

Reading:

* Reading Strategy: Determine Importance
* Genre: Fable (“*The Aunt and the Grasshopper*”)
* Literary Analysis: Fables; Character
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Purposes

Writing:

* Writing Fluency; Writing Project-Persuasive Essay; Modeled Writing-Letter; Summary

**Reading Wonders: Unit 3 Week 5**

Reading Comprehension: Short Text-“*The Long Road to Oregon”;* Leveled Reader-“*The Life of a Homesteader”*; Paired Selection-“*Keeping History Alive”*

* + Genre: Expository Text
  + Strategy: Summarize
  + Skill: Sequence
  + Text Features: Sidebar; Photographs and Captions; Map

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help students write the sentences correctly and read them aloud.
    - Level 2-4 – Ask students to write one sentence and one question.
    - Level 4-5 – Challenge students to write one sentence and one question for each word.
    - Suffixes *-able, -ful, -less*:
    - Level 1-2 – Help students locate the suffix then define the word.
    - Level 2-4 – Have students identify the suffix then define the word.
    - Level 4-5 – Have students find other words with suffixes *-able, -ful, or -less*.
  + High Frequency Words:
    - Level 1-2 – Help students write the sentences correctly and complete them.
    - Level 2-4 – Provide sentence starters for students, if necessary
    - Level 4-5 – After students share their sentences, have them define the words.

Writing:

* + Writing Trait: Voice
    - Level 1-2 – Help students copy the edited sentences.
    - Level 2-4 – Have students revise, using words and phrases to show formal voice.
    - Level 4-5 – Have students revise voice and edit for errors.

Grammar:

* Combining Sentences with Verbs
  + - Level 1-2 – Help students write and combine their sentences. Read the sentences aloud for students to repeat after you.
    - Level 2-4 – Ask students to write their sentences on the board and to draw lines to separate the subjects from the predicates.
    - Level 4-5 – Have students write their sentences on the board. Ask them to explain the difference between the subject and the predicate.

**DVOG: Unit 3 Week 5**

Cursive:

* Spelling Tests – Students should be encouraged to write weekly spelling words in cursive.
* Reading Wonders – Students should be encouraged to write “open-ended” responses in cursive.

Phonics/Spelling:

* oi/oy; ou/ow; Soft c; Words ending in se

**Reach: Unit 5-Week 1 How Matter Changes Form**

Language:

* + - Language Functions: Describe Actions; Elaborate
    - Oral Language: Talk About Forms of Water; Talk Together About Making Connections
    - Listening and Speaking: Adjust Language for Your Purpose
    - How to Learn Language: Adjust Your Language

Grammar:

* Adjectives; Adjectives that Compare

Vocabulary:

* Science Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-Seasons, Months, and Activities Words

Reading:

* Literary Analysis: Character and Plot; Explain Dialogue
* Reading Strategy: Make Connections
* Genre: Play (“*Melt the Snow*”)
* Fluency: Expression; Accuracy and Rate
* Concepts of Print: Identify Dialogue

Writing:

* Writing Fluency; Story; Writer’s Craft-Vivid Words; Interactive Writing-Write a Dialogue Response

**Reading Wonders: Unit 3 Week 6**

Review and Assessment Week

**DVOG: Unit 3 Week 6**

Review

**Reach: Unit 5-Week 2 How Matter Changes Form**

Language:

* + - Language Function: Describe Actions
    - Theme Theater: Perform *“Melt the Snow!”*

Grammar:

* Adjectives and Articles

Vocabulary:

* Antonyms

Reading:

* Reading Strategy: Make Connections
* Genre: E-mail; Web-Based News Article (“*Saved in Ice*”)
* Literary Analysis: E-mail; Web-Based News Article
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Media

Writing:

* Writing Fluency; Modeled Writing-E-mail; Journal Entry

**Unit: 4 Reading Wonders**‐Meet the Challenge  **Time Range in Days:** 25-30 Days

**DVOG**

**Reach**-Unit 5: Mysteries of Matter; Unit 6: From Past to Present

**Standard(s):** PA Core Standards; English Language Proficiency Standards

**PA Core Standards:**

CC.1.1.3.D, CC.1.1.3.E, CC.1.2.3.B, CC.1.2.3.C, CC.1.2.3.D, CC.1.2.3.E, CC.1.2.3.F, CC.1.2.3.G,

CC.1.2.3.I, CC.1.2.3.K, CC.1.3.3.B, CC.1.3.3.E, CC.1.3.3.F, CC.1.3.3.G, CC.1.3.3.H, CC.1.3.3.I,

CC.1.3.3.J, CC.1.4.3.A, CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D, CC.1.4.3.E, CC.1.4.3.F, CC.1.4.3.H, CC.1.4.3.J, CC.1.4.3.L, CC.1.4.3.M, CC.1.4.3.N, CC.1.4.3.O, CC.1.4.3.P, CC.1.4.3.R, CC.1.4.3.S, CC.1.4.3.T, CC.1.4.3.W, CC.1.5.3.A, CC.1.5.3.C, CC.1.5.3.G

**English Language Proficiency Standards:**

ELPS‐1, ELPS‐2, ELPS‐3, ELPS‐4, ELPS‐5

**Overview:** Choices; Skills and Talents; Adaptations; Flight; Inspiration

**Focus Question(s):** What choices are good for us? How can you use what you know to help others? How do animals adapt to challenges in their habitat? How are people able to fly? How can others inspire us?

**Goal(s):** Students will be able to begin understanding language, and use it in a limited capacity. Typically, they will memorize words and phrases and can comprehend and utilize language that they have been taught. They will apply current literacy skills to the development of new knowledge.

**Objectives:**

Listening: Along with objectives from Grade 3 ELA curriculum, based on Can Do Indicators

1. Students will be able to classify information. (Prof. Levels 1-2) (DOK – Level Two)
2. Students will be able to demonstrate understanding of Entering‐Level vocabulary. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to demonstrate understanding of the main idea of oral directions. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants). (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to understand classroom directions (e.g., schedules, homework assignments). (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to follow and understand rules. (Prof. Levels 1-2) (DOK – Level One)
7. Students will be able to understand the rules for conversation. (Prof. Levels 1-2) (DOK – Level One)
8. Students will be able to understand the rules for conversation. (Prof. Levels 2-5) (DOK – Level One)
9. Students will be able to understand and develop familiar vocabulary and grammar structures. (Prof. Levels 2-5) (DOK – Level Two)
10. Students will be able to develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint text. (Prof. Levels 2-5) (DOK – Level Four)
11. Student will be able to understand and follow oral directions. (Prof. Levels 2-5) (DOK – Level Two)
12. Students will be able to understand simple questions pertaining to a short passage. (Prof. Levels 2-5) (DOK – Level One)
13. Students will be able to recognize commands. (Prof. Levels 2-5) (DOK – Level One)

Speaking: Along with objectives from Grade 3 ELA curriculum, based on Can Do Indicators

1. Students will be able to communicate ideas. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (Prof. Levels 1-2) (DOK – Level Two)
3. Students will be able to provide personal information. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to intelligibly pronounce words for Entering‐Level (e.g., school, survival, family, and numbers). (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to name or use gestures to identify familiar objects. (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to name or use gestures to communicate effectively in grade appropriate settings, greeting, expressing needs and wants. (Prof. Levels 1-2) (DOK – Level Two)
7. Students will be able to recognize and survey personal attitudes and preferences. (Prof. Levels 1-2) (DOK – Level Three)
8. Students will be able to use gestures to express a personal preference. (Prof. Levels 1-2) (DOK – Level One)
9. Students will be able to use words and/or gestures to respond to questions related to Entering‐Level topics. (Prof. Levels 1-2) (DOK – Level Three)
10. Students will be able to explain in simple sentences what a sequence of pictures are illustrating. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to formulate simple sentences. (Prof. Levels 1-2) (DOK – Level One)
12. Students will be able to pronounce regular verbs pertaining to Entering‐Level topics. (Prof. Levels 1-2) (DOK – Level One)
13. Students will be able to utilize effective vocabulary to communicate in social and academic settings. (Prof. Levels 1-2) (DOK – Level One)
14. Students will be able to use standard English conventions for oral communication. (Prof. Levels 1-2) (DOK – Level One, Level Two, Level Three, Level Four)
15. Students will be able to make connections between written language and oral language. (Prof. Levels 1-2) (DOK – Level Four)
16. Students will be able to use words, phrases, or simple sentences to provide information. (Prof. Levels 2-5) (DOK – Level One)
17. Students will be able to communicate ideas clearly and effectively. (Prof. Levels 2-5) (DOK – Level Two)
18. Students will be able to use spoken English to build vocabulary. (Prof. Levels 2-5) (DOK – Level One)
19. Students will be able to formulate simple sentences and simple compound sentences. (Prof. Levels 2-5) (DOK – Level 3)
20. Students will be able to use English to develop the skills necessary to use proper grammar in spoken form within content areas. (Prof. Levels 2-5) (DOK – Level Two)
21. Students will be able to read written material aloud. (Prof. Levels 2-5) (DOK – Level One)
22. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (Prof. Levels 2-5) (DOK – Level Three)
23. Students will be able to use appropriate language variety, register and genre according to audience, purpose, and setting. (Prof. Levels 2-5) (DOK – Level Two)
24. Students will be able to enhance mathematic vocabulary. (Prof. Levels 2-5) (DOK – Level Two)
25. Students will be able to make original conversations using new vocabulary and grammar structures. (Prof. Levels 2-5) (DOK – Level Three)
26. Students will be able to discuss personal experiences and evaluate one’s own learning of new vocabulary, grammar, and oral language. (Prof. Levels 2-5) (DOK – DOK ‐ Level Three)

Reading: Along with objectives from Grade 3 ELA curriculum, based on Can Do Indicators

