**PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**English Language Development (ELD)**

**Grade Level:**

**4th and 5th**

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

# Planned Instruction

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

**Subject Area:** ELD **Grade(s):** Fourth and Fifth

#### 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 4-5   
 Level 1 – ENTERING**

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

* Process recounts by:
  + Matching oral words and phrases to content-related pictures or objects
  + Identifying the topic in oral statements
  + Process explanations by:
  + Sequencing oral procedures or cycles with images
  + Distinguishing key words and phrases related to phenomena
  + Process arguments by:
  + Matching illustrations with oral points of view
  + Identifying language related to facts or opinions from oral presentations

SPEAKING

* Recount by:
  + Stating key words and phrases associated with the content using visual or graphic support
  + Communicating personal experiences orally
  + Explain by:
  + Naming components of phenomena using illustrations, photographs, or diagrams
  + Demonstrating procedures.
  + Argue by:
  + Stating reasons for choices using words or phrases
  + Answering yes/no or choice questions across content or personal preferences

READING

* Process recounts by:
  + Identifying words in context during oral reading of illustrated text on familiar topics or experiences
  + Highlighting previewed or familiar phrases
  + Process explanations by:
  + Matching illustrated words/ phrases to causal or sequential language
  + Sequencing sentences strips to show content-area processes from illustrated texts
  + Process arguments by:
  + Identifying key words and phrases of claims
  + Identifying a claim or an opinion in multimedia with a partner

WRITING

* Recount by:
  + Communicating personal experiences through drawings and words
  + Reproducing a series of events through illustrated text
  + Explain by:
  + Producing short answer responses to questions using word/ phrase banks •
  + Labeling charts and graphs to describe phenomena (e.g., *organisms in ecosystems*)
  + Argue by:
  + Selecting words and phrases to represent points of view using facts from illustrated text or posters
  + Using key words or phrases related to the topic

ORAL LANGUAGE

* Discuss by:
* Expressing own ideas in a variety of ways (e.g., *drawing, using gestures, graphing*)
* Tracking the person speaking
* Sharing own work (e.g., *graphic organizers, drawings*) to contribute to the conversation

#### WIDA Can-Do Indicators Grades 4 and 5

#### Level 2 – Emerging

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

LISTENING

* Process recounts by:
* Classifying time related language in oral statements (e.g., *present, past, future*)
* Connecting the context of narratives (e.g., *the who, what, when, & where*) to illustrations
* Process explanations by:
* Organizing routine causal or sequential relationships described orally
* Following oral directions to show recurring steps in cycles or problem solving
* Process arguments by:
* Sorting evidence and claims from oral descriptions
* Distinguishing words and phrases related to opinions or facts from oral statements

SPEAKING

* Recount by:
* Retelling short stories or content related events
* Stating procedural steps across content areas
* Explain by:
* Giving reasons why or how something works using diagrams, charts or images
* Stating key words or phrases in processes in a sequential order
* Argue by:
* Stating opinions based on experiences
* Responding to opinion statements of others with personal preferences

READING

* Process recounts by:
* • Classifying time related language in text as present or past
* Identifying the “who,” “what,” “where,” and “when” in narrative text with a partner
* Process explanations by:
* Identifying different types of connectors (e.g., *first, next, because, so*)
* Identifying key words and phrases that describe the topic or phenomena
* Process arguments by:
* Identifying language indicative of points of view
* Organizing evidence based on sequential language in texts
* Differentiating between claims and evidence

WRITING

* Recount by:
* Listing procedural steps across content areas
* Listing positive and negative effects of events in informational or narrative text
* Explain by:
* Using key terms related to phenomena
* Ordering linear and cyclical sequences of phenomena (e.g., *the steps of how a volcano erupts*)
* Argue by:
* Stating reasons for points of view
* Listing pros and cons of issues

ORAL LANGUAGE

* Discuss by:
* Taking turns and applying conventions specific to conversations
* Addressing others according to relationship (e.g., *student-peers, student-teacher*)

#### WIDA Can-Do Indicators Grade 4 and 5

#### Level 3 – DEVELOPING

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

LISTENING

* Process recounts by:
* Identifying the beginning, middle and end in oral retelling of a text
* Following tasks and directions retold by peers
* Process explanations by:
* Interpreting cause and effect relationships in conversations
* Recognizing relationships in a series of oral statements
* Process arguments by:
* Identifying different perspectives, stances, or points of view
* Recognizing reasons for positions in oral presentations

SPEAKING

* Recount by:
* Presenting detailed content-related information that has been rehearsed
* Stating main ideas in classroom conversations on social and academic topics
* Explain by:
* Stating clear sequential procedures to peers
* Comparing data or information
* Argue by:
* Expressing opinions using content-area specific language
* Presenting content based facts that support a position

READING

* Process recounts by:
* Sequencing events in stories or content-related processes
* Identifying main ideas in narrative and informational text
* Process explanations by:
* Matching causes with effects
* Identifying words or phrases to determine the type of explanation (e.g., *linear sequence, cycle, system*)
* Process arguments by:
* Identifying evidence from multiple places within text
* Identifying different perspectives, stances, or points of view

WRITING

* Recount by:
* Using key words and phrases reflective of main ideas
* Conveying details using concrete words and phrases
* Explain by:
* Connecting related ideas or concepts using linking words and phrases
* Answering “how” or “why questions (e.g., *“How does the water cycle work?” “Why are there three branches of government?”*)
* Argue by:
* Connecting reasons to opinions supported by facts and details
* Making adjustments for audience and context

ORAL LANGUAGE

* Discuss by:
* Asking clarifying questions to demonstrate engagement
* Using examples to clarify statements
* Answering questions to contribute to a topic

#### WIDA Can-Do Indicators Grades 4 and 5

#### Level 4 – EXPANDING

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

LISTENING

* Process recounts by:
* Sequencing events or steps based on oral reading of informational text
* Recognizing the language of related genres (e.g., *news reports, historical accounts*)
* Process explanations by:
* Identifying precise details, descriptions, or comparisons that support conversation
* Following oral information on how or why phenomena occur
* Process arguments by:
* Identifying evidence that supports predictions or hypotheses
* Differentiating between multiple points of view in class discussions

SPEAKING

* Recount by:
* Giving content related oral reports
* Sequencing steps to solve a problem
* Explain by:
* Connecting the sequential, cyclical, or causal relationships of content-related issues and concepts
* Presenting detailed information in small groups
* Argue by:
* Stating relevant evidence for claims
* Responding to opinion statements of others with reasons or evidence

READING

* Process recounts by:
* Connecting details to main ideas or themes
* Identifying conclusions in multi-paragraph text
* Process explanations by:
* Identifying the different words or phrases that are used to describe the same topic or phenomena
* Organizing information on how or why phenomena occur
* Process arguments by:
* Hypothesizing or predicting based on evidence
* Comparing multiple points of view on a topic

WRITING

* Recount by:
* Relating a sequence of events using a variety of transitional words, phrases, and clauses
* Synthesizing information across related texts (e.g., *author study*)
* Explain by:
* Presenting information on processes or phenomena from a variety of sources
* Elaborating topics with facts, definitions, concrete details, or quotations and examples
* Argue by:
* Comparing and contrasting evidence for claims
* Providing reasons and evidence which support points

ORAL LANGUAGE

* Discuss by:
* Elaborating on statements of others to extend ideas
* Presenting creative solutions to resolve communication issues
* Contributing ideas to co-create group responses

#### WIDA Can-Do Indicators Grades 4 and 5

#### Level 5 – BRIDGING

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

LISTENING

* Process recounts by:
* Identifying related information from multiple sources presented orally
* Recognizing the key historical, scientific or technical language used in a mini-lecture
* Process explanations by:
* Recognizing language used to enhance the specificity of phenomena in class discussions
* Identifying components of systems (e.g., *ecosystems, branches of government*) in small group interactions
* Process arguments by:
* Distinguishing certainty from uncertainty of spoken words or phrases in context
* Identifying the degree of formality in oral presentations

SPEAKING

* Recount by:
* Conveying personal and content-related experiences in a team
* Using technical and specific vocabulary when sharing content information
* Explain by:
* Elaborating by adding precision and details to content-related sequence or causal phenomena
* Describing relationships of components within systems (e.g., *ecosystems, government*)
* Argue by:
* Supporting claims with evidence from various sources
* Using claims and evidence to persuade an audience

READING

* Process recounts by:
* Becoming familiar with the language of related genres (e.g., *news reports, historical accounts*)
* Summarizing information from multiple related sources
* Process explanations by:
* Identifying how text provides clear details of the topic or phenomena
* Identifying components of systems (e.g., *ecosystems, government*)
* Process arguments by:
* Connecting personal experience with textual evidence to strengthen an interpretation of the text
* Evaluating the strength of evidence as support for claims

WRITING

* Recount by:
* Producing content related reports
* Creating narratives that connect personal experiences and content
* Explain by:
* Describing how factors contribute to events or outcomes
* Describing how systems relate or interact
* Argue by:
* Evaluating positive and negative implications associated with various positions (e.g., *historical events, scientific discoveries*)
* Including evidence from multiple sources

ORAL LANGUAGE

* Discuss by:
* Recognizing how language can be used to express bias and influence others
* Challenging ideas respectfully

Managing conversations to stay focused on a topic

**Units 1‐6 McGraw‐Hill Reading Wonders‐Grades 4 and 5**

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

**Level E and F-Grades 4 and 5**

**Big Idea # 1:**

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

**Essential Question:**

* How does interaction with text provoke thinking and response?

**Concept:**

1. Essential content of text, including literary elements and devices, inform meaning.

**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)
2. Identify and distinguish between components of fiction and nonfiction texts.
3. Question, reflect on, and interpret essential content of text.
4. Grade 5: Identify and analyze relationships between characters, topics, events, sequence of events, setting, and/or plot within and among texts (i.e. literary elements).

**Concepts:**

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

**Competencies:**

1. Use grade appropriate resources to confirm and extend meaning of vocabulary. (Levels 2-4)
2. Apply academic vocabulary across disciplines. (Levels 2-4)

**Big Idea #2:**

Effective speaking and listening are essential for productive communication.

**Essential Questions:**

* How does productive oral communication rely on speaking and listening?

**Concepts:**

1. Active listening facilitates learning and communication.

**Competencies:**

1. Listen Actively and monitor one’s own understanding by asking pertinent questions, summarizing and/or reflecting on what is heard.

1. Form a relevant response to the speaker’s message.
2. Listen with civility to the ideas of others.

**Big Idea #3:**

Writing is a recursive process that conveys ideas, thoughts and feelings.

**Essential Questions:**

* How do we develop into effective writers?

**Concepts:**

1. Writing requires accurate and fluent motor and language skills. (Levels 1-2)
2. Focus, content, organization, style, and conventions work together to impact writing quality.

**Competencies:**

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

**Concepts:**

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

**Competencies:**

1. Apply the writing process to develop a piece of work. (i.e. pre‐write, draft, revise, edit and publish). (Levels 2-4)
2. Revise writing by: • improving details by making words more exact • examining the logical flow of information• varying sentence length and structure. (Levels 2-4)

**Big Idea #4:**

Language is used to communicate and to deepen understanding.

**Essential Questions:**

* How can the knowledge of language help us to communicate and understand?

**Concepts:**

1. Word choice and sentence structure are used to express ideas.

**Competencies:**

1. Recognize how parts of speech within a sentence impact meaning and how sentence structure is used to express more complex ideas.
2. Recognize and apply appropriate language forms (formal and informal) in speech, writing and literature. (Levels 2-4)

**Concepts:**

1. In the English language words can be understood by analyzing both the phonetic and the morphological parts.

**Competencies:**

1. Use the knowledge of language, including word origins and morphology to unlock meaning of specialized vocabulary across disciplines.

**Big Idea #5:**

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

**Essential Questions:**

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

**Concepts:**

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

**Competencies:**

1. Recognize how parts of speech within a sentence impact meaning and how sentence structure is used to express more complex ideas. (Levels 2-4)
2. Recognize and apply appropriate language forms (formal and informal) in speech, writing and literature. (Levels 2-4)

**Big Idea # 6:**

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

**Essential Questions:**

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

**Concepts:**

1. Grade 4: Active listening promotes understanding of the spoken message**.** (Levels 2-4)
2. Grade 5: Active listening facilitates learning and communication. (Levels 2-4)

**Competencies:**

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

**Big Idea # 7:**

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

**Essential Questions:**

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

**Concepts:**

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

**Competencies:**

1. Organize and sustain writing in a logical order, including an introduction, body and conclusion with appropriate transitions within sentences and between paragraphs. (organization). (Levels 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). (Levels 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)
2. Grade 4: Write one or more paragraphs that relate to the topic. (Levels 2-4)
3. Grade 5: Develop topic‐specific content that is explained and supported with details and examples appropriate to audience and mode using precise vocabulary. (content) (Levels 2-4)

**Big Idea #8:**

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

**Essential Questions:**

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

**Concepts:**

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

**Competencies:**

1. Recognize how parts of speech within a sentence impact meaning and how sentence structure is used to express more complex ideas. (Levels 2-4)
2. Recognize and apply appropriate language forms (formal and informal) in speech, writing and literature.(Levels 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. Write informational pieces that have a well developed main idea, precise language and specific detail, and relevant graphics/illustrations where appropriate (e.g. essays, letters, reports, instructions). (Levels 2-4)

**Curriculum Plan Grade 4**

**Unit: 1 Reading Wonders**‐Think it Through **Time Range in Days:** 25-30 Days

**Reach**-Unit 1: Living Traditions Unit 2: Animal Intelligence

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

**PA Core Standards:**

CC.1.2.4.B, CC.1.2.4.E, CC.1.2.4.H, CC.1.2.4.I, CC.1.2.4.K, CC.1.3.4.A, CC.1.3.4.B, CC.1.3.4.C, CC.1.3.4.F, CC.1.3.4.H, CC.1.3.4.I, CC.1.4.4.A, CC.1.4.4.C, CC.1.4.4.D, CC.1.4.4.E, CC.1.4.4.F, CC.1.4.4.H, CC.1.4.4.I, CC.1.4.4.J, CC.1.4.4.L, CC.1.4.4.P, CC.1.4.4.R, CC.1.4.4.T, CC.1.5.4.A, CC.1.5.4.C, CC.1.5.4.F, CC.1.5.4.G

**English Language Proficiency Standards:**

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

**Overview:** Cleaver Ideas; Think of Others; Take Action; Ideas in Motion; Putting Ideas to Work

**Focus Question(s):** Where do good ideas come from? How do your actions affect others? How do people respond to natural disasters? How can science help you understand how things work? How can starting a business help others? What are some messages in animal stories?

**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 4 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 4 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 4 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 4 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-“*The Dragon Problem”;* Leveled Reader-“*Jack and the Extreme Stalk”*; Paired Selection-“*Stone Soup”*

* + Genre: Fairy Tale; Folktale
  + Strategy: Make, Confirm, or Revise Predictions
  + Skill: Character, Setting, Plot: Sequence

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the sentences correctly and read them aloud.
    - Levels 2-4 – Challenge students to write a sentence for all the words.
    - Levels 4-5 – Challenge children to write one sentence and one question for each word.
    - Context Clues-Synonyms:
    - Levels 1-2 – Help students locate the word and its synonym on the page.
    - Levels 2-4 – Ask students to locate and read aloud the synonyms on the page.
    - Levels 4-5 – Have students explain how they found the synonyms on the page.
  + High Frequency Words:
    - Levels 1-2 – Help students copy sentence frames and complete them.
    - Levels 2-4 – Provide sentence starters for students.
    - Levels 4-5 – Have students use the words in a question.

Writing:

* + Writing Trait: Ideas
    - Levels 1-2 – Have students copy the edited sentences.
    - Levels 2-4 – Have students revise, using complete sentences.
    - Levels 4-5 – Have students revise, using details to clarify.

Spell Words:

* Words with Short Vowels
* Levels 1-2 – Have students copy the corrected words and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 - After they have corrected their words, have pairs use each word in a sentence.

Grammar:

* Sentences
  + - Levels 1-2 – Help students complete their sentences. Read each sentence aloud and have students point to the capital letters and punctuation marks.
    - Levels 2-4 – Ask students to circle the punctuation and identify each complete sentence as a statement, question, or exclamation.
    - Levels 4-5 – Have students explain the difference between a complete sentence and a sentence fragment.

**Reach: Unit 1-Week 1 Cultural Traditions**

Language:

* + - Language Function: Express Feelings; Agree and Disagree
    - Oral Language: Talk About Festivals and Street Fairs; Talk Together About Planning and Monitoring
    - Listening & Speaking: Listen for Implicit Ideas
    - How to Learn Language: Use Nonverbal Clues

Grammar:

* Complete Sentences; Simple Subjects and Predicates

Vocabulary:

* Social Studies Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-The Arts Words

Reading:

* Text Structure: Main Idea and Details;
* Literary Analysis: Fact or Opinion; Paraphrase
* Reading Strategy: Plan and Monitor
* Genre: Interview (“*Josh Ponte: A Musical Journey*”)
* Phonics and Fluency: Words with Short a;
* Concepts of Print: Hold a Book and Turn Pages;
* Text Features: Photos
* Fluency: Phrasing; Accuracy; Rate

Writing:

* Writing Fluency; Journal Entry; Writer’s Craft-Visuals; Independent Writing-Advertisement; Interactive Writing-Interview Questions

**Reading Wonders: Unit 1 Week 2**

Reading Comprehension: Short Text-“*The Talent Show”;* Leveled Reader-“*Rosa’s Garden”*; Paired Selection-“*Fresh from the City*”

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

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the sentences correctly and read them aloud.
    - Levels 2-4 – Ask students to write one sentence and one question.
    - Levels 4-5 – Challenge students to write a question for each word and then trade with another pair and answer the questions.
    - Figurative Language-Idioms:
    - Levels 1-2 – Help students locate the idiom and the clues on the page.
    - Levels 2-4 – Ask students to locate and read aloud the clues on the page.
    - Levels 4-5 – Have students explain how they found the clues on the page.
  + Academic Vocabulary:
    - Levels 1-2 – Help students write the sentences correctly and read them aloud.
    - Levels 2-4 – Have students define the words they used.
    - Levels 4-5 – Ask students to write two sentences about “*The Talent Show*.”

Writing:

* + Writing Trait: Ideas
    - Levels 1-2 – Have students copy the edited sentences.
    - Levels 2-4 – Have students revise, using relevant details and editing for errors.
    - Levels 4-5 – Have students revise, expanding on details and editing for errors.

Spell Words:

* Words with Long a
* Levels 1-2 - Have students copy the words with correct spelling and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After students have corrected their words, have pairs quiz each other.

Grammar:

* Subjects and Predicates
  + - Levels 1-2 – Have students copy their sentences and help them identify the subject and the predicate. Read the sentences aloud and have students repeat.
    - Levels 2-4 – Ask students to underline the subjects and circle the predicates in their sentences.
    - Levels 4-5 – Ask students to underline the subjects and circle the predicates in their sentences. Then have students state the definitions of a subject and a predicate.