1. Students will be able to recognize and name all uppercase and lowercase letters of the alphabet, written in print or cursive learned to date. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use knowledge of letter‐sounds correspondence in order to decode words. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to recognize and name numbers. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to read aloud personal information. (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to identify Entering‐Level synonyms, antonyms, and multiple meaning words. (Prof. Levels 1-2) (DOK – Level Two)
6. Students will be able to recognize and use grade appropriate and/or content specific vocabulary within the context. (Prof. Levels 1-5) (DOK – Level Two)
7. Students will be able to predict outcomes, state reasonable generalizations and draw conclusions within academic areas. (Prof. Levels 1-5) (DOK – Level Three)
8. Students will be able to show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in order). (Prof. Levels 1-2) (DOK – Level Two)
9. Students will be able to identify the main character in a story. (Prof. Levels 1-2) (DOK – Level One)
10. Students will be able to infer word meaning from context. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to infer situational context. (Prof. Levels 1-2) (DOK – Level Three)
12. Students will be able to make inference, state reasonable generalizations and draw conclusions within academic areas. (Prof. Level: 1-4) (DOK – Level Three)
13. Students will be able to activate prior knowledge. (Prof. Level: 1 and 2) (DOK – Level Two)
14. Students will be able to classify and make connections. (Prof. Level: 1 and 2) (DOK – Level Three)
15. Students will be able to evaluate one’s own learning of reading skills and reading comprehension. (Prof. Levels 2-5) (DOK – Level Four)
16. Students will be able to use cooperation with a classmate to practice conversations, read a dialogue, act out a short story, and study new vocabulary. (Prof. Levels 2-5) (DOK – Level One, DOK – Level Two, DOK – Level Three)
17. Students will be able to use learned strategies to analyze text (illustrations/pictures, captions, headings and subheadings). (Prof. Levels 2-5) (DOK – Level Three)
18. Students will be able to identify easy and difficult material in a chapter and the different ways to learn the difficult material. (Prof. Levels 2-5) (DOK – Level Four)
19. Students will be able to decode unknown words using previously learned strategies. (Prof. Levels 2-5) (DOK – Level Two)
20. Students will be able to identify parts of books (e.g., the front cover, back cover, title page, table of contents, and author/illustrator of a book or reading selection). (Prof. Levels 2-5) (DOK – Level One)
21. Students will be able to develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint texts. (Prof. Levels 2-5) (DOK – Level Four)
22. Students will be able to identify differences between types of text. (Prof. Levels 2-5) (DOK – Level Two)
23. Students will be able to preview a text to increase reading comprehension. (Prof. Levels 2-5) (DOK – Level One)
24. Students will be able to enhance mathematic vocabulary. (Prof. Levels 2-5) (DOK – Level One)

Writing: Along with objectives from Grade 3 ELA curriculum, based on Can Do Indicators

1. Students will be able to use correct spelling. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use correct punctuation. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to use standard writing conventions. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to write numerals. (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to write the correct form of a regular verb. (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to use present‐progressive tense. (Prof. Levels 1-2) (DOK – Level One)
7. Students will be able to construct complete sentences. (Prof. Levels 1-2) (DOK – Level One)
8. Students will be able to edit incomplete or incorrect sentences. (Prof. Levels 1-2) (DOK – Level Two)
9. Students will be able to make connections between written language and oral language. (Prof. Levels 1-2) (DOK – Level One, Level Two, Level Three, Level Four)
10. Students will be able to draw a map. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to develop the structural and creative skills of the writing process necessary to produce written language within the content area. (Prof. Levels 2-5) (DOK – Level Three)
12. Students will be able to write dictated words and complete simple sentences. (Prof. Levels 2-5) (DOK – Level One)
13. Students will be able to use standard English language conventions as appropriate to writing within the academic area. (Prof. Levels 2-5) (DOK – Level One)
14. Students will be able to write the correct form of subject‐verb agreement. (Prof. Levels 2-5) (DOK – Level One)
15. Students will be able to use coordinating conjunctions. (Prof. Levels 2-5) (DOK – Level One)
16. Students will be able to write the correct form of appropriate grade‐level present tense regular and irregular verbs. (Prof. Levels 2-5) (DOK – Level One)
17. Students will be able to use adjectives in appropriate sentence positions. (Prof. Levels 2-5) (DOK – Level One)
18. Students will be able to edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date. (Prof. Levels 2-5) (DOK – Level Two)
19. Students will be able to use a graphic organizer. (Prof. Levels 2-5) (DOK – Level Two)

**Core Activities and Corresponding Instructional Methods:**

**Reading Wonders: Unit 4 Week 1**

Reading Comprehension: Short Text-“*Nail Soup”;* Leveled Reader-“*Why the Sea is Salty”*; Paired Selection-“*How to Make Sea Salt”*

* + Genre: Folktale; Directions
  + Strategy: Ask and Answer Questions
  + Skill: Point of View

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help students write the definitions correctly and read them aloud.
    - Level 2-4 – Have students write the definitions using complete sentences.
    - Level 4-5 – Challenge students to write five definitions using complete sentences.
    - Root Words:
    - Level 1-2 – Help students find the word and determine its meaning using its root word and suffix.
    - Level 2-4 – Have students find the word and define the word.
    - Level 4-5 – Have students define the word and use it in a sentence.
  + High Frequency Words:
    - Level 1-2 – Help students copy the questions correctly.
    - Level 2-4 – Provide question starters for students if needed.
    - Level 4-5 – Have students ask and answer the questions.

Writing:

* + Writing Trait: Show Feelings
    - Level 1-2 – Have students copy the edited sentences.
    - Level 2-4 – Have students revise, adding details that show their feelings.
    - Level 4-5 – Have students revise to add details showing feelings and edit for errors.

Grammar:

* Linking Verbs
  + - Level 1-2 – Describe one picture in “*Nail Soup*” to students, using linking verbs in simple sentences. Ask: *What do you see?* Have them repeat the sentences.
    - Level 2-4 – Have students describe two pictures in “*Nail Soup*” using linking verbs in their descriptions. Have students use complete sentences.
    - Level 4-5 – Have students discuss the pictures in “*Nail Soup*” using linking verbs. Have them add descriptive words to their sentences.

**DVOG: Unit 4 Week 1**

Cursive:

* Spelling Tests – Students should be encouraged to write weekly spelling words in cursive.
* Reading Wonders – Students should be encouraged to write “open-ended” responses in cursive.
* Additional ELA Assignments – Students should expand their use of cursive writing to other ELA assignments.

Phonics/Spelling:

* Spelling of /oo/ (moon) Vowel Team; Spelling of /oo/ (moon) V-e; ew=/u/; /oo/

**Reach: Unit 5-Week 3 Mixing and Combining Matter**

Language:

* + - Language Function: Describe Places; Evaluate;
    - Oral Language: Talk About How to Describe Matter and How it Changes; Talk Together About Making Connections
    - Listening and Speaking: Listen to Take or Make Notes

Grammar:

* Possessive Adjectives; Possessive Nouns

Vocabulary:

* Science Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-Feeling Words

Reading:

* Text Structure: Cause and Effect; Summarize a Science Article
* Reading Strategy: Make Connections
* Genre: Science Article (“*Quicksand: When Earth Turns to Liquid*”)
* Text Features: Headings; Graphics; Charts; Diagrams
* Fluency: Intonation; Accuracy and Rate

Writing:

* Writing Fluency; Writing Project-Literary Response

**Reading Wonders: Unit 4 Week 2**

Reading Comprehension: Short Text-“*The Impossible Pet Show”;* Leveled Reader-“*A Chef in the Family”*; Paired Selection-“*The Perfect Sandwich”*

* + Genre: Realistic Fiction
  + Strategy: Ask and Answer Questions
  + Skill: Point of View

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Have students copy the sentences and read them aloud.
    - Level 2-4 – Have students write the sentences for two or more words.
    - Level 4-5 – Challenge students to write sentences for all of the words.
    - Prefixes *un-, non-, im-, pre-:*
    - Level 1-2 – Help students locate the words and determine their meanings.
    - Level 2-4 – Have students write a sentence for each word.
    - Level 4-5 – Have students write other words they know that have these prefixes.
  + High Frequency Words:
    - Level 1-2 – Help students copy the sentence frames correctly and complete them.
    - Level 2-4 – Provide sentence starters, if necessary.
    - Level 4-5 – Have students define the words they used.

Writing:

* + Writing Trait: Ideas
    - Level 1-2 – Have students copy the edited writing.
    - Level 2-4 – Have students revise to add descriptive words.
    - Level 4-5 – Have students revise to add dialogue and edit for errors.

Grammar:

* Contractions with *not*
  + - Level 1-2 – Have students copy the sentences and the words forming each contraction. Have students read the sentences aloud after you.
    - Level 2-4 – Have students write their sentences on the board. Next to each sentence, have them write the letter or letters that the apostrophe replaces.
    - Level 4-5 – Have students write their sentences on the board. Then have them rewrite their sentences to make them mean the opposite.

**DVOG: Unit 4 Week 2**

Cursive:

* Spelling Tests – Students should be encouraged to write weekly spelling words in cursive.
* Reading Wonders – Students should be encouraged to write “open-ended” responses in cursive
* Additional ELA assignments – Students should expand their use of cursive writing to other ELA assignments.

Phonics/Spelling:

* Plurals Suffix -s; Plurals Suffix -es; y Changing Rule; Applying the Rules

**Reach: Unit 5-Week 4 Mixing and Combining Matter**

Language:

* + - Language Functions: Describe Places
    - Oral Language Project: Interview

Grammar:

* Possessive Nouns and Adjectives

Vocabulary:

* Synonyms

Reading:

* Reading Strategy: Make Connections
* Genre: Interview (“*Meet Maycira Costa*”)
* Fluency: Accuracy and Rate
* Concepts of Print: Identify a Question
* Text Features: Interview Features; Visuals
* Respond and Extend: Compare Text Features

Writing:

* Writing Fluency; Writing Project-Literary Response; Paragraph; Journal Entry

**Reading Wonders: Unit 4 Week 3**

Reading Comprehension: Short Text-“*Gray Wolf! Red Wolf!”;* Leveled Reader-“*Life in a Tide Pool”*; Paired Selection-“*Bluebird and Coyote”*

* + Genre: Expository Text; Folktale
  + Strategy: Reread
  + Skill: Compare and Contrast
  + Text Features: Map; Photos with Captions

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help students write their sentence frames correctly and read them aloud.
    - Level 2-4 – Have students write three sentence frames and a synonym for one sentence.
    - Level 4-5 – Challenge students to write four frames and give a synonym for each one.
    - Context Clues:
    - Level 1-2 – Help students choose a photo to describe. Ask them: *What do you see*?
    - Level 2-4 – Provide sentence starters for students, if necessary.
    - Level 4-5 – Have students describe two ways wolves or foxes have adapted.
  + High Frequency Words:
    - Level 1-2 – Help students copy the question correctly.
    - Level 2-4 – Provide question starters for students, if necessary.
    - Level 4-5 – Challenge students to use people and shelter in the question.