**Reach: Unit 1-Week 2 Cultural Traditions**

Language:

* + - Language Function: Express Feelings
    - Oral Language Project: Interview

Grammar:

* Complete Sentences

Vocabulary:

* Use a Dictionary

Reading:

* Reading Strategy: Plan and Monitor
* Genre: Biography (“*Shaped by Tradition*”)
* Text Feature: Quotations
* Respond and Extend: Compare Author’s Purpose
* Fluency: Accuracy, Rate

Writing:

* Writing Fluency; Modeled Writing-Biographic Article; Journal Entry

**Reading Wonders: Unit 1 Week 3**

Reading Comprehension: Short Text-“*A World of Change”;* Leveled Reader-“*Changing Landscapes”*; Paired Selection-“Students Save Wetlands*”*

* + Genre: Informational Text-Expository
  + Strategy: Reread
  + Skill: Text Structure-Compare and Contrast
  + Text Features: Diagrams; Headings

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the sentences correctly and read them aloud.
    - Levels 2-4 – Ask students to write one sentence for each word.
    - Levels 4-5 – Challenge students to write synonyms for two of the words.
    - Context Clues-Multiple-Meaning Words:
    - Levels 1-2 – Help children locate the word and context clues on the page.
    - Levels 2-4 – Ask children to locate and read aloud the context clues on the page.
    - Levels 4-5 – Have students explain how “away” is a clue to the meaning of *wash*.
  + High Frequency Words:
    - Levels 1-2 – Help students write sentences correctly and read them aloud.
    - Levels 2-4 – Ask students to read their sentences aloud to the class.
    - Levels 4-5 – Challenge students to write two questions, using the vocabulary words.

Writing:

* + Writing Trait: Ideas
    - Levels 1-2 – Have students copy the edited sentences.
    - Levels 2-4 – Have students revise supporting details for clarity and errors.
    - Levels 4-5 – As they revise, challenge students to add another detail to their paragraphs.

Spell Words:

* Words with Long e
* Levels 1-2 – Have students copy the words with correct spelling and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After they have corrected their words, have pairs use each word in a sentence.

Grammar:

* Simple and Compound Sentences
  + - Level 1-2 – Have students copy their sentences and help them underline the conjunctions. Read the sentences aloud for students to repeat.
    - Level 2-4 – Ask students to explain why their sentences are examples of compound sentences.
    - Level 4-5 – Have students define simple and compound sentences. Then have them identify each complete thought in their compound sentences.

**Reach: Unit 1-Week 3 Family Traditions and Customs**

Language:

* + - Language Function: Ask for and Give Information
    - Oral Language: Talk About Traditions; Talk Together About Planning and Monitoring
    - How to Learn Language: Self-Monitor and Self-Correct

Grammar:

* Compound Subjects; Compound Predicates

Vocabulary:

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

Reading:

* Text Structure: Plan and Monitor
* Phonics: Words with Short i, and u
* Genre: Folk Tale (“*Martina the Beautiful Cockroach-A Cuban Folktale* ”)
* Concepts of Print: Directionality
* Literary Analysis: Plot; Character; Retell a Story
* Text Features: Word Choice
* Fluency: Expression; Accuracy; Rate

Writing:

* Writing Fluency; Writing Project-Interview; Writer’s Craft-Humorous Paragraph; Friendly Letter

**Reading Wonders: Unit 1 Week 4**

Reading Comprehension: Short Text-“*The Big Race”;* Leveled Reader-“*George’s Giant Wheel”*; Paired Selection-“*3001: A Space Mystery”*

* + Genre: Informational Text; Narrative Non-Fiction; Science Fiction
  + Strategy: Reread
  + Skill: Text Structure- Cause and Effect
  + Text Features: Headings; Speech Balloons

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students pronounce the words and generate ideas for their pictures.
    - Levels 2-4 – Ask students to write clue words along with their pictures.
    - Levels 4-5 – Challenge students to write sentences for each word.
    - Context Clues:
    - Levels 1-2 – Help students locate the word and context clues on the page.
    - Levels 2-4 – Ask students to locate and read aloud the context clues on the page.
    - Levels 4-5 – Have students identify the type of context clue they found.
  + High Frequency Words:
    - Levels 1-2 – Help students copy the sentence frames correctly and complete them.
    - Levels 2-4 – Provide sentence starters for students, if necessary.
    - Levels 4-5 – Have students define the words they used.

Writing:

* + Writing Trait: Organization
    - Levels 1-2 – Have students copy the sentences. Point out time order words.
    - Levels 2-4 – Have students revise, focusing on the sequence of events.
    - Levels 4-5 – Challenge students to use simple, compound, and complex sentences.

Spell Words:

* Words with Long i
* Levels 1-2 – Have students copy the words with correct spelling and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After they have corrected their words, have pairs use each word in a sentence.

Grammar:

* Clauses and Complex Sentences
  + - Levels 1-2 – Have students copy their sentences and help them underline the independent and dependent clauses, and then read them aloud.
    - Levels 2-4 – Ask students to underline independent clauses once and dependent clauses twice. Then have them circle the subordinating conjunctions.
    - Levels 4-5 – Have students identify independent and dependent clauses in their sentences. Ask them to explain how they identified the clauses.

**Reach: Unit 1-Week 4 Family Traditions and Customs**

Language:

* + - Language Function: Ask for and Give Information
    - Theme Theater: Performa Skit

Grammar/Spelling:

* Subject/Verb Agreement

Vocabulary:

* Idioms and Expressions

Reading:

* Reading Strategy: Plan and Monitor
* Genre: Magazine Article (“*Coming of Age*”)
* Fluency: Accuracy; Rate
* Respond and Extend: Compare Content; Media

Writing:

* Writing Fluency; Modeled Writing-Paragraph; Journal Entry

**Reading Wonders: Unit 1 Week 5**

Reading Comprehension: Short Text-“*Dollars and Sense”;* Leveled Reader-“Start Small, Think Big*”*; Paired Selection-“*Spending and Saving”*

* + Genre: Informational Text/Persuasive Article; Persuasive Text; Procedural Text
  + Strategy: Reread
  + Skill: Main Idea and Key Details
  + Text Features: Graph; Headings

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Work with students to pronounce each word and define it correctly.
    - Levels 2-4 – Ask students to write their sentences on the board.
    - Levels 4-5 – Challenge students to write a question for each word.
    - Suffixes:
    - Levels 1-2 – Help students locate the word and name the base word and suffix.
    - Levels 2-4 – Ask students to define the base word and suffix.
    - Levels 4-5 – Have students define each word and use it in a sentence.
  + High Frequency Words:
    - Levels 1-2 – Help students write sentences correctly and read them aloud.
    - Levels 2-4 – Ask students to include at least two facts they learned about the entrepreneur.
    - Levels 4-5 – Encourage students to write about how the entrepreneur helped others.

Writing:

* + Writing Trait: Sentence Fluency
    - Levels 1-2 – Have students copy the edited sentences.
    - Levels 2-4 – Have students revise for clarity and errors.
    - Levels 4-5 – Have students edit to add variety to sentence length.

Spell Words:

* Words with Long o
* Levels 1-2 – Have students copy the words correctly and say the words aloud.
* Levels 2-4 – Have students copy the words correctly and say the words aloud.
* Levels 4-5 – After they have corrected their words, have pairs use each word in a sentence.

Grammar:

* Run-On Sentences
  + - Levels 1-2 – Have students copy their corrected sentences, and help them underline the conjunctions. Read the sentences aloud, and have students repeat after you.
    - Levels 2-4 – Ask students to explain why their sentences are examples of compound or simple sentences.
    - Levels 4-5 – Have students explain which type of run-on sentence they have corrected.

**Reach: Unit 2-Week 1 Animal Behavior**

Language:

* + - Language Function: Express Ideas; Engage in Discussion
    - Oral Language: Talk About Animal Behavior; Talk Together About Making Connections
    - Listening & Speaking: Listen Actively
    - How to Learn Language: Find Patterns in Language

Grammar:

* Kinds of Sentences; Questions

Vocabulary:

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

Reading:

* Literary Analysis: Analyze Characters; Use of Spanish Words
* Reading Strategy: Make Connections
* Genre: Trickster Tale (“*Love and Roast Chicken*”)
* Phonics: Short e; Digraphs ck, sh
* Concept of Print: Directionality
* Fluency: Expression; Accuracy; Rate

Writing:

* Writing Fluency; Daily Writing-Fanciful Story; Writer’s Craft-Characteristics; Interactive Writing-Journal Entry; E-Mail

**Reading Wonders: Unit 1 Week 6**

Review and Assess

**Reach: Unit 2-Week 2 Animal Behavior**

Language:

* + - Language Functions: Express Ideas and Engage in Discussion
    - Theme Theater: Extend the Story

Grammar:

* Kinds of Sentences

Vocabulary:

* Homophones

Reading:

* Reading Strategy: Make Connections
* Genre: Trickster Tale (“*Mouse Deer and Farmer: A Trickster Tale from Southeast Asia*”)
* Literary Analysis: Genre; Sound Words
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Characters’ Adventures

Writing:

* Writing Fluency; Modeled Writing-Short Story with Dialogue; Journal Entry

**Unit: 2 Reading Wonders**‐Amazing Animals  **Time Range in Days:** 25-30 Days

**Reach**-Unit 2 Animal Intelligence; Unit 3: Amazing Places

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

**PA Core Standards:**

CC.1.2.4.B, CC.1.2.4.E, CC.1.2.4.H, CC.1.2.4.I, CC.1.2.4.K, CC.1.3.4.A, CC.1.3.4.B, CC.1.3.4.C, CC.1.3.4.F, CC.1.3.4.H, CC.1.3.4.I, CC.1.4.4.A, CC.1.4.4.C, CC.1.4.4.D, CC.1.4.4.E, CC.1.4.4.F, CC.1.4.4.H, CC.1.4.4.I, CC.1.4.4.J, CC.1.4.4.L, CC.1.4.4.P, CC.1.4.4.R, CC.1.4.4.T, CC.1.5.4.A, CC.1.5.4.C, CC.1.5.4.F, CC.1.5.4.G

**English Language Proficiency Standards:**

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

**Overview:** Literary Lessons; Animals in Fiction; Natural Connections; Adaptations; Animals All Around

**Focus Question(s):** What are some messages in animal stories? How do animal characters change familiar stories? How are all living things connected? What helps an animal survive? How are writers inspired by 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 4 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 4 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 4 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 4 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-“*The Fisherman and the Kaha Bird”;* Leveled Reader-“The Badger and the Fan*”*; Paired Selection-“*Fox and Cat”*

* + Genre: Folk Tale; Fable
  + Strategy: Ask and Answer Questions
  + Skill: Theme

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students replace the words with synonyms.
    - Levels 2-4 – Ask students to write two synonyms for two vocabulary words.
    - Levels 4-5 – Challenge students to write synonyms for all the words.
    - Root Words:
    - Levels 1-2 – Help students identify and define the root and the unfamiliar word.
    - Levels 2-4 – Ask students to write sentences using the words *wonderful* and *carefully*.
    - Levels 4-5 – Ask students to figure out the meaning of *dazzling*, using its root word.
  + High Frequency Words:
    - Levels 1-2 – Help students pronounce the words and define them.
    - Levels 2-4 – Ask students to define two additional words.
    - Levels 4-5 – Ask students to write a sentence for all the words.

Writing:

* + Writing Trait: Organization
    - Levels 1-2 – Have students copy the edited sentences.
    - Levels 2-4 – Have students revise, adding descriptive details as needed.
    - Levels 4-5 – Have students revise, adding descriptive details, and edit for errors.

Spell Words:

* Words with Prefixes
* Levels 1-2 – Have students copy the words correctly and read them aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After they have corrected their words, have pairs use each word in a sentence.

Grammar:

* Common and Proper Nouns
  + - Levels 1-2 – Work with students to locate words that begin with a capital letter. Reinforce that these are proper nouns.
    - Levels 2-4 – Have students list additional proper nouns and explain what makes them proper nouns.
    - Levels 4-5 – Provide students with additional common and proper nouns. Do not provide any capital letters. Have students correct the capitalization and sort the words into proper and common nouns.

**Reach: Unit 2-Week 3 Animal Intelligence**

Language:

* + - Language Functions: Engage in Conversation; Tell an Original Story
    - Oral Language: Talk About Dog Training; Talk Together About Making Connections
    - Listening and Speaking: Use Gestures and Expressions
    - How to Learn Language: Relate to Personal Experience

Grammar:

* Compound Sentences; Complex Sentences

Vocabulary:

* Science Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-Greetings and Good-Byes Words

Reading:

* Text Structure: Main Idea and Details; Explain a Story
* Reading Strategy: Make Connections
* Genre: Science Article (“*Animal Smarts*”)
* Phonics: Words with Digraphs th, ng
* Literary Analysis: Text Features
* Fluency: Intonation; Accuracy and Rate

Writing:

* Writing Fluency; Writing Project-Business Letter; Modeled Writing-List

**Reading Wonders: Unit 2 Week 2**

Reading Comprehension: Short Text-“*The Ant and the Grasshopper”;* Leveled Reader-“*The Prince Who Could Fly”*; Paired Selection-“*The Mystery of the Spotted Dogs”*

* + Genre: Drama; Mystery
  + Strategy: Ask and Answer Questions
  + Skill: Theme

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the sentences correctly and read them aloud.
    - Levels 2-4 – Ask students to write one sentence and one question.
    - Levels 4-5 – Challenge students to write sentences with more than one vocabulary word.
    - Context Clues-Antonyms:
    - Levels 1-2 – Help students locate the word and context clues on the page.
    - Levels 2-4 – Ask students to locate and read aloud the context clues on the page.
    - Levels 4-5 – Challenge students to list another antonym for *cranky* and *irritated*.
    - High Frequency Words:
    - Levels 1-2 – Help students copy the sentence frames correctly and complete them.
    - Levels 2-4 – Suggest sentence starters to help students write the sentence frames.
    - Levels 4-5 – Have students define the words they used.

Writing:

* + Writing Trait: Voice
    - Levels 1-2 – Have students copy the edited sentences.
    - Levels 2-4 – Have students revise for errors and clarity, focusing on the informal voice.
    - Levels 4-5 – Have students revise for errors and add details to the informal voice.

Spell Words:

* Words with Digraphs
* Levels 1-2 – Have students copy the words correctly and read the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After they have corrected their words, have pairs use each word in a sentence.

Grammar:

* Singular and Plural Nouns
  + - Levels 1-2 – Have students copy their sentences and help them underline the plural endings to their nouns. Read the sentences aloud for students to repeat.
    - Levels 2-4 – Ask students to underline the plural endings to their nouns and indicate the verb tenses in their sentences.
    - Levels 4-5 – Have students explain how they made the nouns in their sentences plural.

**Reach: Unit 2-Week 4 Animal Intelligence**

Language:

* + - Language Function: Tell an Original Story
    - Oral Language Project: TV Talk Show

Grammar:

* Understand Compound Sentences

Vocabulary:

* Use a Dictionary

Reading:

* Reading Strategy: Make Connections
* Genre: Science Article (“*The Clever Chimps of Fongoli*”)
* Literary Analysis: Analyze Visuals; Writer’s Style
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Facts

Writing:

* Writing Fluency; Writing-Business Letters; Writing on Demand-Paragraph; Journal Entry

**Reading Wonders: Unit 2 Week 3**

Reading Comprehension: Short Text-“*Rescuing Our Reefs”;* Leveled Reader-“*Saving San Francisco Bay”*; Paired Selection-“*The Great Estuary Ecosystem”*

* + Genre: Informational Text-Narrative Non-Fiction; Informational Text-Expository
  + Strategy: Summarize
  + Skill: Main Idea and Key Details
  + Text Features: Headings; Flow Chart

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the questions and answers, and read them aloud.
    - Levels 2-4 – Ask students to write a sentence for each word that was used.
    - Levels 4-5 – Challenge students to write questions and answers for each word.
    - Context Clues-Sentence Clues:
    - Levels 1-2 – Help students locate the words and context clues on the page.
    - Levels 2-4 – Ask students to locate and read aloud the context clues on the page.
    - Levels 4-5 – Have students explain how context clues help them define new words.
  + High Frequency Words:
    - Levels 1-2 – Help students fill in the word web and read the examples aloud.
    - Levels 2-4 – Ask students to use a synonym in their word webs.
    - Level s4-5 – Challenge students to use a synonym and antonym in their word webs.

Writing:

* + Writing Trait: Ideas
    - Levels 1-2 – Use sentence frames to help students write a main idea and details.
    - Levels 2-4 – Have students revise. Then have them identify the main idea and details.
    - Levels 4-5 – Have students revise, adding facts or examples to support the main idea.

Spell Words:

* Words with Three-Letter Blends
* Levels 1-2 – Have students copy the words with correct spelling and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After they have corrected their words, have pairs use each word in a sentence.

Grammar:

* Irregular Plural Nouns
  + - Levels 1-2 – Have students copy their sentences and help them underline the irregular plural nouns. Read the sentences aloud.
    - Levels 2-4 – Ask students to underline the irregular plural nouns. Next, have them use the same irregular plural noun in another sentence.
    - Levels 4-5 – Have students underline the irregular plural nouns and explain how they made the word plural.

**Reach: Unit 3-Week 1 Visualizing Other Places**

Language:

* + - Language Function: Give, Restate, and Follow Directions
    - Oral Language: Talk About Geography; Talk Together About Visualizing
    - Listening and Speaking: Listen to a Poem; Listen for Important Details
    - How to Learn Language: Ask for Clarification

Grammar:

* Plural Nouns with *-s* and *-es*; Nouns and Articles *a, an, the*

Vocabulary:

* Social Studies Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-Places in the World Words

Reading:

* Reading Strategy: Visualize
* Genre: Fictional Tale (“*How I Learned Geography*”)
* Phonics: Long e, o, i
* Literary Analysis: Theme; Setting; Summarize a Story
* Fluency: Intonation; Accuracy and Rate

Writing:

* Writing Fluency; Daily Writing-Friendly Letter; Writer’s Craft-Figurative Language; Interactive Writing-Paragraph Response

**Reading Wonders: Unit 2 Week 4**

Reading Comprehension: Short Text-“*Animal Adaptations”;* Leveled Reader-“*Extreme Animals”*; Paired Selection-“*Hare and the Water”*

* + Genre: Informational Text/Expository; Trickster Tale
  + Strategy: Summarize
  + Skill: Main Idea and Key Details
  + Text Features: Photographs and Captions; Headings

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write synonyms and antonyms.
    - Levels 2-4 – Ask students to write a sentence using the synonyms.
    - Levels 4-5 – Challenge students to write a synonym for two additional words.
    - Prefixes:
    - Levels 1-2 – Help students to locate and read aloud the words with prefixes.
    - Levels 2-4 – Ask students to locate other words with prefixes in the passage.
    - Levels 4-5 – Have students list other words they know with the prefixes *un-* and *dis-*.
    - High Frequency Words:
    - Levels 1-2 – Help students identify animal traits in both selections.
    - Levels 2-4 – Give pairs two examples and then allow them to work independently.
    - Levels 4-5 – Challenge pairs to classify traits as physical or behavioral.