Writing:

* + Writing Trait: Organization
    - Level 1-2 – Help students choose a topic and write one sentence to introduce it.
    - Level 2-4 – Have students revise, making sure their topic is clearly stated.
    - Level 4-5 – Have students revise their topic statement and edit for errors.

Grammar:

* Main and Helping Verbs
  + - Level 1-2 – Help students think about one way they have prepared for bad weather using a helping verb.
    - Level 2-4 – Have students describe how they have prepared for bad weather using helping verbs. Have them use complete sentences.
    - Level 4-5 – Have students discuss how they have prepared for bad weather using helping verbs and adding descriptive words.

**DVOG: Unit 4 Week 3**

Cursive:

* Spelling Tests – Students should be encouraged to write weekly spelling words in cursive.
* Reading Wonders – Students should be encouraged to write “open-ended” responses in cursive
* Additional ELA assignments – Students should expand their use of cursive writing to other ELA assignments.

Phonics/Spelling:

* Initial, Medial, and Final; /au/ = a (l); /au/ = au; /au/ = aw Final Position

**Reach: Unit 6-Week 1 Music in Culture**

Language:

* + - Language Functions: Ask for and Give Information; Engage in Discussion
    - Oral Language: Talk About Musical Traditions; Talk Together About Visualizing
    - Listening and Speaking: Summarize Spoken Messages
    - How to Learn Language: Ask for Clarification

Grammar:

* Subject Pronouns; Object Pronoun

Vocabulary:

* Social Studies Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-The Arts Words

Reading:

* Reading Strategy: Visualize
* Genre: Song Lyrics (“*Oye, Celia! A Song for Celia Cruz*”)
* Fluency: Expression; Accuracy and Rate
* Literary Analysis: Classify Details; Onomatopia

Writing:

* Writing Fluency; Note; Writer’s Craft-Sensory Language; Write a Paragraph Response; Persuasive Essay

**Reading Wonders: Unit 4 Week 4**

Reading Comprehension: Short Text-“*Firsts in Flights”;* Leveled Reader-“*The Future of Flight”*; Paired Selection-“*The Cloak of Feathers”*

* + Genre: Expository Text; Myth
  + Strategy: Reread
  + Skill: Compare and Contrast
  + Text Features: Sidebar

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help students come up with ways to act out at least two words.
    - Level 2-4 – Have students act out four definitions for the class.
    - Level 4-5 – Challenge students to act out each definition for the class.
    - Prefixes and Suffixes:
    - Level 1-2 – Help students identify the root word and its prefix and suffix.
    - Level 2-4 – Have students identify the root word, prefix, and suffix and define the word.
    - Level 4-5 – Have students explain the word parts, definition, and part of speech.
  + High Frequency Words:
    - Level 1-2 – Help students write the sentences correctly and complete them.
    - Level 2-4 – Provide sentence starters for students, if necessary.
    - Level 4-5 – After students share their sentences, have them define each word.

Writing:

* + Writing Trait: Organization
    - Level 1-2 – Help students copy the edited sentences.
    - Level 2-4 – Have students revise to make their openings strong.
    - Level 4-5 – Have students revise to make their openings strong and edit for errors.

Grammar:

* Possessive Pronouns:
  + - Level 1-2 – Help students write three sentences. Read the sentences aloud for students to repeat after you.
    - Level 2-4 – Ask students to write their sentences on the board and underline the possessive pronouns.
    - Level 4-5 – Have students write their sentences on the board. Ask them to replace their possessive pronouns with possessive nouns.

**DVOG: Unit 4 Week 4**

Cursive:

* Spelling Tests – Students should be encouraged to write weekly spelling words in cursive.
* Reading Wonders – Students should be encouraged to write “open-ended” responses in cursive
* Additional ELA Assignments – Students should expand their use of cursive writing to other ELA assignments.

Phonics/Spelling:

* Spelling of Long a; Spelling of Long e; Spelling of Long o; Contractions

**Reach: Unit 6-Week 2 Music in Culture**

Language:

* + - Language Function: Ask for and Give Information
    - Theme Theater: Recite the Song

Grammar:

* Pronoun Agreement

Vocabulary:

* Playful Language

Reading:

* Reading Strategy: Visualize
* Genre: Biography (“*Blues Legend: Blind Lemon Jefferson*”)
* Literary Analysis: Important Details
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Language

Writing:

* Writing Fluency; Modeled Writing-Biographical Paragraph; Summary

**Reading Wonders: Unit 4 Week 5**

Reading Comprehension: Short Text-“*Ginger's Fingers," "The Giant," "Captain's Log”* Leveled Reader-“Melanie’s Mission*”*; Paired Selection-“*The Greedy Puppy”*

* + Genre: Narrative; Free Verse; Realistic Fiction; Poetry
  + Strategy: Reread
  + Skill: Theme
  + Literary Element: Repetition and Rhyme

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help students write two definitions correctly and read them aloud.
    - Level 2-4 – Have students write four definitions and read them aloud.
    - Level 4-5 – Have students write a short definition for each word, including parts of speech.
    - Metaphors:
    - Level 1-2 – Help students locate the metaphor. Help them determine what is being compared.
    - Level 2-4 – Ask students to locate and read aloud the metaphor. Ask them to determine its meaning.
    - Level 4-5 – Have students identify the metaphor. Ask them how they figured out what was being compared.
  + High Frequency Words:
    - Level 1-2 – Help students come up with actions for at least two words. Suggest actions they can do.
    - Level 2-4 – Have students come up with actions for five of the words.
    - Level 4-5 – Have students act out at least five words and ask them to define each word.

Writing:

* + Writing Trait: Word Choice
    - Level 1-2 – Help students copy the edited sentences.
    - Level 2-4 – Have students revise, adding descriptive words or phrases.
    - Level 4-5 – Have students revise adding strong, descriptive words, and edit for errors.

Grammar:

* Irregular Verbs
  + - Level 1-2 – Help students make their lists and write one sentence. Give them ideas for pictures to draw.
    - Level 2-4 – Ask students to write their sentences on the board. Have them give the past-tense form of each verb they used.
    - Level 4-5 – Have students write their sentences on the board. Ask them to explain how they determined each verb was irregular.

**DVOG: Unit 4 Week 5**

Cursive:

* Spelling Tests – Students should be encouraged to write weekly spelling words in cursive.
* Reading Wonders – Students should be encouraged to write “open-ended” responses in cursive.
* Additional ELA Assignments – Students should expand their use of cursive writing to other ELA assignments.

Phonics/Spelling:

* Soft c = /s/; Soft g = /j/; Jobs of Silent e; Soft/Hard c, Soft/Hard g

**Reach: Unit 6-Week 3 How Artists Influence Culture**

Language:

* + - Language Function: Give and Follow Instructions; Verify or Confirm Information
    - Oral Language: Talk About Different Kinds of Traditions; Talk Together About Visualizing
    - Listening and Speaking: Listen for Implicit Ideas
    - How to Learn Language: Use Nonverbal Cues

Grammar:

* Demonstrative Pronouns; Possessive Pronouns

Vocabulary:

* Social Studies Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-Print Materials Words

Reading:

* Text Structure: Steps in a Process; Explain a Process
* Reading Strategy: Visualize
* Genre: Descriptive Article; Legend (“Carving Stories in Cedar-How to Make a Totem Pole”)
* Fluency: Intonation; Accuracy and Rate
* Concepts of Print: Use Text Features
* Literary Analysis: Compare Genres

Writing:

* Writing Fluency; Writing Project-Interview; Questions

**Reading Wonders: Unit 4 Week 6**

Review and Assessment Week

**DVOG: Unit 4 Week 6**

Review

**Reach: Unit 6-Week 4 How Artists Influence Culture**

Language:

* + - Language Functions: Give and Follow Instructions
    - Oral Language Project: Instructions

Grammar:

* Pronoun Agreement

Vocabulary:

* Homophones

Reading:

* + Reading Strategy: Visualize
  + Genre: Profile; Folktale (*“Stories to Tell”)*
  + Literary Analysis: Folk Tales; Compare Genres; Characters
  + Reading Fluency-Accuracy and Rate

Writing:

* Writing Fluency; Writing Project-Interview; Modeled Writing-How to Article; Journal Entry

**Unit: 5 Reading Wonders**‐Take Action  **Time Range in Days:** 25-30 Days

**DVOG**

**Reach**-Unit 7: Blast! Crash! Splash!; Unit 8 Getting There

**Standard(s):** PA Core Standards; English Language Proficiency Standards

**PA Core Standards:**

CC.1.1.3.D, CC.1.1.3.E, CC.1.2.3.B, CC.1.2.3.C, CC.1.2.3.D, CC.1.2.3.E, CC.1.2.3.F, CC.1.2.3.G,

CC.1.2.3.I, CC.1.2.3.K, CC.1.3.3.B, CC.1.3.3.E, CC.1.3.3.F, CC.1.3.3.G, CC.1.3.3.H, CC.1.3.3.I,

CC.1.3.3.J, CC.1.4.3.A, CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D, CC.1.4.3.E, CC.1.4.3.F, CC.1.4.3.H, CC.1.4.3.J, CC.1.4.3.L, CC.1.4.3.M, CC.1.4.3.N, CC.1.4.3.O, CC.1.4.3.P, CC.1.4.3.R, CC.1.4.3.S, CC.1.4.3.T, CC.1.4.3.W, CC.1.5.3.A, CC.1.5.3.C, CC.1.5.3.G

**English Language Proficiency Standards:**

ELPS‐1, ELPS‐2, ELPS‐3, ELPS‐4, ELPS‐5

**Overview**: Let’s Trade; Reuse and Recycle; Teaming Up; Good Citizens; Energy

**Focus Question(s):** How do we get what we need? How can we reuse what we already have? How do teams work together? What do good citizens do? What are different kinds of energy?

**Goal(s):** Students will be able to begin understanding language, and use it in a limited capacity. Typically, they will memorize words and phrases and can comprehend and utilize language that they have been taught. They will apply current literacy skills to the development of new knowledge.

**Objectives:**

Listening: Along with objectives from Grade 3 ELA curriculum, based on Can Do Indicators

1. Students will be able to classify information. (Prof. Levels 1-2) (DOK – Level Two)
2. Students will be able to demonstrate understanding of Entering‐Level vocabulary. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to demonstrate understanding of the main idea of oral directions. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants). (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to understand classroom directions (e.g., schedules, homework assignments). (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to follow and understand rules. (Prof. Levels 1-2) (DOK – Level One)
7. Students will be able to understand the rules for conversation. (Prof. Levels 1-2) (DOK – Level One)
8. Students will be able to understand the rules for conversation. (Prof. Levels 2-5) (DOK – Level One)
9. Students will be able to understand and develop familiar vocabulary and grammar structures. (Prof. Levels 2-5) (DOK – Level Two)
10. Students will be able to develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint text. (Prof. Levels 2-5) (DOK – Level Four)
11. Student will be able to understand and follow oral directions. (Prof. Levels 2-5) (DOK – Level Two)
12. Students will be able to understand simple questions pertaining to a short passage. (Prof. Levels 2-5) (DOK – Level One)
13. Students will be able to recognize commands. (Prof. Levels 2-5) (DOK – Level One)

Speaking: Along with objectives from Grade 3 ELA curriculum, based on Can Do Indicators

1. Students will be able to communicate ideas. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (Prof. Levels 1-2) (DOK – Level Two)
3. Students will be able to provide personal information. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to intelligibly pronounce words for Entering‐Level (e.g., school, survival, family, and numbers). (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to name or use gestures to identify familiar objects. (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to name or use gestures to communicate effectively in grade appropriate settings, greeting, expressing needs and wants. (Prof. Levels 1-2) (DOK – Level Two)
7. Students will be able to recognize and survey personal attitudes and preferences. (Prof. Levels 1-2) (DOK – Level Three)
8. Students will be able to use gestures to express a personal preference. (Prof. Levels 1-2) (DOK – Level One)
9. Students will be able to use words and/or gestures to respond to questions related to Entering‐Level topics. (Prof. Levels 1-2) (DOK – Level Three)
10. Students will be able to explain in simple sentences what a sequence of pictures are illustrating. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to formulate simple sentences. (Prof. Levels 1-2) (DOK – Level One)
12. Students will be able to pronounce regular verbs pertaining to Entering‐Level topics. (Prof. Levels 1-2) (DOK – Level One)
13. Students will be able to utilize effective vocabulary to communicate in social and academic settings. (Prof. Levels 1-2) (DOK – Level One)
14. Students will be able to use standard English conventions for oral communication. (Prof. Levels 1-2) (DOK – Level One, Level Two, Level Three, Level Four)
15. Students will be able to make connections between written language and oral language. (Prof. Levels 1-2) (DOK – Level Four)
16. Students will be able to use words, phrases, or simple sentences to provide information. (Prof. Levels 2-5) (DOK – Level One)
17. Students will be able to communicate ideas clearly and effectively. (Prof. Levels 2-5) (DOK – Level Two)
18. Students will be able to use spoken English to build vocabulary. (Prof. Levels 2-5) (DOK – Level One)
19. Students will be able to formulate simple sentences and simple compound sentences. (Prof. Levels 2-5) (DOK – Level 3)
20. Students will be able to use English to develop the skills necessary to use proper grammar in spoken form within content areas. (Prof. Levels 2-5) (DOK – Level Two)
21. Students will be able to read written material aloud. (Prof. Levels 2-5) (DOK – Level One)
22. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (Prof. Levels 2-5) (DOK – Level Three)
23. Students will be able to use appropriate language variety, register and genre according to audience, purpose, and setting. (Prof. Levels 2-5) (DOK – Level Two)
24. Students will be able to enhance mathematic vocabulary. (Prof. Levels 2-5) (DOK – Level Two)
25. Students will be able to make original conversations using new vocabulary and grammar structures. (Prof. Levels 2-5) (DOK – Level Three)
26. Students will be able to discuss personal experiences and evaluate one’s own learning of new vocabulary, grammar, and oral language. (Prof. Levels 2-5) (DOK – DOK ‐ Level Three)

Reading: Along with objectives from Grade 3 ELA curriculum, based on Can Do Indicators

1. Students will be able to recognize and name all uppercase and lowercase letters of the alphabet, written in print or cursive learned to date. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use knowledge of letter‐sounds correspondence in order to decode words. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to recognize and name numbers. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to read aloud personal information. (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to identify Entering‐Level synonyms, antonyms, and multiple meaning words. (Prof. Levels 1-2) (DOK – Level Two)
6. Students will be able to recognize and use grade appropriate and/or content specific vocabulary within the context. (Prof. Levels 1-5) (DOK – Level Two)
7. Students will be able to predict outcomes, state reasonable generalizations and draw conclusions within academic areas. (Prof. Levels 1-5) (DOK – Level Three)
8. Students will be able to show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in order). (Prof. Levels 1-2) (DOK – Level Two)
9. Students will be able to identify the main character in a story. (Prof. Levels 1-2) (DOK – Level One)
10. Students will be able to infer word meaning from context. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to infer situational context. (Prof. Levels 1-2) (DOK – Level Three)
12. Students will be able to make inference, state reasonable generalizations and draw conclusions within academic areas. (Prof. Level: 1-4) (DOK – Level Three)
13. Students will be able to activate prior knowledge. (Prof. Level: 1 and 2) (DOK – Level Two)
14. Students will be able to classify and make connections. (Prof. Level: 1 and 2) (DOK – Level Three)
15. Students will be able to evaluate one’s own learning of reading skills and reading comprehension. (Prof. Levels 2-5) (DOK – Level Four)
16. Students will be able to use cooperation with a classmate to practice conversations, read a dialogue, act out a short story, and study new vocabulary. (Prof. Levels 2-5) (DOK – Level One, DOK – Level Two, DOK – Level Three)
17. Students will be able to use learned strategies to analyze text (illustrations/pictures, captions, headings and subheadings). (Prof. Levels 2-5) (DOK – Level Three)
18. Students will be able to identify easy and difficult material in a chapter and the different ways to learn the difficult material. (Prof. Levels 2-5) (DOK – Level Four)
19. Students will be able to decode unknown words using previously learned strategies. (Prof. Levels 2-5) (DOK – Level Two)
20. Students will be able to identify parts of books (e.g., the front cover, back cover, title page, table of contents, and author/illustrator of a book or reading selection). (Prof. Levels 2-5) (DOK – Level One)
21. Students will be able to develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint texts. (Prof. Levels 2-5) (DOK – Level Four)
22. Students will be able to identify differences between types of text. (Prof. Levels 2-5) (DOK – Level Two)
23. Students will be able to preview a text to increase reading comprehension. (Prof. Levels 2-5) (DOK – Level One)
24. Students will be able to enhance mathematic vocabulary. (Prof. Levels 2-5) (DOK – Level One)

Writing: Along with objectives from Grade 3 ELA curriculum, based on Can Do Indicators

1. Students will be able to use correct spelling. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use correct punctuation. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to use standard writing conventions. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to write numerals. (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to write the correct form of a regular verb. (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to use present‐progressive tense. (Prof. Levels 1-2) (DOK – Level One)
7. Students will be able to construct complete sentences. (Prof. Levels 1-2) (DOK – Level One)
8. Students will be able to edit incomplete or incorrect sentences. (Prof. Levels 1-2) (DOK – Level Two)
9. Students will be able to make connections between written language and oral language. (Prof. Levels 1-2) (DOK – Level One, Level Two, Level Three, Level Four)
10. Students will be able to draw a map. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to develop the structural and creative skills of the writing process necessary to produce written language within the content area. (Prof. Levels 2-5) (DOK – Level Three)
12. Students will be able to write dictated words and complete simple sentences. (Prof. Levels 2-5) (DOK – Level One)
13. Students will be able to use standard English language conventions as appropriate to writing within the academic area. (Prof. Levels 2-5) (DOK – Level One)
14. Students will be able to write the correct form of subject‐verb agreement. (Prof. Levels 2-5) (DOK – Level One)
15. Students will be able to use coordinating conjunctions. (Prof. Levels 2-5) (DOK – Level One)
16. Students will be able to write the correct form of appropriate grade‐level present tense regular and irregular verbs. (Prof. Levels 2-5) (DOK – Level One)
17. Students will be able to use adjectives in appropriate sentence positions. (Prof. Levels 2-5) (DOK – Level One)
18. Students will be able to edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date. (Prof. Levels 2-5) (DOK – Level Two)
19. Students will be able to use a graphic organizer. (Prof. Levels 2-5) (DOK – Level Two)

**Core Activities and Corresponding Instructional Methods:**

**Reading Wonders: Unit 5 Week 1**

Reading Comprehension: Short Text-“*Juanita and the Beanstalk”;* Leveled Reader-“*The Golden Goose”*; Paired Selection-“Gold, Gold, Gold*”*

* + Genre: Fairy Tale; Expository Text
  + Strategy: Summarize
  + Skill: Point of View

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help students write the completed sentence and read it aloud.
    - Level 2-4 – Have students explain how *humble* and *magnificent* are different.
    - Level 4-5 – Challenge students to describe how *payment* is different than *barter*.
    - Root Words:
    - Level 1-2 – Help students determine its meaning by acting out the root word curious.
    - Level 2-4 – Ask students to locate the word and determine the meaning of its root word.
    - Level 4-5 – Have students explain how they determined the meaning of the word.
  + High Frequency Words:
    - Level 1-2 – Help students copy the sentence frames correctly.
    - Level 2-4 – Have students write sentence frames and provide clues for the class.
    - Level 4-5 – Have students also write sentence frames with the words offer and share.

Writing:

* + Writing Trait: Sentence Fluency
    - Level 1-2 – Help students copy the edited paragraph.
    - Level 2-4 – Have students revise, using different sentence types to add variety.
    - Level 4-5 – Have students revise, adding dialogue for variety, and edit for errors.

Grammar:

* Singular and Plural Pronouns
  + - Describe an illustration in “*Juanita and the Beanstalk*” using singular and plural pronouns. Ask: *What do you see*? Have students repeat the sentences.
    - Level 2-4 – Ask students to describe the illustrations in “*Juanita and the Beanstalk*” using singular and plural pronouns. Have students use complete sentences to describe the illustrations.
    - Level 4-5 – Challenge students to describe the illustrations in “*Juanita and the Beanstalk*” using each singular and plural pronoun at least once.

**DVOG: Unit 5 Week 1**

Cursive:

* Spelling Tests – Students should be encouraged to write weekly spelling words in cursive.
* Reading Wonders – Students should be encouraged to write “open-ended” responses in cursive.
* Additional ELA Assignments – Students should expand their use of cursive writing to other ELA assignments.