Writing:

* + Writing Trait: Organization
    - Levels 1-2 – Help students fill in the Venn diagram and write sentences.
    - Levels 2-4 – Have students revise and edit for errors, paying attention to logical order
    - Levels 4-5 – Have students revise and explain how they used logical order.

Spell Words:

* Words With r-Controlled Syllables
* Levels 1-2 – Have students copy the words correctly and read the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – Have students use as many of the words as possible in a paragraph.

Grammar:

* Possessive Nouns
  + - Levels 1-2 – Have students copy their sentences and help them underline the possessive nouns. Read the sentences aloud and have students repeat after you.
    - Levels 2-4 – Ask students to underline the possessive nouns. Next, have them use the same possessive noun in another sentence.
    - Levels 4-5 – Have students underline the possessive nouns and explain how they made the word possessive.

**Reach: Unit 3-Week 2 Visualizing Other Places**

Language:

* + - Language Functions: Give, Restate, and Follow Directions
    - Theme Theater-Step into the Scene

Grammar/Spelling:

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

Vocabulary:

* Word Origins

Reading:

* Reading Strategy: Visualize
* Genre: Free Verse (“*Tortillas Like Africa*”)
* Concepts of Print: Identify Letters and Identify a Word
* Literary Analysis: Line Breaks
* Fluency: Accuracy; Rate; Intonation
* Respond and Extend: Compare Figurative Language

Writing:

* Writing Fluency; Modeled Writing-Free Verse Poem; Journal Entry

**Reading Wonders: Unit 2 Week 5**

Reading Comprehension: Short Text-*"Dog," "The Eagle," "Chimpanzee," "Rat";* Leveled Reader-“*The Big One”*; Paired Selection-“*Haiku”*

* + Genre: Lyric Poetry; Haiku; Realistic Fiction
  + Skill: Point of View
  + Literary Elements: Meter and Rhythm

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students think of physical gestures or verbal clues for the words.
    - Levels 2-4 – Ask students to use each word in a sentence.
    - Levels 4-5 – Ask students to define each word.
    - Figurative Language:
    - Levels 1-2 – Help students read the simile or metaphor aloud after you.
    - Levels 2-4 – Ask students to identify the two unlike things that are being compared in the simile or metaphor.
    - Levels 4-5 – Have students explain why the writer compared these two unlike things in the poem.
  + High Frequency Words:
    - Levels 1-2 – Help students copy the sentence frames correctly and complete them.
    - Levels 2-4 – Provide sentence starters to help students write the sentence frames.
    - Levels 4-5 – Have students define the words they used.

Writing:

* + Writing Trait: Precise Language
    - Levels 1-2 – Help students use precise language to write.
    - Levels 2-4 – Ask students to identify precise words they used.
    - Levels 4-5 – Have students identify precise words in “*Rat*.”

Spell Words:

* Words with Suffixes
* Levels 1-2 – Have students copy the words correctly and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After they have corrected their words, have pairs use each word in a sentence.

Grammar:

* Combining Sentences with Nouns
  + - Levels 1-2 – Have students copy their sentences correctly and help them underline the subjects. Read the sentences aloud for students to repeat after you.
    - Levels 2-4 – Ask students to identify the subject in each sentence, and then read the sentences aloud.
    - Levels 4-5 – Have students explain how they combined their sentences by combining subject nouns.

**Reach: Unit 3-Week 3 Amazing Places**

Language:

* + - Language Functions: Describe Places; Make and Respond to Requests
    - Oral Language: Talk About Landforms; Talk Together About Visualizing
    - Listening and Speaking: Adjust Speech for Purpose
    - How to Learn Language: Analyze Expressions

Grammar:

* Irregular Plurals-Count/Noncount; Capitalization of Proper Nouns

Vocabulary:

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

Reading:

* Text Structure: Main Idea and Details; Summarize an Article
* Reading Strategy: Visualize
* Genre: Social Studies Article (“*Extreme Earth*”)
* Phonics: Long a, I, o, u in VCe Syllable; Words with Long and Short Vowel Sounds
* Concepts of Print: Capitalization
* Literary Analysis: Social Studies Article;
* Fluency: Phrasing; Accuracy and Rate

Writing:

* Writing Fluency; Writing Project-Research Report; Independent Writing-Experience

**Reading Wonders: Unit 2 Week 6**

Review and Assessment Week

**Reach: Unit 3-Week 4 Amazing Places**

Language:

* + - Language Functions: Describe Places
    - Oral Language Project: Oral Report

Grammar:

* Plural Nouns

Vocabulary:

* Compound Words

Reading:

* Reading Strategy: Visualize
* Text Features: Captions
* Genre: Profile (“*Photographing the World*”)
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Text Features

Writing:

* Writing Fluency; Writing Project-Research Report; Writing on Demand-Description; Journal Entry

**Unit: 3 Reading Wonders**‐That’s the Spirit  **Time Range in Days:** 25-30 Days

**Reach**-Unit 4: Power of Nature; Unit 5: Invaders!

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

**PA Core Standards:**

CC.1.2.4.B, CC.1.2.4.E, CC.1.2.4.H, CC.1.2.4.I, CC.1.2.4.K, CC.1.3.4.A, CC.1.3.4.B, CC.1.3.4.C, CC.1.3.4.F, CC.1.3.4.H, CC.1.3.4.I, CC.1.4.4.A, CC.1.4.4.C, CC.1.4.4.D, CC.1.4.4.E, CC.1.4.4.F, CC.1.4.4.H, CC.1.4.4.I, CC.1.4.4.J, CC.1.4.4.L, CC.1.4.4.P, CC.1.4.4.R, CC.1.4.4.T, CC.1.5.4.A, CC.1.5.4.C, CC.1.5.4.F, CC.1.5.4.G

**English Language Proficiency Standards:**

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

**Overview:** Friendship; Helping the Community; Liberty and Justice; Powerful Words; Feeding the World

**Focus Question(s):** How can you make new friends feel welcome? In what ways can you help your community? How can one person make a difference? How can words lead to change? In what ways can advances in science be helpful or harmful?

**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 4 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 4 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 4 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 4 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-“*At the Library”;* Leveled Reader-“*Not from Around Here”*; Paired Selection-*”Kintaro, Friend of the Animals”*

* + Genre: Fantasy; Legend
  + Strategy: Visualize
  + Skill: Point of View

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the definitions correctly and read them aloud.
    - Levels 2-4 – Ask students to write a definition for all the words.
    - Levels 4-5 – Challenge students to write a definition and sentence for all the words.
    - Context Clues/Paragraph Clues:
    - Levels 1-2 – Help students locate the words and context clues on the page.
    - Levels 2-4 – Ask students to locate and read aloud the context clues on the page.
    - Levels 4-5 – Have students explain how they found the context clues on the page.
  + High Frequency Words:
    - Levels 1-2 – Help students copy the sentences correctly.
    - Levels 2-4 – Have students use one additional word in their stories.
    - Levels 4-5 – Have students use all the words to tell a story.

Writing:

* + Writing Trait: Sentence Fluency
    - Levels 1-2 – Have students copy the edited paragraphs correctly.
    - Levels 2-4 – Have students edit for errors and revise to clarify sequence.
    - Levels 4-5 – Have students explain why it is important to use transition words.

Spell Words:

* Words With r-Controlled Syllables
* Levels 1-2 – Have students copy the words with correct spelling and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – Have students explain which words were difficult and why.

Grammar:

* Main Verbs and Helping Verbs
  + - Levels 1-2 – Have students copy their sentences. Work with them to identify the main verbs and the helping verbs. Read the sentences aloud for students to repeat.
    - Levels 2-4 – Have students underline the main verb and circle the helping verb in each sentence.
    - Levels 4-5 – Have students use each listed helping verb in a sentence. Then have them identify the main verb and the helping verb in each sentence.

**Reach: Unit 4-Week 1 How We Use Natural Resources**

Language:

* + - Language Functions: Make Comparisons; Express Certainty, Probability, and Possibility
    - Oral Language: Talk About Energy Resources; Talk Together About Asking Questions
    - Listening and Speaking: Listen and Learn from Others
    - How to Learn Language: Ask for Clarification

Grammar/Spelling:

* Present-Tense; Action Verbs

Grammar:

* Present Progressive Tense

Vocabulary:

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

Reading:

* Text Structure: Cause and Effect;
* Reading Strategy: Ask Questions; Explain a Science Article
* Genre: Science Article (“*Wind at Work*”)
* Phonics: Long a = ai, ay
* Fluency: Intonation; Accuracy and Rate
* Concepts of Print: Identify a Sentence
* Text Feature: Heads

Writing:

* Writing Fluency; Instructions; Modeled Writing-Support Ideas; Independent Writing-Descriptive Paragraph; Interactive Writing-Summary

**Reading Wonders: Unit 3 Week 2**

Reading Comprehension: Short Text-“*Remembering Hurricane Katrina”;* Leveled Reader-“*Brick by Brick”*; Paired Selection-“*A Big Heart”*

* + Genre: Realistic Fiction; Informational Text-Expository
  + Strategy: Visualize
  + Skill: Point of View

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students repeat the definitions on the back of the cards.
    - Levels 2-4 – Ask students to use the word in a sentence and read it aloud.
    - Levels 4-5 – Challenge students to use two words in a sentence and read them aloud.
    - Context Clues-Definitions and Restatements:
    - Levels 1-2 – Help students locate the words and context clues on the page.
    - Levels 2-4 – Ask students to locate and read aloud the context clues on the page.
    - Levels 4-5 – Have students identify the types of context clues they found in the passage.
  + High Frequency Words:
    - Levels 1-2 – Help students copy the sentence frames correctly.
    - Levels 2-4 – Provide sentence starters for students, if necessary.
    - Levels 4-5 – Have students define the words they used.

Writing:

* + Writing Trait: Word Choice
    - Levels 1-2 – Help students understand the difference between weak and strong words.
    - Levels 2-4 – Have students revise, using at least two strong verbs.
    - Levels 4-5 – Have students explain how descriptive words improve their writing.

Spell Words:

* Words with Silent Letters
* Levels 1-2 – Have students copy the words with correct spelling and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After correcting, have students explain which words were difficult and why.

Grammar:

* Verb Tenses
  + - Levels 1-2 – Have students copy their sentences and help them underline the verbs and any helping verbs. Read the sentences aloud and have students repeat after you.
    - Levels 2-4 – Ask students to underline the verb and helping verbs in each sentence.
    - Levels 4-5 – Have students underline verbs and helping verbs. Challenge students to explain the differences between the tenses.

**Reach: Unit 4-Week 2 How We Use Natural Resources**

Language:

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

Grammar/Spelling:

* Present Tense/Action Verbs

Vocabulary:

* Context Clues

Reading:

* Reading Strategy: Ask Questions
* Genre: Persuasive (“*Water the Blue Gold*”)
* Text Features: Section Headings
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Genres

Writing:

* Writing Fluency; Modeled Writing-Persuasive New Article; Journal Entry

**Reading Wonders: Unit 3 Week 3**

Reading Comprehension: Short Text-“*Judy’s Appalachia”;* Leveled Reader-“*Jacob Riis: Champion of the Poor”*; Paired Selection-“*The Fight for Equality”*

* + Genre: Informational Text; Biography
  + Strategy: Reread
  + Skill: Author’s Point of View
  + Text Feature: Timeline

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the questions and answers and read them aloud.
    - Levels 2-4 – Ask students to write a sentence for each word that was used.
    - Levels 4-5 – Have students create different questions and answers for each word.
    - Synonyms and Antonyms:
    - Levels 1-2 – Help students locate the word and its synonym. Say the words aloud and define them for students.
    - Levels 2-4 – Ask students to use each word in a sentence.
    - Levels 4-5 – Have students explain how they used synonyms or antonyms to determine the meaning of each word.
  + High Frequency Words:
    - Levels 1-2 – Help students complete the sentence frames.
    - Levels 2-4 – Provide sentence starters for children, if necessary.
    - Levels 4-5 – Have children define each word they used.

Writing:

* + Writing Trait: Ideas
    - Levels 1-2 – Have students copy the edited paragraphs.
    - Levels 2-4 – Have students revise, using details to clarify and edit for errors.
    - Levels 4-5 – Challenge students to use a quotation as evidence to support their position.

Spell Words:

* Words with Soft *c* and *g*
* Levels 1-2 – Have students copy the words correctly and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After they have corrected their words, have pairs use each word in a sentence.

Grammar:

* Main and Helping Verbs
  + - Levels 1-2 – Help students identify each main and helping verb. Read the sentences aloud and have students repeat after you.
    - Levels 2-4 – Ask students to underline the main or helping verbs and tell the tenses used.
    - Levels 4-5 – Have students underline the main or helping verbs, tell the tense of each, and explain how they identified the type of verb.

**Reach: Unit 4-Week 3 Peoples’ Connection to the Natural World**

Language:

* + - Language Functions: Express Needs and Wants; Ask for and Give Advice
    - Oral Language: Talk About the Natural World; Talk Together About Asking Questions
    - Listening and Speaking: Adjust Your Speech for Your Audience
    - How to Learn Language: Relate to Personal Experience

Grammar:

* Forms of *be*; Forms of *have* and Modals

Vocabulary:

* Science Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-Parts of the Body Words;

Reading:

* Literary Analysis: Problem and Solution; Figurative Language-Simile; Genre; Retell a Story;
* Reading Strategy: Ask Questions
* Genre: Tall Tale (“*Doña Flor*”)
* Phonics: Verbs Ending in *-ed*;
* Fluency: Expression; Accuracy and Rate
* Concepts of Print: Identify Title; Beginning and End; Use Page Numbers

Writing:

* Writing Fluency; Writing Project-Tall Tale; Writer’s Craft-Descriptive Sentences; Independent Writing-Paragraph

**Reading Wonders: Unit 3 Week 4**

Reading Comprehension: Short Text-“*Words for Change”;* Leveled Reader-“*Nellie Bly: Reporter for the Underdog”*; Paired Selection-“*Around the World”*

* + Genre: Informational Text-Biography; Informational Text-Expository
  + Strategy: Reread
  + Skill: Author’s Point of View
  + Text Features: Captions; Primary Sources

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students replace two vocabulary words with synonyms.
    - Levels 2-4 – Ask students to use the synonyms in a sentence.
    - Levels 4-5 – Have students write a synonym or antonym for all the words.
    - Latin and Greek Suffixes:
    - Levels 1-2 – Help students read aloud the base word and suffix and define the word.
    - Levels 2-4 – Ask students to state the meanings of the base word and the suffix.
    - Levels 4-5 – Have students define *government* using its suffix and base word.
  + High Frequency Words:
    - Levels 1-2 – Help students use the words in sentences.
    - Levels 2-4 – Ask students to illustrate one of the words.
    - Levels 4-5 – Have students share their work with the class.

Writing:

* + Writing Trait: Organization
    - Levels 1-2 – Model writing a strong conclusion.
    - Levels 2-4 – Have students point to the conclusion and read it aloud.
    - Levels 4-5 – Have students explain the purpose of a strong conclusion.

Spell Words:

* Words with Plural Nouns
* Levels 1-2 – Have students copy the words with correct spelling and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – Have students explain which words were difficult and why.

Grammar:

* Linking Verbs
  + - Levels 1-2 – Have students copy their sentences and help them underline the linking verbs. Read the sentences aloud for students to repeat after you.
    - Levels 2-4 – Ask students to indicate the noun, pronoun, or adjective that describes the subject of each sentence.
    - Levels 4-5 – Have students write three more sentences using other common linking verbs.

**Reach: Unit 4-Week 4 Peoples’ Connection to the Natural World**

Language:

* + - Language Functions: Express Needs and Wants
    - Theme Theater: Story Extension

Grammar:

* Forms of *be* and *have*

Vocabulary:

* Multiple Meaning Words

Reading:

* Reading Strategy: Ask Questions
* Genre: Lyrical Poetry (“*Nature Inside Us*”)
* Literary Analysis: Structure and Form
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Figurative Language

Writing:

* Writing Fluency; Writing Project-Tall Tale; Writing on Demand-Poem; Journal Entry

**Reading Wonders: Unit 3 Week 5**

Reading Comprehension: Short Text-“*Food Fight”;* Leveled Reader-“*The Battle Against Pests ”*; Paired Selection-“*Making an Organic Garden”*

* + Genre: Informational Text-Persuasive Article; Persuasive Text; Procedural Text
  + Strategy: Reread
  + Skill: Author’s Point of View
  + Text Features: Maps

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the questions and answers and read them aloud.
    - Levels 2-4 – Ask students to write a sentence for each word that was used.
    - Levels 4-5 – Have students create different questions and answers for each word.
    - Greek Roots:
    - Levels 1-2 – Help students locate the word with the Greek root on the page.
    - Levels 2-4 – Ask students to use each word that includes a Greek root in a sentence.
    - Levels 4-5 – Have students explain how they used Greek roots to define each word.
  + High Frequency Words:
    - Levels 1-2 – Help students copy the sentences correctly and read them aloud.
    - Levels 2-4 – Have students explain which words are difficult and why.
    - Levels 4-5 – Challenge students to write synonyms or antonyms for the words.

Writing:

* + Writing Trait: Voice
    - Levels 1-2 – Help students write three to four sentences about GM foods.
    - Levels 2-4 – Ask students to identify their purpose and audience.
    - Levels 4-5 – Challenge students to explain the different purposes for writing.

Spell Words:

* Spell Compound Words
* Levels 1-2 – Have students copy the words with correct spelling and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After they have corrected their words, have pairs use each word in a sentence.

Grammar:

* Irregular Verbs
  + - Levels 1-2 – Help students identify the irregular verbs. Read the sentences aloud and have students repeat after you.
    - Levels 2-4 – Have students underline the irregular verbs and explain how they identified them.
    - Levels 4-5 – Have students explain how they wrote each irregular verb in the past tense.