Phonics/Spelling:

* Compound Words; /air/ and /are/; ew say /oo/ as in news; oa says long o

**Reach: Unit 7-Week 1 Volcanoes**

Language:

* + - Language Function: Tell an Original Story; Summarize
    - Oral Language: Talk About Volcanoes; Talk Together About Synthesizing
    - Listening and Speaking: Stay on Topic
    - How to Learn Language: Find Patterns in Language; Self-Monitor/Self-Correct

Grammar:

* Adverbs

Vocabulary:

* Science Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-Times and Days of the Week Words

Reading:

* Reading Strategy: Synthesize; Draw Conclusions;
* Genre: Narrative Poem (“*An Island Grows*”)
* Fluency: Intonation; Accuracy and Rate
* Concepts of Print: Sentences
* Literary Analysis: Imagery; Rhythm and Rhyme; Narrative Forms; Retell a Story

Writing:

* Writing Fluency; Description; Writer’s Craft-Precise Words; Interactive Writing-Write a Paragraph Response; Opinion

**Reading Wonders: Unit 5 Week 2**

Reading Comprehension: Short Text-“*The New Hoop”;* Leveled Reader-“*The Salvage Crew”*; Paired Selection-“*From Trash to Treasure”*

* + Genre: Realistic Fiction; Expository Text
  + Strategy: Summarize
  + Skill: Point of View

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help students write their sentence frames correctly and read them aloud.
    - Level 2-4 – Have students write their sentence frames and find a synonym for each of their vocabulary words.
    - Level 4-5 – Have students write their sentence frames and find synonyms and antonyms for each vocabulary word.
    - Homographs:
    - Level 1-2 – Help students locate the words and determine the meanings.
    - Level 2-4 – Ask students to write a sentence for each word.
    - Level 4-5 – Have students write two sentences for each word to show different meanings.
  + High Frequency Words:
    - Level 1-2 – Help students write the completed sentences correctly.
    - Level 2-4 – Provide sentence starters, if necessary.
    - Level 4-5 – After students share their sentences, have them define the words.

Writing:

* + Writing Trait: Word Choice
    - Level 1-2 – Have students copy the edited writing.
    - Level 2-4 – Have students revise their writing to have a sufficient amount of sensory detail.
    - Level 4-5 – Have students revise, adding more sensory details, and edit for errors.

Grammar:

* Subject and Object Pronouns
  + - Level 1-2 – Help students write and complete their sentence frames. Read their sentence frames aloud and have them repeat.
    - Level 2-4 – Have students write their sentences on the board. Have them list pronouns that could correctly complete the frames (example: *him* or *her*).
    - Level 4-5 – Have students write sentence frames with both the subject and object pronouns missing. Have them read the completed sentences aloud.

**DVOG: Unit 5 Week 2**

Cursive:

* Spelling Tests – Students should be encouraged to write weekly spelling words in cursive.
* Reading Wonders – Students should be encouraged to write “open-ended” responses in cursive.
* Additional ELA Assignments – Students should expand their use of cursive writing to other ELA assignments.

Phonics/Spelling:

* Consonant or vowel suffix; Adding s; Doubling Rule; Dropping Rule

**Reach: Unit 7-Week 2 Volcanoes**

Language:

* + - Language Function: Tell an Original Story
    - Oral Language Project: Informational Presentation

Grammar:

* Adverbs

Vocabulary:

* Greek and Latin Roots

Reading:

* Reading Strategy: Synthesize-Draw Conclusions
* Genre: Photo Essay (“*Volcano Views*”)
* Text Features: Photographs with Labels
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Texts
* Text Structure: Important Details

Writing:

* Writing Fluency; Modeled Writing-Photo Essay; Journal Entry

**Reading Wonders: Unit 5 Week 3**

Reading Comprehension: Short Text-“*Rescue Dogs Save the Day”;* Leveled Reader-“*Firefighting Heroes”*; Paired Selection-“*A Favor Repaid”*

* + Genre: Expository Text; Tall Tale
  + Strategy: Ask and Answer Questions
  + Skill: Author’s Point of View

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help students write the sentences and read them aloud.
    - Level 2-4 – Ask students to write what *equipment* they would need in a *disaster*.
    - Level 4-5 – Ask students to explain the difference between *careless* and *accidental.*
    - Context Clues-Sentence Clues:
    - Level 1-2 – Help students find the word and determine its meaning.
    - Level 2-4 – Have students find the word and define it using a complete sentence.
    - Level 4-5 – Have students also find *participate* and define it with a complete sentence.
  + High Frequency Words:
    - Level 1-2 – Help students copy the questions correctly.
    - Level 2-4 – Have students ask and answer their questions for the class.
    - Level 4-5 – Have students define the words they used.

Writing:

* + Writing Trait: Organization
    - Level 1-2 – Help students copy the edited paragraph.
    - Level 2-4 – Have students revise, adding sentences that support the main idea.
    - Level 4-5 – Have students revise to add supporting details and edit for errors.

Grammar:

* Pronoun/Verb Agreement
  + - Level 1-2 – Describe photographs in “*Rescue Dogs Save the Day*” to students. Ask: *What do you see*? Help them say sentences with pronoun-verb agreement.
    - Level 2-4 – Ask students to describe the photographs in “*Rescue Dogs Save the Day*.” Have them say sentences with pronoun/verb agreement.
    - Level 4-5 – Challenge students to discuss the photographs in “*Rescue Dogs Save the Day.*” Have them write sentences using pronoun/verb agreement.

**DVOG: Unit 5 Week 3**

Cursive:

* Spelling Tests – Students should be encouraged to write weekly spelling words in cursive.
* Reading Wonders – Students should be encouraged to write “open-ended” responses in cursive.
* Additional ELA Assignments – Students should expand their use of cursive writing to other ELA Assignments.

Phonics/Spelling:

* VC/CV Syllable Division; VC/CVCe Syllable Division; Rabbit Rule; R Controlled /er/

**Reach: Unit 7-Week 3 Tsunamis**

Language:

* + - Language Function: Express Opinions and Ideas
    - Oral Language: Talk About Earthquakes and Tsunamis; Together About Synthesizing
    - Listening and Speaking: Listen Critically
    - How to Learn Language: Ask for Clarification

Grammar:

* Prepositions; Prepositional Phrases

Vocabulary:

* Science Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-Weather Words

Reading:

* Text Structure: Cause and Effect; Summarize a Story
* Reading Strategy: Synthesize-Form Generalizations;
* Genre: Historical Fiction (“Selvakumar Knew Better”)
* Fluency: Expression; Accuracy and Rate
* Concepts of Print: Capital and Lowercase Letters
* Literary Analysis: Character Relationships; Dialogue

Writing:

* Writing Fluency; Writing Project-Research Report; Writer’s Craft-Precise Words; Sentences; Write About a Word

**Reading Wonders: Unit 5 Week 4**

Reading Comprehension: Short Text-“ *Dolores Huerta: Growing Up Strong”;* Leveled Reader-“*Eunice Kennedy Shriver”*; Paired Selection-“*The Life Saver”*

* + Genre: Biography
  + Strategy: Ask and Answer Questions
  + Skill: Author’s Point of View
  + Text Features: Caption; Timeline

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help students come up with ways to act out at least two words.
    - Level 2-4 – Have students act out four definitions for the class.
    - Level 4-5 – Challenge students to act out each definition for the class.
    - Prefixes and Suffixes:
    - Level 1-2 – Help students identify the root word and its prefix and suffix.
    - Level 2-4 – Have students identify the root word, prefix, and suffix and define the word.
    - Level 4-5 – Have students explain the word parts, definition, and part of speech.
  + High Frequency Words:
    - Level 1-2 – Help students write the sentences correctly and complete them.
    - Level 2-4 – Provide sentence starters for students, if necessary.
    - Level 4-5 – After students share their sentences, have them define each word.

Writing:

* + Writing Trait: Organization
    - Level 1-2 – Help students copy the edited sentences.
    - Level 2-4 – Have students revise to make their openings strong.
    - Level 4-5 – Have students revise to make their openings strong and edit for errors.

Grammar:

* Possessive Pronouns
  + - Level 1-2 – Help students write three sentences. Read the sentences aloud for students to repeat after you.
    - Level 2-4 – Ask students to write their sentences on the board and underline the possessive pronouns.
    - Level 4-5 – Have students write their sentences on the board. Ask them to replace their possessive pronouns with possessive nouns.

**DVOG: Unit 5 Week 4**

Cursive:

* Spelling Tests – Students should be encouraged to write weekly spelling words in cursive.
* Reading Wonders – Students should be encouraged to write “open-ended” responses in cursive.
* Additional ELA Assignments – Students should expand their use of cursive writing to other ELA assignments.

Phonics/Spelling:

* Suffix added to words without changing the base word; Suffix -ing added to a base word ending in a consonant + y (ing); Changing y to I, vowel suffix (es) (ed)

**Reach: Unit 7-Week 4 Tsunamis**

Language:

* + - Language Function: Understand Opinions and Ideas
    - Theme Theater: Readers Theater;

Grammar:

* Prepositional Phrases

Vocabulary:

* Compound Words

Reading:

* Text Features: Internet Text Features
* Reading Strategy: Synthesize-Form Generalizations
* Genre: Online Article (“*Tsunami*”)
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Texts

Writing:

* Writing Fluency; Writing Project-Research Report; Writing on Demand-Paragraph; Summary

**Reading Wonders: Unit 5 Week 5**

Reading Comprehension: Short Text-“*Here Comes Solar Power”;* Leveled Reader-“*The Fuel of the Future”*; Paired Selection-“*Saving Energy”*

* + Genre: Expository Text
  + Strategy: Ask and Answer Questions
  + Skill: Cause and Effect
  + Text Features: Photographs and Captions; Sidebar

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help students write two questions and read them aloud.
    - Level 2-4 – Have students write four questions and read them aloud.
    - Level 4-5 – Challenge students to write six questions and read them aloud.
    - Homophones:
    - Level 1-2 – Help students locate the context clues on the page.
    - Level 2-4 – Have students read aloud the context clues.
    - Level 4-5 – Have students define the words using context clues.
  + High Frequency Words:
    - Level 1-2 – Help students copy the sentences correctly.
    - Level 2-4 – Have students write sentences using the words *energy, their, there, than*.
    - Level 4-5 – Have students write sentences with the words *traditional* and *energy.*

Writing:

* + Writing Trait: Voice
    - Level 1-2 – Help students copy two edited sentences.
    - Level 2-4 – Have students revise, adding words and phrases that show opinion.
    - Level 4-5 – Have students revise, adding opinion words, and edit for errors.

Grammar:

* Pronoun-Verb Contractions
  + - Level 1-2 – Describe a photo in “*Here Comes Solar Power*” for students. Ask: *What do you see in this photo? What is the person doing?*
    - Level 2-4 – Ask students to describe the photos in “*Here Comes Solar Power*” in complete sentences.
    - Level 4-5 – Challenge students to write three sentences describing something they are doing using pronoun/verb contractions.

**DVOG: Unit 5 Week 5**

Cursive:

* Spelling Tests – Students should be encouraged to write weekly spelling words in cursive.
* Reading Wonders – Students should be encouraged to write “open-ended” responses in cursive.
* Additional ELA Assignments – Students should expand their use of cursive writing to other ELS assignments.

Phonics/Spelling:

* Syllable division with 1st Syllable as an open syllable type (ra/ven); y says /e/ at the end of a 2 syllable word; 2 Syllable Words – 1st Syllable Open 2nd Syllable R-controlled; or says/er/

**Reach: Unit 8-Week 1 Using Numbers to Measure and Count**

Language:

* + - Language Function: Ask for and Give Advice; Make and Accept Suggestions
    - Oral Language: Talk About Measuring Distance in a Race; Talk Together About Choosing Reading Strategies
    - Listening and Speaking: Clarify and Support Ideas
    - How to Learn Language: Use Nonverbal Cues

Grammar:

* Past Tense-Regular Verbs, Irregular Verbs

Vocabulary:

* Math Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-Outdoor Activities and Sports Words

Reading:

* Reading Strategy: Choose Reading Strategies
* Genre: Realistic Fiction (“*Running Shoes*”)
* Fluency: Intonation; Accuracy and Rate
* Literary Analysis: Goal and Outcome; Character’s Motives; Summarize a Story

Writing:

* Writing Fluency; Daily Writing-Write a Letter; Writer’s Craft-Sensory Words

**Reading Wonders: Unit 5 Week 6**

Review and Assessment Week

**DVOG: Unit 5 Week 6**

Review

**Reach: Unit 8-Week 2 Using Numbers to Measure and Count**

Language:

* + - Language Functions: Ask for and Give Advice
    - Theme Theater: Perform a Skit

Grammar:

* Past Tense

Vocabulary:

* Word Categories

Reading:

* Genre: Myth; Folk Tale (“*Two Clever Plans”*)
* Reading Strategy: Choose Reading Strategies
* Concepts of Print: Identify Dialogue
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Settings
* Literary Analysis: Myths and Folk Tales

Writing:

* Writing Fluency; Modeled Writing-Folk Tale; Journal Entry

**Unit: 6 Reading Wonders**‐Think It Over  **Time Range in Days:** 25-30 Days

**DVOG**

**Reach**-Unit 8 Getting There

**Standard(s):** PA Core Standards; English Language Proficiency Standards

**PA Core Standards:**

CC.1.1.3.D, CC.1.1.3.E, CC.1.2.3.B, CC.1.2.3.C, CC.1.2.3.D, CC.1.2.3.E, CC.1.2.3.F, CC.1.2.3.G,

CC.1.2.3.I, CC.1.2.3.K, CC.1.3.3.B, CC.1.3.3.E, CC.1.3.3.F, CC.1.3.3.G, CC.1.3.3.H, CC.1.3.3.I,

CC.1.3.3.J, CC.1.4.3.A, CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D, CC.1.4.3.E, CC.1.4.3.F, CC.1.4.3.H, CC.1.4.3.J, CC.1.4.3.L, CC.1.4.3.M, CC.1.4.3.N, CC.1.4.3.O, CC.1.4.3.P, CC.1.4.3.R, CC.1.4.3.S, CC.1.4.3.T, CC.1.4.3.W, CC.1.5.3.A, CC.1.5.3.C, CC.1.5.3.G

**English Language Proficiency Standards:**

ELPS‐1, ELPS‐2, ELPS‐3, ELPS‐4, ELPS‐5

**Overview:** Treasures; Weather; Learning to Succeed

**Focus Question(s):** How do you decide what is important? How can weather affect us? Why are goals important?

**Goal(s):** Students will be able to begin understanding language, and use it in a limited capacity. Typically, they will memorize words and phrases and can comprehend and utilize language that they have been taught. They will apply current literacy skills to the development of new knowledge.

**Objectives:**

Listening: Along with objectives from Grade 3 ELA curriculum, based on Can Do Indicators

1. Students will be able to classify information. (Prof. Levels 1-2) (DOK – Level Two)
2. Students will be able to demonstrate understanding of Entering‐Level vocabulary. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to demonstrate understanding of the main idea of oral directions. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants). (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to understand classroom directions (e.g., schedules, homework assignments). (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to follow and understand rules. (Prof. Levels 1-2) (DOK – Level One)
7. Students will be able to understand the rules for conversation. (Prof. Levels 1-2) (DOK – Level One)
8. Students will be able to understand the rules for conversation. (Prof. Levels 2-5) (DOK – Level One)
9. Students will be able to understand and develop familiar vocabulary and grammar structures. (Prof. Levels 2-5) (DOK – Level Two)
10. Students will be able to develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint text. (Prof. Levels 2-5) (DOK – Level Four)
11. Student will be able to understand and follow oral directions. (Prof. Levels 2-5) (DOK – Level Two)
12. Students will be able to understand simple questions pertaining to a short passage. (Prof. Levels 2-5) (DOK – Level One)
13. Students will be able to recognize commands. (Prof. Levels 2-5) (DOK – Level One)

Speaking: Along with objectives from Grade 3 ELA curriculum, based on Can Do Indicators

1. Students will be able to communicate ideas. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (Prof. Levels 1-2) (DOK – Level Two)
3. Students will be able to provide personal information. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to intelligibly pronounce words for Entering‐Level (e.g., school, survival, family, and numbers). (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to name or use gestures to identify familiar objects. (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to name or use gestures to communicate effectively in grade appropriate settings, greeting, expressing needs and wants. (Prof. Levels 1-2) (DOK – Level Two)
7. Students will be able to recognize and survey personal attitudes and preferences. (Prof. Levels 1-2) (DOK – Level Three)
8. Students will be able to use gestures to express a personal preference. (Prof. Levels 1-2) (DOK – Level One)
9. Students will be able to use words and/or gestures to respond to questions related to Entering‐Level topics. (Prof. Levels 1-2) (DOK – Level Three)
10. Students will be able to explain in simple sentences what a sequence of pictures are illustrating. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to formulate simple sentences. (Prof. Levels 1-2) (DOK – Level One)
12. Students will be able to pronounce regular verbs pertaining to Entering‐Level topics. (Prof. Levels 1-2) (DOK – Level One)
13. Students will be able to utilize effective vocabulary to communicate in social and academic settings. (Prof. Levels 1-2) (DOK – Level One)
14. Students will be able to use standard English conventions for oral communication. (Prof. Levels 1-2) (DOK – Level One, Level Two, Level Three, Level Four)
15. Students will be able to make connections between written language and oral language. (Prof. Levels 1-2) (DOK – Level Four)
16. Students will be able to use words, phrases, or simple sentences to provide information. (Prof. Levels 2-5) (DOK – Level One)
17. Students will be able to communicate ideas clearly and effectively. (Prof. Levels 2-5) (DOK – Level Two)
18. Students will be able to use spoken English to build vocabulary. (Prof. Levels 2-5) (DOK – Level One)
19. Students will be able to formulate simple sentences and simple compound sentences. (Prof. Levels 2-5) (DOK – Level 3)
20. Students will be able to use English to develop the skills necessary to use proper grammar in spoken form within content areas. (Prof. Levels 2-5) (DOK – Level Two)
21. Students will be able to read written material aloud. (Prof. Levels 2-5) (DOK – Level One)
22. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (Prof. Levels 2-5) (DOK – Level Three)
23. Students will be able to use appropriate language variety, register and genre according to audience, purpose, and setting. (Prof. Levels 2-5) (DOK – Level Two)
24. Students will be able to enhance mathematic vocabulary. (Prof. Levels 2-5) (DOK – Level Two)
25. Students will be able to make original conversations using new vocabulary and grammar structures. (Prof. Levels 2-5) (DOK – Level Three)
26. Students will be able to discuss personal experiences and evaluate one’s own learning of new vocabulary, grammar, and oral language. (Prof. Levels 2-5) (DOK – DOK ‐ Level Three)

Reading: Along with objectives from Grade 3 ELA curriculum, based on Can Do Indicators

1. Students will be able to recognize and name all uppercase and lowercase letters of the alphabet, written in print or cursive learned to date. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use knowledge of letter‐sounds correspondence in order to decode words. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to recognize and name numbers. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to read aloud personal information. (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to identify Entering‐Level synonyms, antonyms, and multiple meaning words. (Prof. Levels 1-2) (DOK – Level Two)
6. Students will be able to recognize and use grade appropriate and/or content specific vocabulary within the context. (Prof. Levels 1-5) (DOK – Level Two)
7. Students will be able to predict outcomes, state reasonable generalizations and draw conclusions within academic areas. (Prof. Levels 1-5) (DOK – Level Three)
8. Students will be able to show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in order). (Prof. Levels 1-2) (DOK – Level Two)
9. Students will be able to identify the main character in a story. (Prof. Levels 1-2) (DOK – Level One)
10. Students will be able to infer word meaning from context. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to infer situational context. (Prof. Levels 1-2) (DOK – Level Three)
12. Students will be able to make inference, state reasonable generalizations and draw conclusions within academic areas. (Prof. Level: 1-4) (DOK – Level Three)
13. Students will be able to activate prior knowledge. (Prof. Level: 1 and 2) (DOK – Level Two)
14. Students will be able to classify and make connections. (Prof. Level: 1 and 2) (DOK – Level Three)
15. Students will be able to evaluate one’s own learning of reading skills and reading comprehension. (Prof. Levels 2-5) (DOK – Level Four)
16. Students will be able to use cooperation with a classmate to practice conversations, read a dialogue, act out a short story, and study new vocabulary. (Prof. Levels 2-5) (DOK – Level One, DOK – Level Two, DOK – Level Three)
17. Students will be able to use learned strategies to analyze text (illustrations/pictures, captions, headings and subheadings). (Prof. Levels 2-5) (DOK – Level Three)
18. Students will be able to identify easy and difficult material in a chapter and the different ways to learn the difficult material. (Prof. Levels 2-5) (DOK – Level Four)
19. Students will be able to decode unknown words using previously learned strategies. (Prof. Levels 2-5) (DOK – Level Two)
20. Students will be able to identify parts of books (e.g., the front cover, back cover, title page, table of contents, and author/illustrator of a book or reading selection). (Prof. Levels 2-5) (DOK – Level One)
21. Students will be able to develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint texts. (Prof. Levels 2-5) (DOK – Level Four)
22. Students will be able to identify differences between types of text. (Prof. Levels 2-5) (DOK – Level Two)
23. Students will be able to preview a text to increase reading comprehension. (Prof. Levels 2-5) (DOK – Level One)
24. Students will be able to enhance mathematic vocabulary. (Prof. Levels 2-5) (DOK – Level One)