**Reach: Unit 5-Week 1 Fungus and Mold**

Language:

* + - Language Functions: Retell a Story; Summarize
    - Oral Language: Talk About a Science Experiment with Food; Talk Together About Making Inferences
    - Listening and Speaking: Summarize Spoken Messages
    - How to Learn Language: Review and Rehearse

Grammar/Spelling:

* Adjectives

Grammar:

* Comparing with Adjectives

Vocabulary:

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

Reading:

* Literary Analysis: Plot; Action Verbs; Science Fiction; Retell a Story
* Reading Strategy: Make Inferences
* Genre: Science Fiction (“*The Fungus That Ate My School*”)
* Phonics: Words with Long i – ie, igh
* Fluency: Expression; Accuracy and Rate
* Concepts of Print: Identify Dialogue
* Text Features: Treatment of Type

Writing:

* Writing Fluency; Retell a Story; Modeled Writing-Comparison; Independent Writing-Paragraphs; Independent Writing-News Report

**Reading Wonders: Unit 3 Week 6**

Review and Assessment Week

**Reach: Unit 5-Week 2 Fungus and Mold**

Language:

* + - Language Functions: Retell a Story
    - Theme Theater: Extend the Story

Grammar/Spelling:

* Adjectives

Vocabulary:

* Antonyms

Reading:

* Reading Strategy: Make Inferences
* Genre: Science Experiment (“*Mold Terrarium*”)
* Text Structure: Steps in a Process
* Text Features: Headings
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Author’s Purpose

Writing:

* Writing Fluency; Modeled Writing-Science Fiction Story; Journal Entry

**Unit: 4 Reading Wonders**‐Fact or Fiction?  **Time Range in Days:** 25-30 Days

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

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

**PA Core Standards:**

CC.1.2.4.B, CC.1.2.4.E, CC.1.2.4.H, CC.1.2.4.I, CC.1.2.4.K, CC.1.3.4.A, CC.1.3.4.B, CC.1.3.4.C, CC.1.3.4.F, CC.1.3.4.H, CC.1.3.4.I, CC.1.4.4.A, CC.1.4.4.C, CC.1.4.4.D, CC.1.4.4.E, CC.1.4.4.F, CC.1.4.4.H, CC.1.4.4.I, CC.1.4.4.J, CC.1.4.4.L, CC.1.4.4.P, CC.1.4.4.R, CC.1.4.4.T, CC.1.5.4.A, CC.1.5.4.C, CC.1.5.4.F, CC.1.5.4.G

**English Language Proficiency Standards:**

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

**Overview:** Our Government; Leadership; Breakthroughs; Wonders in the Sky; Achievements

**Focus Question(s):** Why do we need government? Why do people run for public office? How do inventions and technology affect your life? How do you explain what you see in the sky? How do writers look at success in different ways?

**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 4 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 4 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 4 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 4 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-“*A World Without Rules”;* Leveled Reader-“*A Day in the Senate”*; Paired Selection-“*A New President Takes Office”*

* + Genre: Informational Text-Narrative Non-Fiction; Informational Text-Expository
  + Strategy: Ask and Answer Questions
  + Skill: Text Structure-Cause and Effect
  + Text Features: Boldface Words; Pronunciations

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write sentence frames. Read the sentences aloud.
    - Levels 2-4 – Challenge students to write sentence frames for one additional word.
    - Levels 4-5 – Challenge students to write one sentence with two missing words.
    - Latin Roots:
    - Levels 1-2 – Help students locate the root within the larger word and define the root.
    - Levels 2-4 – Ask students to locate the root in the word and look for context clues.
    - Levels 4-5 – Have students explain how they found the meaning of the word.
  + High Frequency Words:
    - Levels 1-2 – Reread the selection with students and help them identify a message.
    - Levels 2-4 – Ask students to explain what they learned about rules, services, and issues.
    - Levels 4-5 – Challenge students to write a paragraph using all the words.

Writing:

* + Writing Trait: Organization
    - Levels 1-2 – Help students identify the topic sentence and supporting details.
    - Levels 2-4 – Ask students to identify weak or vague supporting details and revise.
    - Levels 4-5 – Ask students to include at least one fact and one example.

Spell Words:

* Words with Inflectional Endings
* Levels 1-2 – Have students copy the words with correct spelling and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – Have students explain which words were difficult and why.

Grammar:

* Pronouns
  + - Levels 1-2 – Have students copy their sentences and help them use an appropriate pronoun. Read the sentences aloud for students to repeat.
    - Levels 2-4 – Ask students which pronouns they should use to replace the nouns in their sentences.
    - Levels 4-5 – Have students identify each pronoun they used as plural or singular.

**Reach: Unit 5-Week 3 How Invasive Plants and Animals Affect Ecosystems**

Language:

* + - Language Functions: Define and Explain; Elaborate
    - Oral Language: Talk About How People Affect Wildlife; Talk Together About Making Inferences
    - Listening and Speaking: Listen and Take Notes
    - How to Learn Language: Use and Reuse Language

Grammar:

* Possessive Adjectives; Possessive Nouns

Vocabulary:

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

Reading:

* Text Structure: Problem and Solution
* Reading Strategy: Make Inferences; Summarize a Science Text
* Genre: Science Text (“*Aliens from Earth: When Animals and Plants Invade Other Ecosystems*”)
* Phonics: r-Controlled Syllables-ar, or, er, ur
* Fluency: Phrasing; Accuracy and Rate
* Concepts of Print: Identify a Paragraph
* Text Features: Topic Sentence

Writing:

* Writing Fluency; Writing Project-Persuasive Essay; Independent Writing-Questions

**Reading Wonders: Unit 4 Week 2**

Reading Comprehension: Short Text-“*The TimeSpecs 3000”;* Leveled Reader-“*The Wolves of Yellowstone”*; Paired Selection-“*Who Wants to be Mayor?”*

* + Genre: Fantasy; Informational Text-Expository
  + Strategy: Make, Confirm, or Revise Predictions
  + Skill: Point of View

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the questions and answers and read them aloud.
    - Levels 2-4 – Ask students to write a sentence for each word that was used.
    - Levels 4-5 – Challenge students to write questions for all the vocabulary words.
    - Idioms:
    - Levels 1-2 – Help students look for context clues. Write the meanings of the idioms and read them aloud.
    - Levels 2-4 – Ask students to identify context clues and read them aloud.
    - Levels 4-5 – Challenge students to write their own clues for the idioms.
  + High Frequency Words:
    - Levels 1-2 – Help students complete the sentence frames.
    - Levels 2-4 – Provide a sentence starter for students, if necessary.
    - Levels 4-5 – Have students define the words they used.

Writing:

* + Writing Trait: Ideas
    - Levels 1-2 – Provide additional examples of dialogue and read them aloud.
    - Levels 2-4 – Ask partners to read the dialogue aloud and make sure it sounds realistic.
    - Levels 4-5 – Have students explain how dialogue helps develop a character.

Spell Words:

* Words with Inflectional Endings
* Levels 1-2 – Have students copy the words with correct spelling and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After they have corrected their words, have pairs use each word in a sentence.

Grammar:

* Types of Pronouns
  + - Levels 1-2 – Have students copy their sentences and help them identify the type of pronoun. Read the sentences aloud and have students repeat after you.
    - Levels 2-4 – Ask students to underline and label each type of pronoun they used.
    - Levels 4-5 – Have students proofread their sentences for mechanics and usage. Have students explain why each pronoun is a subject, an object, or a reflexive pronoun.

**Reach: Unit 5-Week 4 How Invasive Plants and Animals Affect Ecosystems**

Language:

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

Grammar:

* Possessive Nouns and Adjectives

Vocabulary:

* Synonyms

Reading:

* Reading Strategy: Make Inferences
* Genre: Journal (“*Island Observations*”)
* Text Structure: Identify Facts
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Genres

Writing:

* Writing Fluency; Writing Project-Persuasive Essay; Modeled Writing-How-to Article; Journal Entry

**Reading Wonders: Unit 4 Week 3**

Reading Comprehension: Short Text-“*A Telephone Mix-Up”;* Leveled Reader-“*The Freedom Machine”*; Paired Selection-“*The Interstate Highway System”*

* + Genre: Historical Fiction; Informational Text-Expository
  + Strategy: Make, Confirm, or Revise Predictions
  + Skill: Point of View

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the sentences correctly and read them aloud.
    - Levels 2-4 – Ask students to write a sentence for each word.
    - Levels 4-5 – Challenge students to write a sentence and a question for each word.
    - Context Clues-Synonyms:
    - Levels 1-2 – Help students locate each word and its synonym. Say each word aloud and define it for students.
    - Levels 2-4 – Ask students to locate and read aloud the synonyms.
    - Levels 4-5 – Have students find three more synonyms in the text.
  + High Frequency Words:
    - Levels 1-2 – Help students complete the sentence frames.
    - Levels 2-4 – Provide sentence starters for students, if necessary.
    - Levels 4-5 – Have students define the words they used.

Writing:

* + Writing Trait: Ideas
    - Levels 1-2 – Have students copy the edited sentences.
    - Levels 2-4 – Have students revise, adding details to the plot.
    - Levels 4-5 – Have students discuss how they developed the plot.

Spell Words:

* Words With /ü/, /u˙/, AND /ū/
* Levels 1-2 – Have students copy the words correctly and read the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After they correct their words, have students use each word in a sentence.

Grammar:

* Pronoun-Verb Agreement
  + - Levels 1-2 – Have students copy their sentences and help them underline the subject pronouns. Read the sentences aloud for students to repeat.
    - Levels 2-4 – Have students underline the subject pronouns and circle the verbs in their sentences.
    - Levels 4-5 – Have students correct each other’s work, checking for pronoun-verb agreement.

**Reach: Unit 6-Week 1 Searching for Treasure**

Language:

* + - Language Functions: Express Intentions; Make and Accept Suggestions
    - Oral Language: Talk About Sea Explorers; Talk Together About Summarizing
    - Listening and Speaking: Interpret a Speaker’s Message

Grammar:

* Subject and Object Pronoun

Grammar/Spelling:

* Reflexive Pronouns

Vocabulary:

* Social Studies Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-Feelings and Clothing Words

Reading:

* Reading Strategy: Determine Importance-Summarize; Retell a Story
* Phonics: Types of Syllables r-Controlled
* Genre: Play (“*Treasure Island*”)
* Fluency: Expression; Accuracy and Rate
* Concepts of Print: Use Directionality
* Literary Analysis: Characters; Stage Directions and Character Development; Narrator

Writing:

* Writing Fluency; Daily Writing-Summary; Writer’s Craft-Describe a Character; Independent Writing-Paragraph/Compare Adventures; Interactive Writing-Scene

**Reading Wonders: Unit 4 Week 4**

Reading Comprehension: Short Text-“*Wonders of the Night Sky”;* Leveled Reader-“*Stargazing”*; Paired Selection-“*Orion the Hunter”*

* + Genre: Informational Text-Expository; Myth
  + Strategy: Ask and Answer Questions
  + Skill: Text Structure-Cause and Effect
  + Text Features: Diagrams; Boldfaced Words; Pronunciations

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the sentences correctly and read them aloud.
    - Levels 2-4 – Ask students to write a question for each of the words they choose.
    - Levels 4-5 – Challenge students to draw a picture for two more words.
    - Context Clues-Paragraph Clues:
    - Levels 1-2 – Help students locate the words and context clues on the page.
    - Levels 2-4 – Ask students to locate and read aloud the context clues on the page.
    - Levels 4-5 – Have students use the context clues to define the words.
  + High Frequency Words:
    - Levels 1-2 – Help students write and answer questions.
    - Levels 2-4 – Provide examples, if necessary.
    - Levels 4-5 – Have students define the words.

Writing:

* + Writing Trait: Word Choice
    - Levels 1-2 – Have students copy the description.
    - Levels 2-4 – Have students revise, focusing on word choice.
    - Levels 4-5 – Challenge students to add a simile or metaphor.

Spell Words:

* Words with Diphthongs /oi/ and /ou/
* Levels 1-2 – Have students copy the words correctly and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After they have corrected their words, have pairs use each word in a sentence.

Grammar:

* Possessive Pronouns
  + - Levels 1-2 – Help students copy their sentences and underline the possessive pronoun. Read the sentences aloud for students to repeat.
    - Levels 2-4 – Ask students to underline the possessive pronoun in each of their sentences and say whether it is a stand-alone pronoun.
    - Levels 4-5 – Have students underline the possessive pronoun and explain how they knew which possessive pronoun to use.

**Reach: Unit 6-Week 2 Searching for Treasure**

Language:

* + - Language Functions: Express Intentions
    - Theme Theater: Perform *“Treasure Island”*

Grammar:

* Pronoun Agreement

Vocabulary:

* Prefixes

Reading:

* Reading Strategy: Determine Importance-Summarize
* Genre: Instructions (“*Make a Treasure Map*”)
* Fluency: Accuracy and Rate
* Concepts of Print: Use Captions and Labels
* Text Features: Maps
* Respond and Extend: Compare Texts

Writing:

* Writing Fluency; Modeled Writing-Message with Directions

**Reading Wonders: Unit 4 Week 5**

Reading Comprehension: Short Text-“*Sing to Me”, “The Climb”;* Leveled Reader-“*The Math-lete”*; Paired Selection-“*Cross-Country Race”*

* + Genre: Narrative Poem; Realistic Fiction; Poetry
  + Skill: Theme
  + Literary Element: Stanza; Repetition

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the questions and answers and read them aloud.
    - Levels 2-4 – Ask students to write a sentence for each word that was used.
    - Levels 4-5 – Have students create different questions and answers for each word.
    - Connotation and Denotation:
    - Levels 1-2 – Help students look up the denotation of the words.
    - Levels 2-4 – Ask students to write one sentence in which the connotation of the word is clear.
    - Levels 4-5 – Have students explain how they used connotation and denotation to determine the meaning of each word.
  + High Frequency Words:
    - Levels 1-2 – Have students look up the denotation of each word in a dictionary.
    - Levels 2-4 – Have students write sentences for three of the words.
    - Levels 4-5 – Have students write sentences for all the words and explain the connotation for each.

Writing:

* + Writing Trait: Word Choice
    - Levels 1-2 – Help students write sensory details.
    - Levels 2-4 – Ask students to identify additional sensory details.
    - Levels 4-5 – Have students add sensory details and edit for errors.

Spell Words:

* Words with Variant Vowel /ô/
* Levels 1-2 – Have students copy the words correctly and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After students have corrected their words, have pairs form sentences.

Grammar:

* Pronouns and Homophones
  + - Levels 1-2 – Help students identify and circle the pronouns and homophones. Read the sentences aloud for students to repeat after you.
    - Levels 2-4 – Ask students to circle the pronouns and homophones and explain how they identified them in the sentences.
    - Levels 4-5 – Have students proofread their sentences and explain how they used each pronoun and homophone correctly.

**Reach: Unit 6-Week 3 Shipwrecks and Archaeology**

Language:

* + - Language Function: Restate an Idea; Verify or Confirm Information
    - Oral Language: Talk About Archaeology; Talk Together About Determining Importance
    - Listening and Speaking: Clarify and Support Ideas
    - How to Learn Language: Find Patterns in Language

Grammar:

* Possessive Pronouns; Demonstratives;

Vocabulary:

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

Reading:

* Text Structure: Sequence
* Reading Strategy: Determine Importance
* Genre: History Article (“*Real Pirates*”)
* Phonics: Words with oi, oy, ou, and ow
* Fluency: Phrasing; Accuracy and Rate
* Concepts of Print: Use Captions and Labels
* Text Structure and Features: Illustrations; Point of View; History Article

Writing:

* Writing Fluency; Writing Project-Historical Fiction; Modeled Writing-Persuasive Essay

**Reading Wonders: Unit 4 Week 6**

Review and Assessment Week

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

Language:

* + - Language Functions: Restate and Clarify an Idea
    - Oral Language Project: Narrative Presentation

Grammar:

* Possessive Pronouns

Vocabulary:

* Suffixes

Reading:

* + Reading Strategy: Determine Importance
  + Genre: Web Article (*“La Belle Shipwreck”)*
  + Concepts of Print: Captions and Labels
  + Reading Fluency-Accuracy and Rate
  + Respond and Extend: Compare Media Texts

Writing:

* Writing Fluency; Writing Project-Historical Fiction; Summary; Journal Entry

**Unit: 5 Reading Wonders**‐Figure it Out  **Time Range in Days:** 25-30 Days

**Reach**-Unit 7: Moving Through Space; Unit 8 Saving a Piece of the World

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

**PA Core Standards:**

CC.1.2.4.B, CC.1.2.4.E, CC.1.2.4.H, CC.1.2.4.I, CC.1.2.4.K, CC.1.3.4.A, CC.1.3.4.B, CC.1.3.4.C, CC.1.3.4.F, CC.1.3.4.H, CC.1.3.4.I, CC.1.4.4.A, CC.1.4.4.C, CC.1.4.4.D, CC.1.4.4.E, CC.1.4.4.F, CC.1.4.4.H, CC.1.4.4.I, CC.1.4.4.J, CC.1.4.4.L, CC.1.4.4.P, CC.1.4.4.R, CC.1.4.4.T, CC.1.5.4.A, CC.1.5.4.C, CC.1.5.4.F, CC.1.5.4.G

**English Language Proficiency Standards:**

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

**Overview**: Making it Happen; On the Move; Inventions; Zoom In; Digging Up the Past

**Focus Question(s):** In what ways do people show they care about each other? What are some reasons people moved west? How can inventions solve problems? What can you discover when you look closely at something? How can learning about the past help you understand the future?

**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 4 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 4 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 4 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 4 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-“*Sadie’s Game”;* Leveled Reader-“*The Perfect Present”*; Paired Selection-“Fly Me to the Moon*”*

* + Genre: Realistic Fiction
  + Strategy: Visualize
  + Skill: Character, Setting, Plot-Problem and Solution

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students generate ideas for their drawings.
    - Levels 2-4 – Ask students to write a clue along with their drawings.
    - Levels 4-5 – Have students write sentences for all the words.
    - Similes and Metaphors:
    - Levels 1-2 – Help students understand the difference between a metaphor and simile.
    - Levels 2-4 – Ask students to explain the difference between a metaphor and a simile.
    - Levels 4-5 – Challenge students to think of another simile to describe the dog.
  + High Frequency Words:
    - Levels 1-2 – Help students write sentences that describe Sadie. Have them draw a picture for each sentence.
    - Levels 2-4 – Have students read their profile to the class.
    - Levels 4-5 – Challenge students to write a story about Sadie, using the words.

Writing:

* + Writing Trait: Organization
    - Levels 1-2 – Help students list adverbs and adjectives and then write sentences.
    - Levels 2-4 – Ask students to identify the verbs and adjectives in their writing.
    - Levels 4-5 – Ask students to explain how verbs and adjectives add interest.

Spell Words:

* Words with Closed Syllables
* Levels 1-2 – Have students copy the words correctly and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After they have corrected their words, have pairs use each word in a sentence.

Grammar:

* Adjectives
  + - Levels 1-2 – Have students copy their sentences. Work with them to identify the adjectives. Read the sentences aloud and have students echo.
    - Levels 2-4 – Have students underline the adjectives. Then have them identify the noun or pronoun the adjectives describe.
    - Levels 4-5 – Have students underline the adjectives in each sentence. Tell them to explain the order in which they put the adjectives.

**Reach: Unit 7-Week 1 Motion and Speed**

Language:

* + - Language Function: Ask and Answer Questions; Evaluate
    - Oral Language: Talk About Motion in Sports; Talk Together About Drawing Conclusions
    - Listening and Speaking: Listen for the Main Idea
    - How to Learn Language: Create Visual Maps

Grammar:

* Adverbs

Grammar/Spelling:

* Comparing with Adverbs

Vocabulary:

* Math Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-Vehicles Words

Reading:

* Text Structure: Compare and Contrast; Comparison
* Reading Strategy: Synthesize-Draw Conclusions
* Genre: Math Article (“What’s Faster Than a Speeding Cheetah?”)
* Phonics: Words Wit Hard and Soft *c* and *g*
* Fluency: Intonation; Accuracy and Rate
* Concepts of Print: Captions

Writing:

* Writing Fluency; Book Report; Writer’s Craft-Sentences About Number Facts; Independent Writing-Instructions; Interactive Writing-Review

**Reading Wonders: Unit 5 Week 2**

Reading Comprehension: Short Text-“*My Big Brother Johnny Kaw”;* Leveled Reader-“*The Great Man of Nebraska”*; Paired Selection-“*Westward Ho!”*

* + Genre: Tall Tale; Informational Text-Expository
  + Strategy: Visualize
  + Skill: Character, Setting, Plot-Cause and Effect

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the questions and answers and read them aloud.
    - Levels 2-4 – Ask students to write a sentence for each word that was used.
    - Levels 4-5 – Have students quiz each other, using all the words.
    - Homographs:
    - Levels 1-2 – Help students locate the word and context clues on the page.
    - Levels 2-4 – Ask students to find another meaning for *fall* and *spring*.
    - Levels 4-5 – Have students define homograph and give an example.
  + High Frequency Words:
    - Levels 1-2 – Do a picture walk with students and point out ideas for their drawings.
    - Levels 2-4 – Ask students to write sentences for the words they illustrate.
    - Levels 4-5 – Challenge students to draw pictures for all the words.

Writing:

* + Writing Trait: Sentence Fluency
    - Levels 1-2 – Help students write short and long sentences and read them aloud.
    - Levels 2-4 – Have students identify where they can vary sentence lengths and edit.
    - Levels 4-5 – Ask students to explain how sentence variety improves their writing.

Spell Words:

* Words with Open Syllables
* Levels 1-2 – Have students copy the words with correct spelling and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After they have corrected their words, have pairs use each word in a sentence.

Grammar:

* Articles
  + - Levels 1-2 – Have students copy their sentences and help them identify the article in each sentence. Read the sentences aloud for students to repeat after you.
    - Levels 2-4 – Ask students to underline the article and identify if the noun that comes after it is singular or plural.
    - Levels 4-5 –Have students proofread their sentences for mechanics and usage. Have students explain why they used a, an, or the before the nouns in their sentences.

**Reach: Unit 7-Week 2 Motion and Speed**

Language:

* + - Language Function: Ask and Answer Questions
    - Oral Language Project: Informational Presentation

Grammar/Spelling:

* Adverbs

Vocabulary:

* Multiple-Meaning Words

Reading:

* Reading Strategy: Synthesize-Draw Conclusions
* Genre: Science Report (“*Building for Space Travel*”)
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Fat and Opinion
* Literary Analysis: Metaphors

Writing:

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

**Reading Wonders: Unit 5 Week 3**

Reading Comprehension: Short Text-“*Stephanie Kwolek: Inventor”;* Leveled Reader-“*The Inventor Louis Latimer”*; Paired Selection-“*The Nature of Light”*

* + Genre: Informational Text-Biography; Informational Text-Expository
  + Strategy: Summarize
  + Skill: Text Structure-Problem and Solution
  + Text Features: Timelines; Photographs and Captions

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the sentences correctly and read them aloud.
    - Levels 2-4 – Challenge students to use at least four words.
    - Levels 4-5 – Challenge students to write a story about a person or character.
    - Greek Roots:
    - Levels 1-2 – Help students locate the words and identify their Greek roots.
    - Levels 2-4 – Ask students to locate and read aloud the word and its Greek root.
    - Levels 4-5 – Have students explain how *techno* can help them define *technique*.
  + High Frequency Words:
    - Levels 1-2 – Model how to write sentences that describe the invention.
    - Levels 2-4 – Have students define the words they used.
    - Levels 4-5 – Have students use one additional vocabulary word.

Writing:

* + Writing Trait: Sentence Fluency
    - Levels 1-2 – Help students identify an invention and write sentences.
    - Levels 2-4 – Have students identify transitions and edit for clarity.
    - Levels 4-5 – Have students edit errors and revise transition words to connect ideas.

Spell Words:

* Words with Vowel Teams:
* Levels 1-2 – Help students copy the words correctly and read the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After they correct their words, have pairs discuss which words were difficult.

Grammar:

* Adjectives to Compare
  + - Levels 1-2 – Help students copy the sentences and underline the comparative, superlative, and irregular adjective. Read the sentences aloud and have students repeat.
    - Levels 2-4 – Ask students to make a list of comparative and superlative adjectives.
    - Levels 4-5 – Ask students to explain the difference between a comparative adjective and a superlative adjective.

**Reach: Unit 7-Week 3 Space**

Language:

* + - Language Function: Clarify; Give and Carry Out Commands
    - Oral Language: Talk About Space; Talk Together About Forming Generalization
    - Listening and Speaking: Listen to and Choral Read a Dialogue; Present in Sequence
    - How to Learn Language: Create Visuals

Grammar:

* Prepositions; Prepositional Phrases

Vocabulary:

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

Reading:

* Reading Strategy: Synthesize-Form Generalizations
* Genre: Realistic Fiction (“*The Moon Over Star*”)
* Phonics: Words with VCV and VCCV Spelling Patterns
* Fluency: Expression; Intonation; Accuracy and Rate
* Concepts of Print: Identify Dialogue
* Literary Analysis: Plot; Genre; Theme; Retell a Story

Writing:

* Writing Fluency; Writing Project-Personal Narrative; Modeled Writing-Descriptive Paragraph; Independent Writing-Paragraph

**Reading Wonders: Unit 5 Week 4**

Reading Comprehension: Short Text-“*Your World up Close”;* Leveled Reader-“*Secrets of the Ice”*; Paired Selection-“*Super-vision”*

* + Genre: Informational Text-Expository; Fantasy
  + Strategy: Summarize
  + Skill: Text Structure-Sequence
  + Text Features: Photographs and Captions

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students ask and answer questions.
    - Levels 2-4 – Ask students to write a sentence for each word.
    - Levels 4-5 – Challenge students to write a story using at least four words.
    - Context Clues-Antonyms:
    - Levels 1-2 – Help students locate the word and antonym on the page.
    - Levels 2-4 – Ask students to locate and read aloud the antonyms on the page.
    - Levels 4-5 – Have students give another antonym for *unique* and *alter*.
  + High Frequency Words:
    - Levels 1-2 – Help students write the sentence frames and read them aloud.
    - Levels 2-4 – Provide sentence starters for students, if necessary.
    - Levels 4-5 – Have students define the words they used.

Writing:

* + Writing Trait: Voice
    - Levels 1-2 – Help students identify an object and write sentences using a formal voice.
    - Levels 2-4 – Encourage students to use vocabulary from “*Your World Up Close*.”
    - Levels 4-5 – Ask students to write complex sentences and use vocabulary words.

Spell Words:

* Words With r-Controlled Syllables
* Levels 1-2 – Help students copy the words correctly and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After they have corrected their words, have pairs use each word in a sentence.

Grammar:

* Comparing With *more* and *most*
  + - Levels 1-2 – Have students copy their sentences and help them underline the part of the sentence that makes a comparison. Read the sentences aloud for students to repeat after you.
    - Levels 2-4 – Ask students to underline the comparison being made in their sentences and tell why they chose more or most.
    - Levels 4-5 – Have students underline the comparison being made in their sentences. Ask them to explain how they structured their sentences.

**Reach: Unit 7-Week 4 Space**

Language:

* + - Language Function: Clarify Commands
    - Theme Theater: Space Travel Skit

Grammar:

* Prepositional Phrases

Vocabulary:

* Word Parts

Reading:

* Reading Strategy: Synthesize-Form Generalizations
* Genre: Biography (“*The First Person on the Moon*”)
* Concepts of Print: Functions of Print-Use Print from the Environment
* Literary Analysis: Author’s Purpose
* Respond and Extend: Compare Fiction and Biography

Writing:

* Writing Fluency; Writing Project-Personal Narrative; Modeled Writing-Paragraph; Journal Entry

**Reading Wonders: Unit 5 Week 5**

Reading Comprehension: Short Text-“*Where it all Began”;* Leveled Reader-“*Treks Through Time”*; Paired Selection-“*The Ancient One”*

* + Genre: Informational Text-Informational Article
  + Strategy: Summarize
  + Skill: Text Structure-Sequence
  + Text Feature: Sidebar; Maps

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the sentences correctly and read them aloud.
    - Levels 2-4 – Ask students to quiz each other for correct spelling and definitions.
    - Levels 4-5 – Challenge students to write one sentence and one question for each word.
    - Proverbs Adages:
    - Level 1-2 – Help students locate and read aloud the adages.
    - Level 2-4 – Ask students to locate and read aloud the adages and context clues.
    - Level 4-5 – Ask students to write their own adage and share it with the class.
  + High Frequency Words:
    - Level 1-2 – Help students copy sentence frames and complete them.
    - Level 2-4 – Provide sentence starters, if necessary.
    - Level 4-5 – Have students define the words.

Writing:

* + Writing Trait: Organization
    - Level 1-2 – Have students write sentences about an inspiring person.
    - Level 2-4 – Have students revise, focusing on their concluding statements.
    - Level 4-5 – Have students edit for errors and revise to strengthen conclusions.

Spell Words:

* Words with Consonant + le
* Levels 1-2 – Have students copy the words with correct spelling and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After they have corrected their words, have pairs use each word in a sentence.

Grammar:

* Comparing With *good*
  + - Levels 1-2 – Have students copy their sentences and help them underline the part of the sentence that makes a comparison. Read the sentences aloud for students to repeat after you.
    - Levels 2-4 – Ask students to underline the comparison being made in their sentences and tell why they chose *good, better*, or *best.*
    - Levels 4-5 – Have students underline the comparison being made in their sentences. Ask them to explain how they structured their sentences.

**Reach: Unit 8-Week 1 How Can We Protect Our World**

Language:

* + - Language Function: Express Opinions
    - Oral Language: Talk About Heroes; Talk Together About Reviewing Strategies
    - Listening and Speaking: Stay on Topic
    - How to Learn Language: Review and Rehearse

Grammar:

* Regular/Irregular Past Tense

Grammar/Spelling

* Present-Perfect Tense

Vocabulary:

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

Reading:

* Reading Strategy: Review Strategies; Retell a Story
* Genre: Historical Fiction (“*Buffalo Music*”)
* Phonics: Words with Prefixes *un-, re-*
* Fluency: Intonation; Accuracy and Rate
* Concepts of Print: Use Directionality
* Literary Analysis: Goal and Outcome; Setting; Sensory Language-Sound Words; Plot

Writing:

* Writing Fluency; Poem; Writer’s Craft-Figurative Language; Modeled Writing-Rhyming Poem; Interactive Writing-Write a Paragraph

**Reading Wonders: Unit 5 Week 6**

Review and Assessment Week

**Reach: Unit 8-Week 2 How We Can Protect Our World**

Language:

* + - Language Function: Express Opinions
    - Theme Theater: Original Play

Grammar:

* Past Tense

Vocabulary:

* Idioms

Reading:

* Genre: Report (“*Saving Bison from Extinction”*)
* Reading Strategy: Review Strategies; Text Structure; Goal and Outcome
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Fiction and Non-Fiction

Writing:

* Writing Fluency; Modeled Writing-Persuasive Report; Summary

**Unit: 6 Reading Wonders**‐Past, Present, and Future  **Time Range in Days:** 25-30 Days

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

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

**PA Core Standards:**

CC.1.2.4.B, CC.1.2.4.E, CC.1.2.4.H, CC.1.2.4.I, CC.1.2.4.K, CC.1.3.4.A, CC.1.3.4.B, CC.1.3.4.C, CC.1.3.4.F, CC.1.3.4.H, CC.1.3.4.I, CC.1.4.4.A, CC.1.4.4.C, CC.1.4.4.D, CC.1.4.4.E, CC.1.4.4.F, CC.1.4.4.H, CC.1.4.4.I, CC.1.4.4.J, CC.1.4.4.L, CC.1.4.4.P, CC.1.4.4.R, CC.1.4.4.T, CC.1.5.4.A, CC.1.5.4.C, CC.1.5.4.F, CC.1.5.4.G

**English Language Proficiency Standards:**

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

**Overview:** Old and New; Notes from the Past; Resources

**Focus Question(s):** How do traditions connect people? Why is it important to keep a record of the past? How have our energy resources changed over the years?

**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 4 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 4 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 4 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 4 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-“*A Surprise Reunion”;* Leveled Reader-“*Grandfather’s Basket”*; Paired Selection-“Penobscot Nation*”*

* + Genre: Historical Fiction; Informational Text-Expository
  + Strategy: Reread
  + Skill: Theme

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the questions and answers and read them aloud.
    - Levels 2-4 – Ask students to write a sentence for each word that was used.
    - Levels 4-5 – Have students create different questions and answers for each word.
    - Connotation and Denotation:
    - Levels 1-2 – Help students find the denotations of the words and read them aloud.
    - Levels 2-4 – Ask students to explain how they determined the connotations.
    - Levels 4-5 – Have students define and tell the connotations for *merrily* and *irritated*.
  + High Frequency Words:
    - Levels 1-2 – Help students find examples in both selections and copy them.
    - Levels 2-4 – Ask students to write a sentence using the words.
    - Levels 4-5 – Have students complete a word web for all vocabulary words.

Writing:

* + Writing Trait: Word Choice
    - Levels 1-2 – Write a list of words on the board and help students choose the strong words.
    - Levels 2-4 – Have students identify other examples of strong words in the selection.
    - Levels 4-5 – Have students explain how they used strong, descriptive words.

Spell Words:

* Words With /ә n/
* Levels 1-2 – Have students copy the words with correct spelling and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 - Have students discuss which words were difficult and why.

Grammar:

* Adverbs
  + - Levels 1-2 – Have students copy their sentences and help them identify the appropriate adverb. Read the sentences aloud and have students repeat.
    - Levels 2-4 – Ask students which adverbs they should use to indicate *when, where*, or *how* in their sentences.
    - Levels 4-5 – Have students proofread their sentences for mechanics and usage. Have them explain why they chose a *when, where, or how* adverb in their sentences.

**Reach: Unit 8-Week 3 Working to Preserve the Past**

Language:

* + - Language Function: Justify; Persuade
    - Oral Language: Talk About Ancient Civilizations; Talk Together About Reviewing Reading Strategies
    - Listening and Speaking: Listen Critically

Grammar:

* Past Progressive; Future Tense

Vocabulary:

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

Reading:

* Text Structure: Fact and Opinion; Sequence
* Reading Strategy: Review Reading Strategies
* Genre: Personal Narrative (“*The Key Holders of Kabul*”)
* Phonics: Syllable Type
* Text Features: Headings
* Fluency: Phrasing; Accuracy and Rate
* Literary Analysis: Persuasive Language

Writing:

* Writing Fluency; Writing Project-Literary Response; Opinion Paragraph

**Reading Wonders: Unit 6 Week 2**

Reading Comprehension: Short Text-“*Freedom at Fort Mose”;* Leveled Reader-“*Nonna’s Recipes”*; Paired Selection-“*Little Italy”*

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

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students identify and write synonyms or antonyms.
    - Levels 2-4 – Ask students to write an additional synonym or antonym.
    - Levels 4-5 – Challenge students to write a synonym or an antonym for all the words.
    - Homophones:
    - Levels 1-2 – Help students locate the homophones and define each word.
    - Levels 2-4 – Ask students to locate the context clues for each pair of homophones.
    - Levels 4-5 – Have students write their own homophone sets and share them with the class.
  + High Frequency Words:
    - Levels 1-2 – Help students write sentences describing the character’s experience.
    - Levels 2-4 – Ask students to share their diary entries with the class.
    - Levels 4-5 – Ask students to use all the words and share their entries with the class.

Writing:

* + Writing Trait: Organization
    - Levels 1-2 – Help students identify sequence words and read them aloud.
    - Levels 2-4 – Ask students to identify sequence words.
    - Levels 4-5 – Ask students to explain how sequence words improve their writing.

Spell Words:

* Homophones
* Levels 1-2 – Have students copy the words correctly and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After they have corrected their words, have pairs use each word in a sentence.

**Reach: Unit 8-Week 4 Working to Preserve the Past**

Language:

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

Grammar:

* Future Tense

Vocabulary:

* Homographs

Reading:

* Reading Strategy: Review Reading Strategies
* Genre: Historical Narrative (“*The Librarian of Basra*”)
* Literary Analysis: Implicit Relationships Between Causes and Effects
* Respond and Extend: Compare Features

Writing:

* Writing Fluency; Writing Project-Literary Response; Writing on Demand-Paragraph; Journal Entry

**Reading Wonders: Unit 6 Week 3**

Reading Comprehension: Short Text-“*The Great Energy Debate”;* Leveled Reader-“*Planet Power”*; Paired Selection-“*Helios and Phaeton”*

* + Genre: Informational Text-Narrative Non-Fiction; Myth
  + Strategy: Ask and Answer Questions
  + Skill: Main Idea and Key Details
  + Text Features: Sidebars

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the sentence frames correctly and read them aloud.
    - Levels 2-4 – Ask students to write their sentences on the board. Correct spelling, if needed.
    - Levels 4-5 – Ask students to write frames with an additional word and write their sentences on the board.
    - Latin and Greek Prefixes:
    - Levels 1-2 – Help students locate the word and identify the prefix.
    - Levels 2-4 – Ask students to identify the prefixes and what each one means.
    - Levels 4-5 – Have students list other words with the prefixes *geo-* and *dis-* and discuss their meanings.
  + High Frequency Words:
    - Levels 1-2 – Help students write sentences about renewable energy.
    - Levels 2-4 – Ask students to include at least three facts from the selections.
    - Levels 4-5 – Have students share their writings with the class.

Writing:

* + Writing Trait: Word Choice
    - Levels 1-2 – Help students write sentences about saving energy, using transitions.
    - Levels 2-4 – Have students explain how they used transition words.
    - Levels 4-5 – Have students discuss how transition words helped to support their opinions.

Spell Words:

* Words with Prefixes
* Levels 1-2 – Have students copy the words with correct spelling and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – Have students discuss which words were difficult and why.

Grammar:

* Negatives
  + - Levels 1-2 – Have students copy their sentences. Work with them to underline the negative word. Read the sentences aloud for students to echo.
    - Levels 2-4 – Have students write both positive and negative statements. Then ask them to underline the negative words.
    - Levels 4-5 – Have students write both positive and negative statements, underlining the negative word. Ask them to include at least one contraction.

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

* Review
* End-of-Year Assessments

# Curriculum Plan Grade 5

**Unit: 1 Reading Wonders**‐Eureka! I’ve Got It **Time Range in Days:** 25-30 Days

**Reach**-Unit 1: Crossing Between Cultures; Unit 2: Catching the Light

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

**PA Core Standards:**

CC.1.2.5.B, CC.1.2.5.F, CC.1.2.5.H, CC.1.2.5.K, CC.1.2.5.L, CC.1.3.5.A, CC.1.3.5.B, CC.1.3.5.C, CC.1.3.5.D, CC.1.3.5.F, CC.1.3.5.G, CC.1.3.5.H, CC.1.3.5.I, CC.1.4.5.A, CC.1.4.5.B, CC.1.4.5.C, CC.1.4.5.D, CC.1.4.5.E, CC.1.4.5.H, CC.1.4.5.I, CC.1.4.5.J, CC.1.4.5.L, CC.1.4.5.P, CC.1.4.5.R, CC.1.4.5.S, CC.1.4.5.T, CC.1.4.5.W, CC.1.5.5.A, CC.1.5.5.C, CC.1.5.5.F, CC.1.5.5.G

**English Language Proficiency Standards:**

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

**Overview:** Meeting a Need; Trial and Error; Seeing for Yourself; Inventions; New Technology

**Focus Question(s):** How do we get the things we need? What can lead us to rethink an idea? How can experiencing nature change the way you think about it? How does technology lead to creative ideas? What are the positive and negative effects of new technology?