Writing: Along with objectives from Grade 3 ELA curriculum, based on Can Do Indicators

1. Students will be able to use correct spelling. (Prof. Levels 1-2) (DOK – Level One)
2. Students will be able to use correct punctuation. (Prof. Levels 1-2) (DOK – Level One)
3. Students will be able to use standard writing conventions. (Prof. Levels 1-2) (DOK – Level One)
4. Students will be able to write numerals. (Prof. Levels 1-2) (DOK – Level One)
5. Students will be able to write the correct form of a regular verb. (Prof. Levels 1-2) (DOK – Level One)
6. Students will be able to use present‐progressive tense. (Prof. Levels 1-2) (DOK – Level One)
7. Students will be able to construct complete sentences. (Prof. Levels 1-2) (DOK – Level One)
8. Students will be able to edit incomplete or incorrect sentences. (Prof. Levels 1-2) (DOK – Level Two)
9. Students will be able to make connections between written language and oral language. (Prof. Levels 1-2) (DOK – Level One, Level Two, Level Three, Level Four)
10. Students will be able to draw a map. (Prof. Levels 1-2) (DOK – Level Two)
11. Students will be able to develop the structural and creative skills of the writing process necessary to produce written language within the content area. (Prof. Levels 2-5) (DOK – Level Three)
12. Students will be able to write dictated words and complete simple sentences. (Prof. Levels 2-5) (DOK – Level One)
13. Students will be able to use standard English language conventions as appropriate to writing within the academic area. (Prof. Levels 2-5) (DOK – Level One)
14. Students will be able to write the correct form of subject‐verb agreement. (Prof. Levels 2-5) (DOK – Level One)
15. Students will be able to use coordinating conjunctions. (Prof. Levels 2-5) (DOK – Level One)
16. Students will be able to write the correct form of appropriate grade‐level present tense regular and irregular verbs. (Prof. Levels 2-5) (DOK – Level One)
17. Students will be able to use adjectives in appropriate sentence positions. (Prof. Levels 2-5) (DOK – Level One)
18. Students will be able to edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date. (Prof. Levels 2-5) (DOK – Level Two)
19. Students will be able to use a graphic organizer. (Prof. Levels 2-5) (DOK – Level Two)

**Core Activities and Corresponding Instructional Methods:**

**Reading Wonders: Unit 6 Week 1**

Reading Comprehension: Short Text-“*Athena and Arachne”;* Leveled Reader-“*The Naming of Athens”*; Paired Selection-“*The Perfect Present”*

* + Genre: Myth; Drama; Realistic Fiction
  + Strategy: Make, Confirm, and Revise Predictions
  + Skill: Theme

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help students write the sentences and read them aloud.
    - Level 2-4 – Ask students to explain the difference between *possess* and *obsessed*.
    - Level 4-5 – Challenge students to explain how *treasure* and *wealth* are different.
    - Root Words:
    - Level 1-2 – Help students determine its meaning by acting out the root word *obsess*.
    - Level 2-4 – Ask students to act out and find a synonym for *obsession*.
    - Level 4-5 – Challenge students to find an antonym for *obsession* and to use it in a sentence.
  + High Frequency Words:
    - Level 1-2 – Help students copy the sentence frames correctly.
    - Level 2-4 – Have students write sentence frames and provide clues for the class.
    - Level 4-5 – Have students write sentence frames with the words *value* and *wisdom*.

Writing:

* + Writing Trait: Vary Sentence Length
    - Level 1-2 – Help students copy the edited dialogue.
    - Level 2-4 – Have students revise their dialogue checking for varying sentence lengths.
    - Level 4-5 – Have students revise sentence lengths and edit for errors.

Grammar:

* Adjectives and Articles
  + - Level 1-2 – Describe the illustrations in “*Athena and Arachne*” using adjectives and articles. Ask: *What do you see in these illustrations?* Have students repeat the sentences.
    - Level 2-4 – Ask students to describe the characters in “*Athena and Arachne*” using adjectives and articles. Have students use complete sentences to describe the characters.
    - Level 4-5 – Challenge students to use an adjective and an article in the sentences they write to describe the characters in “*Athena and Arachne*.”

**DVOG: Unit 6 Week 1**

Cursive:

* Spelling Tests – Students should be encouraged to write weekly spelling words in cursive.
* Reading Wonders – Students should be encouraged to write “open-ended” responses in cursive.
* Additional ELA Assignments – Students should expand their use of cursive writing to other ELA assignments.

Phonics/Spelling:

* Prefix dis-, pre-; ch = /k/; prefix re-; Prefix un-

**Reach: Unit 8-Week 3 Using Math to Plan**

Language:

* + - Language Function: Express Intentions; Express Certainty, Probability, and Possibility
    - Oral Language: Talk About Going on a Journey; Talk Together About Using Reading Strategies
    - Listening and Speaking: Interpret a Speaker’s Message
    - How to Learn Language: Use Nonverbal Cues

Grammar:

* Future Tense with *will*; Future Tense with am/is/are/going to

Vocabulary:

* Social Studies Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-Vehicles;

Reading:

* Text Structure: Main Idea and Details; Text Features; Summarize a Feature Article
* Reading Strategy: Use Reading Strategies
* Genre: Human Interest Feature (“*One Man’s Goal*”)
* Fluency: Phrasing; Accuracy and Rate

Writing:

* Writing Fluency; Writing Project-Story; Letter

**Reading Wonders: Unit 6 Week 2**

Reading Comprehension: Short Text-“*The Big Blizzard”;* Leveled Reader-“*The Schoolhouse Blizzard”*; Paired Selection-“*The Lion and the Boar”*

* + Genre: Historical Fiction; Fable
  + Strategy: Make, Confirm, and Revise Predictions
  + Skill: Theme

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help students write their sentence frames correctly and read them aloud.
    - Level 2-4 – Have students find a synonym for each word.
    - Level 4-5 – Have students write a synonym and antonym for each word.
    - Idioms:
    - Level 1-2 – Help students locate the idioms and determine the meanings.
    - Level 2-4 – Have students write definitions for the two idioms.
    - Level 4-5 – Have students write sentences for all the idioms in the passage.
  + High Frequency Words:
    - Level 1-2 – Help students write the completed sentences.
    - Level 2-4 – Provide sentence starters, if needed.
    - Level 4-5 – Have students write a question for each word.

Writing:

* + Writing Trait: Word Choice
    - Level 1-2 – Have students copy the edited writing.
    - Level 2-4 – Have students revise to clarify how the activities are alike and different.
    - Level 4-5 – Have students revise to add more sensory details and edit for errors.

Grammar:

* Adjectives That Compare
  + - Level 1-2 – Help students write their sentence frames and complete them. Read the sentences aloud for students to repeat.
    - Level 2-4 – Have students write their sentences on the board. Have them list other adjectives that could complete the sentences.
    - Level 4-5 – Have students write sentence frames with two comparative adjectives and then read the completed sentences aloud.

**DVOG: Unit 6 Week 2**

Cursive:

* Spelling Tests – Students should be encouraged to write weekly spelling words in cursive.
* Reading Wonders – Students should be encouraged to write “open-ended” responses in cursive.
* Additional ELA Assignments – Students should expand their use of cursive writing to other ELA assignments.

Phonics/Spelling:

* -Cle (ble, dle); R-controlled vowel ur = /er/; Rabbit Rule; Words with -el

**Reach: Unit 8-Week 4 Using Math to Plan**

Language:

* + - Language Function: Express Intentions
    - Oral Language Project: Panel

Grammar:

* Future Tense

Vocabulary:

* Homographs

Reading:

* Reading Strategy: Use Reading Strategies
* Genre: Profile (“*Climbing Toward Her Goal*”)
* Text Structure: Analyze Nonfiction (Profile)
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Causes

Writing:

* Writing Fluency; Writing Project-Story; Modeled Writing-Personal Goal Paragraph; Journal Entry

**Reading Wonders: Unit 6 Week 3**

Reading Comprehension: Short Text-“*Rocketing into Space”;* Leveled Reader-“*Reach for the Stars”*; Paired Selection-“*Melina Shows Her Mettle”*

* + Genre: Biography; Science Fiction
  + Strategy: Reread
  + Skill: Problem and Solution
  + Text Features: Key Words; Photographs

Vocabulary:

* + Weekly Vocabulary:
    - Level 1-2 – Help students describe a photo from the selection. Ask: *What do you see?*
    - Level 2-4 – Have students use the word *goal* to describe one of the photographs.
    - Level 4-5 – Ask students to use the words *professional* or *motivated* in the sentence.
    - Greek and Latin Roots:
    - Level 1-2 – Help students find the word and determine its meaning using the Latin root *luna*.
    - Level 2-4 – Have students find another word with the Latin root *luna*. Ask students to define it.
    - Level 4-5 – Ask students to find a new word with the Latin root *luna*. Have them write a sentence using the word.
  + High Frequency Words:
    - Level 1-2 – Help students copy the description correctly.
    - Level 2-4 – Have students write another sentence using the words *what* or *when.*
    - Level 4-5 – Have students write another sentence using the word *developed*.

Writing:

* + Writing Trait: Organization
    - Level 1-2 – Help students copy the edited timeline.
    - Level 2-4 – Have students revise the timeline, describing three events in the paragraph.
    - Level 4-5 – Have students explain how the writer organized the events in the text.

Grammar:

* Adverbs
  + - Level 1-2 – Act out one action for students to observe. Help them describe what you are doing. Ask students: *How am I moving? Am I moving quickly or slowly?*
    - Level 2-4 – Ask students to write two more sentences answering the questions *how, when,* and *where*.
    - Level 4-5 – Challenge students to write four more sentences answering the questions *how, when*, and *where*.