**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 5 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 5 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 5 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 5 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-“*A Fresh Idea”;* Leveled Reader-“*Can Do Canines”*; Paired Selection-“*You Can Bank on It”*

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

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write one sentence and read it aloud without the missing word.
    - Levels 2-4 – Help students write one sentence. Have them write another independently.
    - Levels 4-5 – Have students write three sentences independently. Check their work.
    - Context Clues:
    - Levels 1-2 – Help students locate and read aloud the word and context clue.
    - Levels 2-4 – Provide a sentence frame to help students write their definition.
    - Levels 4-5 – Have students explain how the clue helped them understand the meaning.
  + High Frequency Words:
    - Levels 1-2 – Help students write and read aloud one sentence.
    - Levels 2-4 – Suggest topics. Ask, *What project might help you earn money?*
    - Levels 4-5 – Have partners write sentence frames for each other to complete.

Writing:

* + Writing Trait: Ideas
    - Levels 1-2 – Provide sentence frames and help students read the sentences aloud.
    - Levels 2-4 – Have students include more than one detail in each sentence.
    - Levels 4-5 – Have students develop their sentences into a descriptive paragraph.

Spell Words:

* Words With Short Vowels
* Levels 1-2 – Have students copy the words with correct spelling and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After correcting, have students explain which words were difficult.

Grammar:

* Sentences
  + - Levels 1-2 – Read the items aloud and correct them with students. Have students copy the corrected sentences.
    - Levels 2-4 – Have students copy and correct the items. Ask them to read their sentences aloud.
    - Levels 4-5 – After students have corrected the items, ask them to explain why they made each correction.

**Reach: Unit 1-Week 1 Benefits and Challenges of Immigration**

Language:

* + - Language Function: Ask for and Give Information; Give Detailed Information
    - Oral Language: Talk About Moving to a New Country; Talk Together About Planning and Monitoring
    - Listening & Speaking: Listen to and Learn from Others
    - How to Learn Language: Review and Rehearse

Grammar:

* Complete Subject and Predicate; Simple Subject and Predicate

Vocabulary:

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

Reading:

* Literary Analysis: Character Development; Character and Character’s Function
* Reading Strategy: Plan and Monitor; Plan-Preview; Retell the Story
* Genre: Story (“*My Diary from Here to There*”)
* Phonics: Shor a
* Concepts of Print: Hold a Book and Turn Pages
* Fluency: Expression; Accuracy; Rate

Writing:

* Writing Fluency; Blog Entry; Writer’s Craft-Diary Entry; Independent Writing-Sentences; Interactive Writing-Write a Paragraph

**Reading Wonders: Unit 1 Week 2**

Reading Comprehension: Short Text-“*Whitewater Adventure”;* Leveled Reader-“*Shhh! It’s a Surprise!”*; Paired Selection-“The Perfect Gift”

* + Genre: Realistic Fiction-Adventure
  + Strategy: Reread
  + Skill: Character, Setting, Plot-Problem and Solution

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the definitions correctly and read them aloud.
    - Levels 2-4 – Ask students to write definitions for two or more words.
    - Levels 4-5 – After students have guessed the word, challenge them to use it in a sentence.
    - Idioms:
    - Levels 1-2 – Help students locate the idiom and context clues on the page.
    - Levels 2-4 – Have students explain how they used context to understand the idiom.
    - Levels 4-5 – Have students write a definition for the idiom using context clues.
  + High Frequency Words:
    - Levels 1-2 – Provide sentence frames and help students copy them correctly.
    - Levels 2-4 – Provide sentence starters for students, if necessary.
    - Levels 4-5 – Have students define the words they used.

Writing:

* + Writing Trait: Voice
    - Levels 1-2 – Have students copy the edited paragraph.
    - Levels 2-4 – Have students revise to strengthen the tone and style of their writing.
    - Levels 4-5 – Have students explain the tone and style they used in their writing.

Spell Words:

* Words With Long Vowels
* Levels 1-2 – Have students copy the words with correct spelling and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After making corrections, have students explain which words were difficult.

Grammar:

* Subjects and Predicates
  + - Levels 1-2 – Have students copy their sentences and help them identify the subject and predicate. Read the sentences aloud for students to repeat after you.
    - Levels 2-4 – Ask students to circle the subject and underline the predicate in their sentences.
    - Levels 4-5 – Have students add more details to their subjects and predicates. Ask them to explain how they identified the subject and predicate.

**Reach: Unit 1-Week 2 Benefits and Challenges of Immigration**

Language:

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

Grammar:

* Complete Sentences

Vocabulary:

* Use a Dictionary

Reading:

* Reading Strategy: Plan-Preview
* Genre: Oral History (“*I Was Dreaming to Come to America*”)
* Concepts of Print: Use Captions
* Literary Analysis; Autobiography
* Fluency: Accuracy; Rate
* Respond and Extend: Compare Genres

Writing:

* Writing Fluency; Modeled Writing-Personal Narrative; Journal Entry

**Reading Wonders: Unit 1 Week 3**

Reading Comprehension: Short Text-“*A Life in the Woods”;* Leveled Reader-“*Save this Space!”*; Paired Selection-“*The Journey of Louis and Clark”*

* + Genre: Narrative Non-Fiction; Expository Text
  + Strategy: Ask and Answer Questions
  + Skill: Text Structure-Cause and Effect
  + Text Features: Secondary and Primary Sources

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students compose a sentence and say it aloud.
    - Levels 2-4 – Ask students to write one sentence and one question.
    - Levels 4-5 – Challenge students to write one sentence and one question for each word.
    - Homographs:
    - Levels 1-2 – Help students find the word and determine its meaning in context.
    - Levels 2-4 – Have students explain how they used context clues to find the meaning.
    - Levels 4-5 – Challenge students to define the homograph fall on page 24.
  + High Frequency Words:
    - Levels 1-2 – Help students create and say aloud the sentences.
    - Levels 2-4 – Suggest ideas: *Tell about something mysterious*.
    - Levels 4-5 – Have students define the words they used.

Writing:

* + Writing Trait: Word Choice
    - Levels 1-2 – Have students read aloud their edited sentences.
    - Levels 2-4 – Have students evaluate their word choice and make revisions.
    - Levels 4-5 – Have students explain why they chose particular words and phrases.

Spell Words:

* Words With */ū/, /u˙/,* and */ü/*
* Levels 1-2 – Display the correct spelling and have students say the words aloud after you.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After correcting, have students explain which words were difficult.

Grammar:

* Compound Sentences and Conjunctions
  + - Levels 1-2 – Read the sentences aloud, emphasizing the conjunction. Have students repeat the sentences after you.
    - Levels 2-4 – Ask students to underline the comma and conjunction in each sentence.
    - Levels 4-5 – Have students underline the comma and conjunction in each sentence. Ask them to explain how to form a compound sentence.

**Reach: Unit 1 Week 3 Adjusting to a New Culture**

Language:

* + - Language Function: Ask and Answer Questions; Make and Respond to Requests
    - Oral Language: Talk About Customs and Countries of Origin; Talk About Planning and Monitoring
    - Listening and Speaking: Listen to the Dialogue; Stay on Topic
    - How to Learn Language: Ask for Clarification

Grammar:

* Compound Subjects; Compound Predicates

Vocabulary:

* Social Studies Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-Greetings and Good-Byes Words

Reading:

* Text Structure: Compare and Contrast
* Reading Strategy: Plan and Monitor; Retell a Selection
* Genre: Autobiography (“*A Refugee Remembers: The Autobiography of John Bul Dau*”)
* Phonics: Short i, Short u
* Concepts of Print: Paragraphs
* Literary Analysis: Foreshadowing
* Fluency: Read With Expression; Accuracy; Rate

Writing:

* Writing Fluency; Writing Project-Personal Narrative; Dialogue; Modeled Writing-Paragraph; Interactive Writing-Write an E-Mail

**Reading Wonders: Unit 1 Week 4**

Reading Comprehension: Short Text-“*Fantasy Becomes Fact”;* Leveled Reader-“*Snapshot! The Story of George Eastman”*; Paired Selection-“*The Ultimate Birthday”*

* + Genre: Biography; Realistic Fiction
  + Strategy: Ask and Answer Questions
  + Skill: Text Structure-Sequence
  + Text Features: Illustrations and Photographs

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write definitions and read them aloud.
    - Levels 2-4 – Ask students to write definitions for two or three words.
    - Levels 4-5 – Challenge students to write definitions for four or more words.
    - Greek Roots:
    - Levels 1-2 – Have students copy the word and underline the Greek root. Help them write a definition.
    - Levels 2-4 – Have students identify the Greek root, write a definition, and use the word in a sentence.
    - Levels 4-5 – Have students write a sentence using the word and explain how the Greek root helps them define it.
  + High Frequency Words:
    - Levels 1-2 – Help students complete the sentence frame and read the sentence aloud.
    - Levels 2-4 – Help pairs generate ideas for their paragraph.
    - Levels 4-5 – Have students define the words they used in their paragraph.

Writing:

* + Writing Trait: Organization
    - Levels 1-2 – Have students copy the edited sentences.
    - Levels 2-4 – Have students revise, changing the order for events as needed.
    - Levels 4-5 – Have students revise, adding signal words as appropriate.

Spell Words:

* Words With r-Controlled Syllables
* Levels 1-2 – Have students copy the words with correct spelling and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After correcting, have students explain which words were difficult.

Grammar:

* Complex Sentences
  + - Levels 1-2 – Provide complete sentences for students to copy and help them circle the conjunctions. Read the sentences aloud for students to repeat.
    - Levels 2-4 – Provide sentence frames. Ask students to circle the conjunctions. Help them brainstorm ideas to complete the sentences as needed.
    - Levels 4-5 – Have students change the conjunctions in their sentences and add new dependent clauses.

**Reach: Unit 1-Week 4 Adjusting to a New Culture**

Language:

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

Grammar:

* Compound Subjects; Subject-Verb Agreement

Vocabulary:

* Use a Thesaurus

Reading:

* Reading Strategy: Plan and Monitor
* Genre: Documentary (“*American Stories*”)
* Concepts of Print: Use Directionality
* Literary Analysis: Text Features
* Fluency: Accuracy; Rate
* Respond and Extend: Recognize Literary Elements; Compare Literary Language

Writing:

* Writing Fluency; Writing Project-Personal Narrative; Modeled Writing-Narrative Paragraph; Journal Entry

**Reading Wonders: Unit 1 Week 5**

Reading Comprehension: Short Text-“*Are Electronic Devices Good for Us?”;* Leveled Reader-“*What About Robots”*; Paired Selection-“*No Substitute”*

* + Genre: Persuasive Article
  + Strategy: Reread
  + Skill: Author’s Point of View
  + Text Features: Headings and Graphs

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the sentences correctly and read them aloud.
    - Levels 2-4 – Ask students to write one sentence and one question.
    - Levels 4-5 – Challenge students to write one sentence and one question for each word.
    - Greek and Latin Prefixes:
    - Levels 1-2 – Help students locate the word on the page and identify the prefix.
    - Levels 2-4 – Have students locate and read aloud the word on the page, identify the prefix, and give its meaning.
    - Levels 4-5 – Ask students to explain how they used the prefix to determine the meaning of the word.
  + High Frequency Words:
    - Levels 1-2 – Provide sentence frames and help students complete them.
    - Levels 2-4 – Have students define the words they used.
    - Levels 4-5 – Have students use more than one word in each sentence.

Writing:

* + Writing Trait: Sentence Fluency
    - Levels 1-2 – Help students write three sentences of various lengths.
    - Levels 2-4 – Have students revise, making sure the sentence structure is varied, and edit for errors.
    - Levels 4-5 – Have students revise, changing the structure to improve flow and rhythm, and edit for errors.

Spell Words:

* Words With r-Controlled Syllable /ûr/
* Levels 1-2 – Have students copy the words with correct spelling and say the word aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After students have corrected their words, have them explain why some words were difficult.

Grammar:

* Run-On Sentences and Fragments
  + - Levels 1-2 – Help students create complete sentences and copy them correctly. Read the sentences aloud for students to repeat.
    - Levels 2-4 – Ask students to underline the revisions they made to create complete sentences.
    - Levels 4-5 – Have students write and revise their own run-on sentence and fragments. Ask them to explain how they made their revisions.

**Reach: Unit 2-Week 1 The Importance of the Sun**

Language:

* + - Language Function: Give and Carry Out Commands; Give, Restate, and Follow Instructions
    - Oral Language: Talk About the Sun and its Energy; Talk Together About Asking Questions
    - Listening & Speaking: Give Instructions
    - How to Learn Language: Create Visual Maps

Grammar:

* Different Kinds of Sentences; Questions with *yes/no* Answers, *do* and *does*

Vocabulary:

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

Reading:

* Reading Strategy: Ask Questions; Retell the Selection;
* Genre: Myth (“*Ten Suns*”)
* Phonics: Words With Short e;
* Concept of Print: Identify Dialogue
* Literary Analysis: Character; Point of View; Third-Person Point of View; Myth
* Fluency: Intonation; Accuracy; Rate

Writing:

* Writing Fluency; Science Fiction; Writer’s Craft-Vivid Words; Independent Writing-Paragraph Response; Interactive Writing-Write a Character Description

**Reading Wonders: Unit 1 Week 6**

Review and Assess

**Reach: Unit 2-Week 2 The Importance of the Sun**

Language:

* + - Language Functions: Give and Carry Out Commands
    - Theme Theater: Story Extension

Grammar:

* Kinds of Sentences

Vocabulary:

* Word Origins

Reading:

* Reading Strategy: Ask Questions
* Genre: Myth (“*How the Fifth Sun Came to Be*”)
* Concepts of Print: Use Directionality-Turn Line and Start at Left
* Literary Analysis: Compare Myths
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Myths

Writing:

* Writing Fluency; Modeled Writing-Myth; Journal Entry

**Unit: 2 Reading Wonders**‐Taking the Next Step  **Time Range in Days:** 25-30 Days

**Reach**-Unit 2 Catching the Light; Unit 3: Nature’s Network

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

**PA Core Standards:**

CC.1.2.5.B, CC.1.2.5.F, CC.1.2.5.H, CC.1.2.5.K, CC.1.2.5.L, CC.1.3.5.A, CC.1.3.5.B, CC.1.3.5.C, CC.1.3.5.D, CC.1.3.5.F, CC.1.3.5.G, CC.1.3.5.H, CC.1.3.5.I, CC.1.4.5.A, CC.1.4.5.B, CC.1.4.5.C, CC.1.4.5.D, CC.1.4.5.E, CC.1.4.5.H, CC.1.4.5.I, CC.1.4.5.J, CC.1.4.5.L, CC.1.4.5.P, CC.1.4.5.R, CC.1.4.5.S, CC.1.4.5.T, CC.1.4.5.W, CC.1.5.5.A, CC.1.5.5.C, CC.1.5.5.F, CC.1.5.5.G

**English Language Proficiency Standards:**

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

**Overview:** Reaching a Compromise; Seeking the Answer; Investigations; A Plan of Action; Making it Happen

**Focus Question(s):** What do good problem solvers do? What can you do to get the information you need? How do we investigate questions about nature? When has a plan helped you accomplish a task? What motivates you to accomplish a goal?

**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 5 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 5 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 5 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 5 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-“*Creating a Nation”;* Leveled Reader-“*The Bill of Rights”*; Paired Selection-“Having Your Say*”*

* + Genre: Expository Text
  + Strategy: Reread
  + Skill: Text Structure-Problem and Solution
  + Text Features: Headings; Timeline

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the definitions correctly and read them aloud.
    - Levels 2-4 – Ask students to write definitions for two words.
    - Levels 4-5 – After students have guessed the word, challenge them to use the word in a sentence.
    - Context Clues:
    - Levels 1-2 – Ask students to locate and read aloud the word and context clue on the page.
    - Levels 2-4 – Have students explain how they used context clues to determine the meaning of the word.
    - Levels 4-5 – Have students write a sentence using the word and read it aloud.
  + High Frequency Words:
    - Levels 1-2 – Provide sentence frames and help students complete them.
    - Levels 2-4 – Provide sentence starters for students, if necessary.
    - Levels 4-5 – Have students define the words they use.

Writing:

* + Writing Trait: Ideas
    - Levels 1-2 – Have students copy the edited sentences.
    - Levels 2-4 – Have students revise, checking for a main idea and editing for errors.
    - Levels 4-5 – Have students revise, adding facts to support the main idea and editing for errors.

Spell Words:

* Words With Variant Vowels and Diphthongs
* Levels 1-2 – Have students copy the words with correct spelling and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After making corrections, have students explain which words were difficult.

Grammar:

* Kinds of Nouns
  + - Levels 1-2 – Have students copy their sentences and help them identify the nouns. Read the sentences aloud for students to repeat after you.
    - Levels 2-4 – Ask students to find and identify all the nouns in their sentences.
    - Levels 4-5 – Have students add an additional concrete or abstract noun to each sentence.

**Reach: Unit 2-Week 3 The Sun As Energy**

Language:

* + - Language Functions: Verify; Verify or Confirm Information
    - Oral Language: Talk About Solar Energy; Talk Together About Asking Questions
    - Listening and Speaking: Listen and Take and Make Notes
    - How to Learn Language: Ask for Help

Grammar:

* Compound Sentences; Complex Sentences;

Vocabulary:

* Science Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-In the Classroom Words

Reading:

* Text Structure: Goal and Outcome
* Reading Strategy: Ask Questions; Summarize a Selection
* Genre: Science Blog (“*Energy for the Future*”)
* Phonics: Words with Digraphs /th/, /ng/
* Text Features; Diagram
* Concepts of Print: Use Captions
* Literary Analysis: Blog; Multiple Text Features and Graphics
* Fluency: Phrasing; Accuracy and Rate

Writing:

* Writing Fluency; Writing Project-Myth; Independent Writing-Questions; Interactive Writing-Write a Character Description

**Reading Wonders: Unit 2 Week 2**

Reading Comprehension: Short Text-“*A Modern Cinderella”;* Leveled Reader-“*The Talking Eggs”*; Paired Selection-“*The Salamander”*

* + Genre: Fairy Tale
  + Strategy: Make, Confirm and Revise Predictions
  + Skill: Character, Setting, Plot-Compare and Contrast Events

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Provide sentence starters if necessary.
    - Levels 2-4 – Have students write two sentences using vocabulary words.
    - Levels 4-5 – Challenge students to write a sentence using more than one word.
    - Simile and Metaphor:
    - Levels 1-2 – Help students locate the phrase and determine if it is a simile or metaphor.
    - Levels 2-4 – Have students identify the simile and its meaning and explain the comparison.
    - Levels 4-5 – Have students locate and explain another simile or metaphor in the text.
    - High Frequency Words:
    - Levels 1-2 – Provide sentence frames and help students complete them.
    - Levels 2-4 – Provide sentence starters for students, if necessary.
    - Levels 4-5 – Have students define the words they use.

Writing:

* + Writing Trait: Organization
    - Levels 1-2 – Have students copy the edited sentences.
    - Levels 2-4 – Have students revise, adding details to hook readers.
    - Levels 4-5 – Have students revise, using vivid details and editing for errors.

Spell Words:

* Words With Plurals
* Levels 1-2 – Have students copy the words with correct spelling and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After making corrections, have students explain which words were difficult.

Grammar:

* Singular and Plural Nouns
  + - Levels 1-2 – Have students copy their sentences and help them underline nouns. Read the sentences aloud for students to repeat after you.
    - Levels 2-4 – Ask students to underline the nouns and indicate if they are singular or plural. Have students read the sentences aloud.
    - Levels 4-5 – Have students underline the nouns and indicate if they are singular or plural. Ask them to explain how the spelling changes from one form to the other.

**Reach: Unit 2-Week 4 The Sun as Energy**

Language:

* + - Language Functions: Verify
    - Oral Language Project: Instructions

Grammar:

* Compound and Complex Sentences

Vocabulary:

* Word Origins

Reading:

* Reading Strategy: Ask Questions
* Genre: How-To Article (“*NGReachHowTo.com*”)
* Literary Analysis: Procedural Texts; Tables in Procedural texts
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Online Documents

Writing:

* Writing Fluency; Writing Project-Myth; Modeled Writing-Procedural Text; Journal Entry

**Reading Wonders: Unit 2 Week 3**

Reading Comprehension: Short Text-“*Growing in Place: The Story of E. Lucy Braun”;* Leveled Reader-“*Norman Borlaug and the Green Revolution”*; Paired Selection-“*Golden Apples”*

* + Genre: Biography; Myth
  + Strategy: Reread
  + Skill: Text Structure-Sequence
  + Text Features: Illustrations and Photographs

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the sentences correctly and read them aloud.
    - Levels 2-4 – Ask students to write one sentence and one question.
    - Levels 4-5 – Challenge students to write one sentence and one question for each word.
    - Greek and Latin Suffixes:
    - Levels 1-2 – Help students locate the word and the suffix.
    - Levels 2-4 – Ask students to locate and read aloud the word and the meaning of the suffix.
    - Levels 4-5 – Have students explain how they found the meaning from the suffix.
  + High Frequency Words:
    - Levels 1-2 – Provide sentence frames and help students complete them.
    - Levels 2-4 – Provide sentence starters for students, if necessary.
    - Levels 4-5 – Have students define the words they use.

Writing:

* + Writing Trait: Ideas
    - Levels 1-2 – Have students copy the edited sentences.
    - Levels 2-4 – Have students add details to clarify and edit for errors.
    - Levels 4-5 – Have students add different types of details and edit for errors.

Spell Words:

* Words With Inflectional Endings
* Levels 1-2 – Have students copy the words with correct spelling and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After making corrections, have students explain which words were difficult.

Grammar:

* More Plural Nouns
  + - Levels 1-2 – Have students copy their sentences and help them underline the plural nouns. Read the sentences aloud for students to repeat after you.
    - Levels 2-4 – Ask students to underline the plural nouns and circle the singular nouns.
    - Levels 4-5 – Have students underline the plural nouns and circle the singular nouns. Ask them to explain how the plural nouns are formed.

**Reach: Unit 3-Week 1 Relationships in Nature**

Language:

* + - Language Function: Tell an Original Story; Summarize
    - Oral Language: Talk About Food Chains; Talk Together About Determining Importance
    - Listening and Speaking: Summarize Spoken Messages
    - How to Learn Language: Make Language Connections

Grammar:

* Nouns and Articles *a, an, the*; Plural Nouns with -s and -es

Vocabulary:

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

Reading:

* Reading Strategy: Determine Importance; Retell a Story
* Genre: Realistic Fiction (“*Coyote and Badger*”)
* Phonics: Long o, e, i
* Concept of Print: Use Directionality
* Literary Analysis: Plot
* Fluency: Intonation; Accuracy and Rate

Writing:

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

**Reading Wonders: Unit 2 Week 4**

Reading Comprehension: Short Text-“*The Magical Lost Brocade”;* Leveled Reader-“*The Riddle of the Drum: A Tale from Mexico”*; Paired Selection-“*Make a Drum”*

* + Genre: Folk Tale; Expository Text
  + Strategy: Make, Confirm, and Revise Predictions
  + Skill: Theme

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students come up with ways to act out each word.
    - Levels 2-4 – Have students write down their definition or sentence.
    - Levels 4-5 – Have students write a definition and sentence for their word.
    - Personification:
    - Levels 1-2 – Help students locate the word and what it personifies in the line.
    - Levels 2-4 – Ask students to locate and read aloud what is being personified and what it means.
    - Levels 4-5 – Have students explain the personification and how it helps the reader.
    - High Frequency Words:
    - Levels 1-2 – Provide sentence frames and help students complete them.
    - Levels 2-4 – Provide sentence starters for students, if necessary.
    - Levels 4-5 – Have students define the words they use.

Writing:

* + Writing Trait: Organization
    - Levels 1-2 – Have students copy the edited sentences.
    - Levels 2-4 – Have students check that all events are in the correct sequence.
    - Levels 4-5 – Have students add another event using sequence words.

Spell Words:

* Words With Contractions
* Levels 1-2 – Have students copy the words with correct spelling and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After making corrections, have students explain which words were difficult.

Grammar:

* Possessive Nouns
  + - Levels 1-2 – Have students copy their sentences and help them underline the possessive nouns. Read the sentences aloud for students to repeat after you.
    - Levels 2-4 – Ask students to underline the possessive nouns and indicate if they are singular or plural in their sentences.
    - Levels 4-5 – Have students underline the possessive nouns and indicate singular or plural. Ask them to explain how they identified if they were singular or plural.

**Reach: Unit 3-Week 2 Relationships in Nature**

Language:

* + - Language Function: Tell an Original Story
    - Theme Theater-Puppet Show

Grammar/Spelling:

* Plural Nouns (*y to i + es, f to v + es*)

Vocabulary:

* Prefixes

Reading:

* Reading Strategy: Determine Importance
* Concepts of Print: Identify Letters/Word
* Genre: Expository Non-Fiction (“*Living Links*”)
* Literary Analysis: Use Multiple Text Features and Graphics
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Content

Writing:

* Writing Fluency; Modeled Writing-Main Idea and Details Paragraph; Summary

**Reading Wonders: Unit 2 Week 5**

Reading Comprehension: Short Text*-"A Simple Plan, Rescue"* Leveled Reader-“*I Want to Ride!”*; Paired Selection-“*Smash!”*

* + Genre: Narrative and Free Verse Poetry; Realistic Fiction
  + Strategy: Reread
  + Skill: Theme

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the sentences correctly and read them aloud.
    - Levels 2-4 – Ask students to write one sentence and one question.
    - Levels 4-5 – Challenge students to write one sentence and one question for each word.
    - Homographs:
    - Levels 1-2 – Help students locate the word on the page and identify context clues.
    - Levels 2-4 – Have students point to and read aloud context clues to find the meanings of the homographs.
    - Levels 4-5 – Have students explain how they used context clues to find the correct meaning of each homograph.
  + High Frequency Words:
    - Levels 1-2 – Help students write the sentence frames and complete them.
    - Levels 2-4 – Have students give the definition for each word they use.
    - Levels 4-5 – Have students use more than one word in each sentence.

Writing:

* + Writing Trait: Word Choice
    - Levels 1-2 – Provide sentence starters and help students read their sentences aloud.
    - Levels 2-4 – Have students identify the specific language they included in their paragraph.
    - Levels 4-5 – Encourage students to revise, adding more precise or specific language.

Spell Words:

* Words With Closed Syllables
* Levels 1-2 – Have students copy the words with correct spelling and say them aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After students correct their words, have them explain why some were difficult.

Grammar:

* Nouns in Prepositional Phrases
  + - Levels 1-2 – Help students write their sentences and help them circle the preposition and underline the prepositional phrase. Read the sentence aloud for students to repeat after you.
    - Levels 2-4 – Ask students to circle the preposition and underline the prepositional phrase in each sentence.
    - Levels 4-5 – Have students circle the preposition and underline the prepositional phrase. Have them tell if the phrase functions as an adjective or an adverb, and what question it answers.

**Reach: Unit 3-Week 3 Interactions in the Ocean**

Language:

* + - Language Functions: Engage in Conversation; Retell a Story
    - Oral Language: Talk About Food Chains; Talk Together About Determining Importance
    - Listening and Speaking: Listen for the Main Idea
    - How to Learn Language: Analyze Expressions

Grammar:

* Count and Noncount Nouns; Irregular Plural Nouns

Vocabulary:

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

Reading:

* Text Structure: Main Idea and Details; Interview
* Reading Strategy: Determine Importance; Summarize a Selection
* Genre: Interview (“*Fish of the Future*”)
* Phonics: Long a, i, o, u in VCe form; Short and Long Vowel Sounds
* Text Features: Charts and Tables
* Concepts of Print: Use Captions
* Literary Analysis: Author’s Purpose
* Fluency: Expression; Accuracy and Rate

Writing:

* Writing Fluency; Writing Project-Interview; Independent Writing-Paragraph

**Reading Wonders: Unit 2 Week 6**

Review and Assessment Week

**Reach: Unit 3-Week 4 Interactions in the Ocean**

Language:

* + - Language Function: Engage in Conversation
    - Oral Language Project: Panel Discussion

Grammar/Spelling:

* More Plural Nouns

Vocabulary:

* Suffixes

Reading:

* Reading Strategy: Determine Importance
* Genre: Science Article (“*Phyto-Power*”)
* Concepts of Print: Match Capital and Lowercase Letters
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Genres
* Literary Analysis: Science Article

Writing:

* Writing Fluency; Writing Project-Interview; Modeled Writing-Paragraph; Summarize

**Unit: 3 Reading Wonders**‐Getting From Here to There  **Time Range in Days:** 25-30 Days

**Reach**-Unit 4: Justice; Unit 5: Every Drop

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

**PA Core Standards:**

CC.1.2.5.B, CC.1.2.5.F, CC.1.2.5.H, CC.1.2.5.K, CC.1.2.5.L, CC.1.3.5.A, CC.1.3.5.B, CC.1.3.5.C, CC.1.3.5.D, CC.1.3.5.F, CC.1.3.5.G, CC.1.3.5.H, CC.1.3.5.I, CC.1.4.5.A, CC.1.4.5.B, CC.1.4.5.C, CC.1.4.5.D, CC.1.4.5.E, CC.1.4.5.H, CC.1.4.5.I, CC.1.4.5.J, CC.1.4.5.L, CC.1.4.5.P, CC.1.4.5.R, CC.1.4.5.S, CC.1.4.5.T, CC.1.4.5.W, CC.1.5.5.A, CC.1.5.5.C, CC.1.5.5.F, CC.1.5.5.G

**English Language Proficiency Standards:**

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

**Overview:** Cultural Exchange; Being Resourceful; Patterns; Teamwork; Into the Past

**Focus Question(s):** What can learning about different cultures teach us? How can learning about nature be useful? Where can you find patterns in nature? What benefits come from people working as a group? How do we explain what happened in the past?

**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 5 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 5 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 5 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 5 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-“*A Reluctant Traveler”;* Leveled Reader-“*Dancing the Flamenco”*; Paired Selection-“*Flamenco”*

* + Genre: Realistic Fiction; Expository Text
  + Strategy: Summarize
  + Skill: Theme

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the sentences correctly and read them aloud.
    - Levels 2-4 – Ask students to write one sentence and one question.
    - Levels 4-5 – Challenge students to write one sentence and one question for each word.
    - Context Clues:
    - Levels 1-2 – Help students locate the phrase and its context clues.
    - Levels 2-4 – Have students explain how they used the context clues to find the phrase’s meaning.
    - Levels 4-5 – Have students explain how they found the phrase’s meaning and use the phrase in a sentence.
  + High Frequency Words:
    - Levels 1-2 – Help students copy the sentence frames correctly.
    - Levels 2-4 – Provide sentence starters, if necessary.
    - Levels 4-5 – Have students define the words they used.

Writing:

* + Writing Trait: Voice
    - Levels 1-2 – Have students copy the edited paragraph.
    - Levels 2-4 – Have students revise, adding words and phrases to establish voice, and edit for errors.
    - Levels 4-5 – Have students add language that establishes voice, then explain why this voice is appropriate.

Spell Words:

* Words With Open Syllables
* Levels 1-2 – Help students copy the words with correct spelling and say them aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After making corrections, have students explain why some words were difficult.

Grammar:

* Action Verbs
  + - Levels 1-2 – Help students construct sentences with correct subject-verb agreement. Read the sentences aloud and have students repeat.
    - Levels 2-4 – Ask students to underline the action verb in each sentence and indicate whether the subject is singular or plural.
    - Levels 4-5 – Have students underline the action verb and explain how they made it singular or plural.

**Reach: Unit 4-Week 1 Slavery and Other Injustices**

Language:

* + - Language Functions: Justify; Express Certainty, Probability, Possibility
    - Oral Language: Talk About Slavery; Talk Together About Making Inferences
    - Listening and Speaking: Use Gestures and Expressions
    - How to Learn Language: Compare and Contrast Language

Grammar:

* Present-Tense Action Verbs; Action Verbs-Present Progressive

Vocabulary:

* Social Studies Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-Signs and Safety Words

Reading:

* Reading Strategy: Make Inferences; Retell a Story
* Genre: Tale (“*Crossing Bok Chitto*”)
* Phonics: Words With Long a = ay, ai
* Fluency: Expression; Accuracy and Rate
* Literary Analysis: Theme; Characters and Setting
* Concepts of Print: Identify a Sentence
* Text Structure: Theme

Writing:

* Writing Fluency; Personal Narrative; Writer’s Craft-Mood; Independent Writing-Letter; Interactive Writing-Write a Review Response

**Reading Wonders: Unit 3 Week 2**

Reading Comprehension: Short Text-“*Survivaland”;* Leveled Reader-“In Drama Valley*”*; Paired Selection-“*Medicine from the Sea”*

* + Genre: Fantasy; Expository Text
  + Strategy: Summarize
  + Skill: Theme

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Write the definition with students. Read it aloud to them.
    - Levels 2-4 – Ask students to write their definition as a complete sentence.
    - Levels 4-5 – Challenge students to write a definition for each word.
    - Context Clues:
    - Levels 1-2 – Help students locate the words and context clues.
    - Levels 2-4 – Have students explain how they found the context clues.
    - Levels 4-5 – Have students use the word in a sentence.
  + High Frequency Words:
    - Levels 1-2 – Help students copy the sentence frames correctly and complete them.
    - Levels 2-4 – Provide sentence starters, if necessary.
    - Levels 4-5 – Have students define the words they used.

Writing:

* + Writing Trait: Word Choice
    - Levels 1-2 – Have students copy the edited sentences.
    - Levels 2-4 – Have students revise, adding words that affect the reader’s feelings and editing for errors.
    - Levels 4-5 – Have students revise, and explain the connotations of the words and phrases they have used.

Spell Words:

* Words With Open Syllables
* Levels 1-2 – Help students copy the words with correct spelling and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After making corrections, have students explain which words were difficult.

Grammar:

* Verb Tenses
  + - Levels 1-2 – Help students write their sentences and underline the action verbs. Read the sentences aloud. Have students repeat.
    - Levels 2-4 – Ask students to underline the action verbs and indicate the verb tenses in their sentences.
    - Levels 4-5 – Have students underline the action verbs. Ask them to explain how they identified the tenses.

**Reach: Unit 4-Week 2 Slavery and Other Injustices**

Language:

* + - Language Functions: Justify; Express Needs, Wants, and Feelings
    - Theme Theater: Dramatize “*Crossing Bok Chitto*”

Grammar:

* Present-Tense Action Verbs

Vocabulary:

* Antonyms

Reading:

* Reading Strategy: Make Inferences
* Genre: History Article (“*Journey to Freedom*”)
* Concepts of Print: Identify a Paragraph
* Fluency: Accuracy and Rate
* Literary Analysis: Author’s Purpose
* Respond and Extend: Compare Figurative Language

Writing:

* Writing Fluency; Modeled Writing-Logical Summary Paragraph; Journal Entry

**Reading Wonders: Unit 3 Week 3**

Reading Comprehension: Short Text-“*Patterns of Change”;* Leveled Reader-“*Weather Patterns”*; Paired Selection-“*Cloud Atlas”*

* + Genre: Expository Text
  + Strategy: Ask and Answer Questions
  + Skill: Main Ideas and Key Details
  + Text Features: Diagram

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the sentences and read them aloud.
    - Levels 2-4 – Ask students to use each of the vocabulary words in a sentence.
    - Levels 4-5 – Challenge students to write two or more related sentences using vocabulary words.
    - Greek Roots:
    - Levels 1-2 – Help students locate the words and Greek roots.
    - Levels 2-4 – Ask students to identify and define the Greek roots.
    - Levels 4-5 – Have students explain how they used the Greek root to define the word.
  + High Frequency Words:
    - Levels 1-2 – Help students copy the sentence frames correctly
    - Levels 2-4 – Provide sentence starters, if necessary.
    - Levels 4-5 – Have students define the words they used.

Writing:

* + Writing Trait: Ideas
    - Levels 1-2 – Have students copy the edited sentences.
    - Levels 2-4 – Have students revise, adding evidence to support the main idea and editing for errors.
    - Levels 4-5 – Have students add more supporting details and explain how those details support the main idea.

Spell Words:

* Words With Vowel Team Syllables
* Levels 1-2 – Help students copy the words with correct spelling and say them aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After making corrections, have students explain why those words were difficult.

Grammar:

* Main Verbs and Helping Verbs
  + - Levels 1-2 – Help students write their sentences. Read the sentences aloud. Have students repeat.
    - Levels 2-4 – Ask students to circle the helping verb and underline the main verb.
    - Levels 4-5 – Have students circle the helping verb, underline the main verb, and explain the difference between main and helping verbs.