**DVOG: Unit 6 Week 3**

Cursive:

* Spelling Tests – Students should be encouraged to write weekly spelling words in cursive.
* Reading Wonders – Students should be encouraged to write “open-ended” responses in cursive.
* Additional ELA Assignments – Students should expand their use of cursive writing to other ELA assignments.

Phonics/Spelling:

* /ou/ can be spelled ou (initial or medial) or ow (final); /oy/ can be spelled oi (initial or medial)or oy (final); ai = /a/; ie and ey =/e/

**Reading Wonders: Unit 6 Week 4-Week 6**

* Review
* End-of-Year Assessments

# Curriculum Grades 2 and 3

# Assessments/Extensions/Correctives

**Assessments:**

**Diagnostic: (Based on Can Do Indicators)**

* Performance on W‐APT (if needed)
* Performance on Beginning of the year benchmark as per district plan
* Performance and observations during daily classroom routines
* Performance on Daily Language Activities
* Monitor Reading Comprehension
* Monitor Receptive and Expressive Language Development
* Observation of Discussion Questions
* Performance on Weekly Chapter Assessments
  + Reading Wonders
  + DVOG
  + Reach
* Performance on DIBELS 
  + NWF – Nonsense Word Fluency (Grade 2)
  + ORF – Oral Reading Fluency (Fluency, Accuracy) (Grade 2 and 3)
  + DAZE (Grade 3)
  + Performance on STAR Reading Assessment

**Formative: (Based on Can Do Indicators)**

* Performance and observations on classroom/homework assignments
* Progress Monitoring and Benchmark assessments as per district plan
* Completion of Extension/Corrective Activities
* Performance on Written Projects
* Performance on Oral Language Projects
* Performance on DIBELS
  + NWF – Nonsense Word Fluency (Grade 2)
  + ORF – Oral Reading Fluency (Fluency, Accuracy)
  + DAZE (Grade 3)
* Benchmark assessments as per district plan
  + Unit assessments
  + Reading Wonders
  + DVOG
  + Reach
* Performance on STAR Reading Assessment

**Summative: (Based on Can Do Indicators)**

* Performance on WIDA ACCESS
* Performance on End of Year Benchmark as per district plan
* Performance on DIBELS 
  + ORF – Oral Reading Fluency (Fluency, Accuracy)
  + DAZE (Grade 3)
* Benchmark assessments
  + Reading Wonders
  + DVOG
  + Reach
* Performance on STAR Reading Assessment
* Performance on PSSA (If the student has been in the country for less than one year, reading assessment is not administered) (Grade 3)

**Extensions:**

Listening Speaking Reading Writing

* Reading Wonders Curriculum (Based on Can Do Indicators)
* Begin following activities for next proficiency level in Reading Wonders and Reach.
* English in a Flash

**Correctives:**

Listening Speaking Reading Writing

* More extensive, direct instruction when needed in Letter Naming Fluency (LNF), First Sound Fluency (FSF), Phoneme Segmentation Fluency (PSF), and Nonsense Word Fluency (NWF).
* More extensive direct instruction in listening, speaking, reading, and writing when needed.
* More extensive use of concrete examples to explain a concept.
* Begin following activities for the prior proficiency level in Reading Wonders and Reach.
* Supplemental Reading Program through Title I
* English in a Flash

**Materials and Resources:**

* Wonders Teacher’s Edition Grade 2 and 3
* www.connected.mcgraw‐hill.com
* ELL Leveled Readers
* ELL Reproducible
* ELL Vocabulary Cards
* English in a Flash
* National Geographic Reach: Language, Literacy, Content – Level C and D
* DVOG Grade 2 Curriculum
* DVOG Grade 3 Spelling
* OG Letter and Concept Cards
* No Glamour Cards

# Primary Textbook(s) Used for this Course of Instruction

**Name of Textbook:** *McGraw‐Hill Reading Wonders‐Grade 2*

**Textbook ISBN #:** 978-0021187928

**Textbook Publisher & Year of Publication:** McGraw‐Hill Education, Inc. 2014

**Curriculum Textbook is Utilized in**: English as a Second Language ‐ Grade 2

**Name of Textbook:** *McGraw‐Hill Reading Wonders‐Grade 3*

**Textbook ISBN #:** 978-0021189984

**Textbook Publisher & Year of Publication:** McGraw‐Hill Education, Inc. 2014 **Curriculum Textbook is Utilized in**: English as a Second Language ‐ Grade 3

**Name of Textbook:** *National Geographic Reach-Language, Literacy, Content* – Level C

**Textbook ISBN #:** 978‐1‐3371-0449-4

**Textbook Publisher &Year of Publication:** National Geographic Learning 2017

**Curriculum Textbook is utilized in:** English as a Second Language ‐ Grade 2

**Name of Textbook:** *National Geographic Reach-Language, Literacy, Content* – Level D

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

**Textbook Publisher &Year of Publication:** National Geographic Learning 2017

**Curriculum Textbook is utilized in:** English as a Second Language ‐ Grade 3

**English Language Proficiency Standards**

**English Language Proficiency Standard 1** – English language learners communicate for Social and Instructional purposes within the school setting

**English Language Proficiency Standard 2** – English language learners communicate

information, ideas, and concepts necessary for academic success in the content area of Language Arts

**English Language Proficiency Standard 3** – English language learners communicate

information, ideas and concepts necessary for academic success in the content area of Mathematics

**English Language Proficiency Standard 4** – English language learners communicate

information, ideas and concepts necessary for academic success in the content area of Science

**English Language Proficiency Standard 5** – English language learners communicate

information, ideas and concepts necessary for academic success in the content area of Social Studies

**PA Common Core Standards**

**C.C.1.1.2.D** Know and apply grade level phonics and word analysis skills in decoding words. • Distinguish long and short vowels when reading regularly spelled one‐syllable words. • Decode two‐syllable words with long vowels and words with common prefixes and suffixes. • Read grade level high‐frequency sight words and words with inconsistent but common spelling‐sound correspondences. • Read grade‐appropriate irregularly spelled words.

**C.C.1.2.2.A** Identify the main idea of a multi‐paragraph text as well as the focus of specific paragraphs within the text.

**C.C.1.2.2.B** Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**C.C.1.2.2.E** Use various text features and search tools to locate key facts or information in a text efficiently.

**C.C.1.2.2.F** Determine the meaning of words and phrases as they are used in grade level text including multiple‐meaning words. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**C.C.1.2.2.G** Explain how graphic representations contribute to and clarify a text.

**C.C.1.2.2.H** Describe how reasons support specific points the author makes in a text.

**C.C.1.2.2.I** Compare and contrast the most important points presented by two texts on the same topic.

**C.C.1.2.2.J** Acquire and use grade‐appropriate conversational, general academic, and domain specific words and phrases. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.

**C.C.1.2.2.K** Determine or clarify the meaning of unknown and multiple‐meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.

**C.C.1.3.2.A** Recount stories and determine their central message, lesson, or moral. C.C.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**C.C.1.3.2.D** Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**C.C.1.3.2.E** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**C.C.1.3.2.G** Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

**C.C.1.3.2.H** Compare and contrast two or more versions of the same story by different authors or from different culture.

**C.C.1.3.2.I** Determine or clarify the meaning of unknown and multiple‐meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.

**C.C.1.3.2.K** Read and comprehend literature on grade level, reading independently and proficiently.

**C.C.1.4.2.B** Identify and introduce the topic.

**C.C.1.4.2.C** Develop the topic with facts and/or definitions.

**C.C.1.4.2.D** Group information and provide a concluding statement or section.

**C.C.1.4.2.F** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.

**C.C.1.4.2.H** Identify the topic and state an opinion.

**C.C.1.4.2.I** Support the opinion with reasons that include details connected to the opinion. C.C.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.

**C.C.1.4.2.N** Establish a situation and introduce a narrator and/or characters.

**C.C.1.4.2.O** Include thoughts and feeling to describe experience and events to show the response of characters to situations.

**C.C.1.4.2.P** Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.

**C.C.1.4.2.R** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.

**C.C.1.4.2.X** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes and audiences.

**C.C.1.5.2.A** Participate in collaborative conversations with peers and adults in small and larger groups.

**C.C.1.5.2.B** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**C.C.1.5.2.C** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. C.C.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**C.C.1.5.2.F** Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

**C.C.1.5.2.G** Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.

**CC.1.1.3.D** Know and apply grade-level phonics and word analysis skills in decoding words. • Identify and know the meaning of the most common prefixes and derivational suffixes. • Decode words with common Latin suffixes. • Decode multisyllable words. • Read grade appropriate irregularly spelled words.

**CC.1.1.3.E** Read with accuracy and fluency to support comprehension. • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CC.1.2.3.B** Ask and answer questions about the text and make inferences from text; refer to text to support responses.

**CC.1.2.3.C** Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

**CC.1.2.3.D** Explain the point of view of the author.

**CC.1.2.3.E** Use text features and search tools to locate and interpret information.

**CC.1.2.3.F** Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.

**CC.1.2.3.G** Use information gained from text features to demonstrate understanding of a text.

**CC.1.2.3.I** Compare and contrast the most important points and key details presented in two texts on the same topic.

**CC.1.2.3.K** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

**CC.1.3.3.B** Ask and answer questions about the text and make inferences from text, referring to text to support responses.

**CC.1.3.3.E** Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.

**CC.1.3.3.F** Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.

**CC.1.3.3.G** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**CC.1.3.3.H** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

**CC.1.3.3.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

**CC.1.3.3.J** Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

**CC.1.4.3.A** Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

**CC.1.4.3.B** Identify and introduce the topic.

**CC.1.4.3.C** Develop the topic with facts, definitions, details, and illustrations, as appropriate.

**CC.1.4.3.D** Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

**CC.1.4.3.E** Choose words and phrases for effect.

**CC.1.4.3.F** Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**CC.1.4.3.H** Introduce the topic and state an opinion on the topic.

**CC.1.4.3.J** Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

**CC.1.4.3.L** Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**CC.1.4.3.M** Write narratives to develop real or imagined experiences or events.

**CC.1.4.3.N** Establish a situation and introduce a narrator and/or characters.

**CC.1.4.3.O** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**CC.1.4.3.P** Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.

**CC.1.4.3.R** Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**CC.1.4.3.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

**CC.1.4.3.T** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CC.1.4.3.W** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**CC.1.5.3.A** Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly.

**CC.1.5.3.C** Ask and answer questions about information from a speaker, offering appropriate detail.

**CC.1.5.3.G** Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.