**Reach: Unit 4-Week 3 Fighting For Justice**

Language:

* + - Language Function: Negotiate
    - Oral Language: Talk About Fair Treatment; Talk Together About Making Inferences
    - Listening and Speaking: Interpret a Speaker’s Message
    - How to Learn Language: Analyze Expressions

Grammar:

* Verb-*Am, Is, Are*; Verb-*Have, Has*

Vocabulary:

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

Reading:

* Text Structure: Sequence
* Reading Strategy: Make Inferences; Retell a Selection
* Genre: Biography (“*Harvesting Hope*”)
* Phonics: Verbs Ending in -ed
* Concepts of Print: Identify the Title; Identify Where a Story Begins and Ends; Use Page Numbers
* Literary Analysis: Literary Language in Biography
* Fluency: Phrasing; Accuracy and Rate

Writing:

* Writing Fluency; Writing Project-Research Report; Independent Writing-Sentences

**Reading Wonders: Unit 3 Week 4**

Reading Comprehension: Short Text-“*Gulf Spill Superheroes”;* Leveled Reader-“*The Power of a Team”*; Paired Selection-“Hands on the Wheel*”*

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

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Have students draw pictures, writing the words as captions.
    - Levels 2-4 – Ask students to write a synonym and sentence for one of the words.
    - Levels 4-5 – Have students write the meaning and part of speech for each word.
    - Latin Roots:
    - Levels 1-2 – Have students indicate the meaning by drawing a solar panel.
    - Levels 2-4 – Help students expand on and correct their definitions.
    - Levels 4-5 – Have students add to their definition by looking up solar in the dictionary.
  + High Frequency Words:
    - Levels 1-2 – Help students copy the sentence frames correctly.
    - Levels 2-4 – Provide sentence starters, if necessary.
    - Levels 4-5 – Have students define the words they used.

Writing:

* + Writing Trait: Organization
    - Levels 1-2 – Have students copy the edited paragraph.
    - Levels 2-4 – Have students revise, strengthening their concluding statement and editing for errors.
    - Levels 4-5 – Have students add details to strengthen their concluding paragraph and then read it aloud.

Spell Words:

* Words With Consonant +le Syllables
* Levels 1-2 – Help students copy the words with correct spelling and say them aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After making corrections, have students explain why some words were difficult.

Grammar:

* Linking Verbs
  + - Levels 1-2 – Help students write their sentences and use linking verbs correctly.
    - Levels 2-4 – Ask students to circle the linking verb and check that their subject and verb agree.
    - Levels 4-5 – Have students write compound sentences using linking verbs.

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

Language:

* + - Language Function: Negotiate
    - Oral Language: Talk Together
    - Oral Language Project: Narrative Presentation

Grammar:

* Verbs-Forms of *be/have*

Vocabulary:

* Synonyms

Reading:

* Reading Strategy: Make Inferences
* Genre: Social Studies Article (“*A Filmmaker for Justice*”)
* Literary Analysis: Literary Language in Biography
* Concepts of Print: Identify Quotations
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Literary Language

Writing:

* Writing Fluency; Writing Project-Research Report; Modeled Writing-Paragraph; Journal Entry

**Reading Wonders: Unit 3 Week 5**

Reading Comprehension: Short Text-“*What Was the Purpose of the Inca’s Strange Strings?”;* Leveled Reader-“*The Anasazi”*; Paired Selection-“*The Anasazi Were Astronomers”*

* + Genre: Persuasive Article
  + Strategy: Summarize
  + Skill: Author’s Point of View
  + Text Features: Diagram

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the sentences correctly and read them aloud.
    - Levels 2-4 – Ask students to write one sentence and one question.
    - Levels 4-5 – Challenge students to write one sentence and one question for each word.
    - Context Clues:
    - Levels 1-2 – Help students locate the word on the page and identify context clues.
    - Levels 2-4 – Ask students to locate and read aloud the word on the page and identify context clues.
    - Levels 4-5 – Have students explain how they used context clues to determine the meaning of the word.
  + High Frequency Words:
    - Levels 1-2 – Provide sentence starters for students.
    - Levels 2-4 – Have students read their sentences aloud and tell how the picture shows and illustrates the word.
    - Levels 4-5 – Have students write a definition and a sentence for each word and read each aloud.

Writing:

* + Writing Trait: Sentence Fluency
    - Levels 1-2 – Help students write three sentences and use one transition.
    - Levels 2-4 – Have students revise, make sure the transitions are correct, and edit for errors.
    - Levels 4-5 – Have students revise, add transitions to connect ideas, and edit for errors.

Spell Words:

* Words With r-Controlled Syllables
* Levels 1-2 – Have students copy the words with correct spelling and say them aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After students correct their words, have them explain why some were difficult.

Grammar:

* Irregular Verbs
  + - Levels 1-2 – Help students write the sentences and underline both the regular and irregular verbs. Read the sentences aloud for students to repeat.
    - Levels 2-4 – Ask students to underline the regular verb and corresponding irregular verb.
    - Levels 4-5 – Have students write two additional sentence pairs using regular and irregular verbs. Ask them to explain how they identified the correct irregular verb to use.

**Reach: Unit 5-Week 1 The Water Cycle**

Language:

* + - Language Functions: Define and Explain; Express Needs and Wants
    - Oral Language: Talk About the Water Cycle; Talk Together About Making Connections
    - Listening and Speaking: Clarify and Support Ideas
    - How to Learn Language: Self-Monitor/Self-Correct

Grammar:

* Adjectives; Comparative Adjectives

Vocabulary:

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

Reading:

* Text Structure: Main Idea and Details
* Reading Strategy: Make Connections; Summarize a Selection
* Genre: Science Feature (“*One Well*”)
* Phonics: Words With Long i – ie, igh
* Text Features: Tables;
* Fluency: Phrasing; Accuracy and Rate
* Concepts of Print: Use Captions and Labels
* Literary Analysis: Interpret Quantitative Information

Writing:

* Writing Fluency; Personal Narrative; Writer’s Craft-Strong Beginning; Water Conservation Tip; Interactive Writing-Write a Letter to the Author

**Reading Wonders: Unit 3 Week 6**

Review and Assessment Week

**Reach: Unit 5-Week 2 The Water Cycle**

Language:

* + - Language Function: Define and Explain
    - Oral Language Project: Science Panel

Grammar/Spelling:

* Comparative Adjectives

Vocabulary:

* Analogies

Reading:

* Reading Strategy: Make Connections
* Genre: Science Article (“*Picturing the Pantanal*”)
* Literary Analysis: Informational Text
* Concepts of Print: Use Captions and Labels
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Texts

Writing:

* Writing Fluency; Modeled Writing-Main Idea and Details Paragraph; Summary

**Unit: 4 Reading Wonders**‐It’s Up to You  **Time Range in Days:** 25-30 Days

**Reach**-Unit 5: Every Drop; Unit 6: The Wild West

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

**PA Core Standards:**

CC.1.2.5.B, CC.1.2.5.F, CC.1.2.5.H, CC.1.2.5.K, CC.1.2.5.L, CC.1.3.5.A, CC.1.3.5.B, CC.1.3.5.C, CC.1.3.5.D, CC.1.3.5.F, CC.1.3.5.G, CC.1.3.5.H, CC.1.3.5.I, CC.1.4.5.A, CC.1.4.5.B, CC.1.4.5.C, CC.1.4.5.D, CC.1.4.5.E, CC.1.4.5.H, CC.1.4.5.I, CC.1.4.5.J, CC.1.4.5.L, CC.1.4.5.P, CC.1.4.5.R, CC.1.4.5.S, CC.1.4.5.T, CC.1.4.5.W, CC.1.5.5.A, CC.1.5.5.C, CC.1.5.5.F, CC.1.5.5.G

**English Language Proficiency Standards:**

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

**Overview:** Sharing Stories; Discoveries; Take Action; Consider our Resources; Express Yourself

**Focus Question(s):** What kinds of stories do we tell? Why do we tell them? What can you discover when you give things a second look? What can people do to bring about a positive change? Why are natural resources valuable? How do you express that something is that important to you?

**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 5 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 5 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 5 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 5 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-“*Mighty Kate Stopped the Train”;* Leveled Reader-“*Pecos Bill”*; Paired Selection-“*The Fountain of Youth”*

* + Genre: Tall Tale; Legend
  + Strategy: Visualize
  + Skill: Point of View

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the sentences correctly. Read them aloud and have students echo.
    - Levels 2-4 – Ask students to write one sentence and one question.
    - Levels 4-5 – Challenge students to write a sentence and a question for each word.
    - Synonyms and Antonyms:
    - Levels 1-2 – Help students locate the word and its synonym on the page.
    - Levels 2-4 – Ask students to locate and read aloud the word and its synonym on the page.
    - Levels 4-5 – Have students explain how the synonym helps them understand meaning.
  + High Frequency Words:
    - Levels 1-2 – Provide sentence frames and help students complete them.
    - Levels 2-4 – Have students write one sentence and one question.
    - Levels 4-5 – Have students use more than one word in a sentence.

Writing:

* + Writing Trait: Voice
    - Levels 1-2 – Help students determine a style and tone.
    - Levels 2-4 – Have students check for consistent style and tone and edit for errors.
    - Levels 4-5 – Have students add words to develop the style and tone and edit for errors.

Spell Words:

* Words With Final /ә l/ and /ә n/
* Levels 1-2 – Have students copy the words with correct spelling and say the word aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After making corrections, have students explain which words were difficult and why.

Grammar:

* Linking Verbs
  + - Level 1-2 – Pronouns and Antecedents
    - Level 2-4 – Ask students to underline the pronoun and antecedent.
    - Level 4-5 – Have students write one sentence using nouns for the subject and object and then rewrite it using subject and object pronouns.

**Reach: Unit 5-Week 3 How We Get Water**

Language:

* + - Language Function: Clarify; Ask for and Give Advice
    - Oral Language: Talk About How People get Water; Talk Together About Making Connections
    - Listening and Speaking: Listen for Important Details
    - How to Learn Language: Create Visuals

Grammar:

* Singular and Plural Possessives; Possessive Nouns

Vocabulary:

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

Reading:

* Literary Analysis: Character; Analyze Character; Sensory Details; Foreshadowing
* Reading Strategy: Make Connections
* Genre: Realistic Fiction (“*My Great-Grandmother’s Gourd*”)
* Phonics: r-Controlled Syllables
* Concepts of Print: Identify Dialogue;
* Fluency: Expression; Accuracy and Rate

Writing:

* Writing Fluency; Writing Project-Magazine Article; Modeled Writing-Poem

**Reading Wonders: Unit 4 Week 2**

Reading Comprehension: Short Text-“*Where’s Brownie?”;* Leveled Reader-“*The Unusually Clever Dog”*; Paired Selection-“*The Gift Basket”*

* + Genre: Drama (Mystery Play); Realistic Fiction
  + Strategy: Visual
  + Skill: Point of View

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the sentences correctly. Read them aloud and have students echo.
    - Levels 2-4 – Ask students to write one sentence and one question.
    - Levels 4-5 – Challenge students to write one sentence and one question for each word.
    - Adages and Proverbs*:*
    - Levels 1-2 – Help students locate the adages and their context clues in the story.
    - Levels 2-4 – Ask students to locate and read aloud the adages and their context clues.
    - Levels 4-5 – Have students explain how they found each adage and its meaning.
  + High Frequency Words:
    - Levels 1-2 – Provide sentence frames and help students complete them.
    - Levels 2-4 – Provide sentence starters for students, if necessary.
    - Levels 4-5 – Have students define the words they use and give synonyms and antonyms when possible.

Writing:

* + Writing Trait: Ideas
    - Levels 1-2 – Help students copy the edited sentences.
    - Levels 2-4 – Have students check for appropriate characterizations and edit for errors.
    - Levels 4-5 – Have students add another line of dialogue that shows characterization.

Spell Words:

* Words With Prefixes
* Levels 1-2 – Have students copy the words with correct spelling and say them aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After making corrections, have students explain why some words were difficult.

Grammar:

* Kinds of Pronouns
  + - Levels 1-2 – Help students copy their sentences and help them identify the pronoun. Read the sentences aloud for students to repeat after you.
    - Levels 2-4 – Ask students to underline the pronoun in each sentence.
    - Levels 4-5 – Have students write a sentence using a relative pronoun, *that, which*, or *who*.

**Reach: Unit 5-Week 4 How We Get Water**

Language:

* + - Language Functions: Clarify
    - Theme Theater: Dramatize “*My Great Grandmother’s Gourd*”

Grammar:

* Possessive Nouns and Adjectives

Vocabulary:

* Relate Words

Reading:

* Reading Strategy: Make Connections
* Genre: Legend (“*Juan del Oso and the Water of Life*”)
* Literary Analysis: Legends/Original Myths
* Fluency: Accuracy and Rate
* Concepts of Print: Use Directionality-Read Top to Bottom
* Respond and Extend: Compare Themes

Writing:

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

**Reading Wonders: Unit 4 Week 3**

Reading Comprehension: Short Text-“*Frederick Douglass: Freedom’s Voice”;* Leveled Reader-“*Jane Addams: A Woman of Action”*; Paired Selection-“*Gus Garcia Takes on Texas”*

* + Genre: Biography; Expository Text
  + Strategy: Summarize
  + Skill: Author’s Point of View
  + Text Features: Photographs; Captions

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the sentences correctly and read them aloud.
    - Levels 2-4 – Ask students to write one sentence and one question.
    - Levels 4-5 – Challenge students to write a sentence and a question for each word.
    - Prefixes and Suffixes:
    - Levels 1-2 – Help students locate the word on the page and identify the prefix or suffix.
    - Levels 2-4 – Ask students to locate and read aloud the word and identify the prefix or suffix.
    - Levels 4-5 – Have students explain how they used the prefix or suffix to find the word’s meaning.
  + High Frequency Words:
    - Levels 1-2 – Provide sentence frames for students to complete.
    - Levels 2-4 – Have students include a context clue in each sentence.
    - Levels 4-5 – Have students use two vocabulary words in each sentence.

Writing:

* + Writing Trait: Organization
    - Levels 1-2 – Have students write a simple sequence of events using the signal words *first, next*, and *then.*
    - Levels 2-4 – Have students check that their sequential organization is correct and edit for errors.
    - Levels 4-5 – Have students add another event to their paragraph using signal words.

Spell Words:

* Homographs
* Levels 1-2 – Have students copy the words with correct spelling and say the word aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After making corrections, have students explain which words were most difficult and why.

Grammar:

* Pronoun-Verb Agreement
  + - Levels 1-2 – Help students copy their sentences and help them underline the pronoun and verb. Read the sentence aloud for students to repeat after you.
    - Levels 2-4 – Ask students to underline the pronoun and verb. Have them tell if the verb ends with *–s*.
    - Levels 4-5 – Have students write one sentence with pronoun-verb agreement for a verb that takes *–s* at the end and one that does not. Have them explain how they identified the correct verb form.

**Reach: Unit 6-Week 1 Westward Expansion**

Language:

* + - Language Functions: Describe Experiences; Express Feelings
    - Oral Language: Talk About Settlers Moving West; Talk Together About Visualizing
    - Listening and Speaking: Adjust Language to Audience
    - How to Learn Language: Use and Reuse Language

Grammar:

* Subject and Object Pronouns; Reflective Pronouns

Vocabulary:

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

Reading:

* Text Structure: Cause and Effect;
* Reading Strategy: Visualize; Retell a Selection;
* Genre: History Article (“*Westward Bound!*”)
* Phonics: Types of Syllables;
* Concepts of Print: Title-Beginning and Ending; Page Numbers;
* Fluency: Intonation; Accuracy and Rate
* Literary Analysis: Interpret Maps; Timelines; Illustrations; Author’s Purpose

Writing:

* Writing Fluency; Daily Writing-Science Fiction; Writer’s Craft-Captions; Interactive Writing-Write a Letter Home

**Reading Wonders: Unit 4 Week 4**

Reading Comprehension: Short Text-“*Power From Nature”;* Leveled Reader-“*The Delta”*; Paired Selection-“*Get Rich With Compost”*

* + Genre: Expository Text
  + Strategy: Summarize
  + Skill: Author’s Point of View
  + Text Features: Chart

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the sentences correctly and read them aloud.
    - Levels 2-4 – Ask students to write one sentence and one question.
    - Levels 4-5 – Challenge students to write one sentence and one question for each word.
    - Context Clues:
    - Levels 1-2 – Help students locate the word on the page and identify the context clue.
    - Levels 2-4 – Ask students to locate and read aloud the word and identify the context clue.
    - Levels 4-5 – Have students explain how they determined the word’s meaning.
  + High Frequency Words:
    - Levels 1-2 – Help students write the sentence frames correctly and complete them.
    - Levels 2-4 – Have students read the completed sentences aloud.
    - Levels 4-5 – Have students use more than one vocabulary word in each sentence.

Writing:

* + Writing Trait: Word Choice
    - Levels 1-2 – Help students copy the sentences after you edit them.
    - Levels 2-4 – Have students underline the transitions they used.
    - Levels 4-5 – Have students explain the importance of transitions.

Spell Words:

* Words With /chәr/ and /zhәr/
* Levels 1-2 – Have students copy the words with correct spelling and say them aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After students correct their words, have them explain why some were difficult.

Grammar:

* Possessive Pronouns:
  + - Levels 1-2 – Help students copy their sentences and help them underline the possessive noun and corresponding possessive pronoun. Read the sentence aloud for students to repeat after you.
    - Levels 2-4 – Ask students to underline the possessive noun and corresponding possessive pronoun.
    - Levels 4-5 – Have students write three sentences using different possessive pronouns. Ask them to explain how they identified which correct possessive pronoun to use.

**Reach: Unit 6-Week 2 Westward Expansion**

Language:

* + - Language Function: Describe Experience
    - Oral Language Project: Team Oral Report

Grammar/Spelling:

* Pronoun Agreement

Vocabulary:

* Homographs

Reading:

* Reading Strategy: Visualize
* Genre: Essay (“*A Day in the Life of a Vaquero”)*
* Concepts of Print: Hold a Book and Turn Pages
* Literary Analysis: Author’s Purpose
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Author’s Purpose

Writing:

* Writing Fluency; Modeled Writing-Essay; Journal Entry

**Reading Wonders: Unit 4 Week 5**

Reading Comprehension: Short Text-“ How Do I Hold the Summer?; Catching a Fly; When I Dance*”* Leveled Reader-“From Me to You*”*; Paired Selection-“*Shhh!”*

* + Genre: Lyric and Free Verse Poetry; Realistic Fiction; Poetry
  + Strategy: Visualize
  + Skill: Theme

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write and answer questions.
    - Levels 2-4 – Ask students to write the answers to the questions.
    - Levels 4-5 –Challenge students to write one question for each word.
    - Simile and Metaphor:
    - Levels 1-2 – Help students locate the similes and metaphors and use context clues.
    - Levels 2-4 – Ask students to identify and interpret the similes and metaphors.
    - Levels 4-5 – Have students explain how they found the meaning of each simile or metaphor.
  + High Frequency Words:
    - Levels 1-2 – Provide students with sentence frames.
    - Levels 2-4 – Provide sentence starters, if necessary.
    - Levels 4-5 – Have students define the words they used.

Writing:

* + Writing Trait: Word Choice
    - Levels 1-2 – Have students copy their paragraph after you make edits.
    - Levels 2-4 – Have students revise, adding more specific sensory language and editing for errors.
    - Levels 4-5 – Have students revise, making their sensory language more precise or adding sensory words.

Spell Words:

* Words With Suffixes *-ance* and *-ence*
* Levels 1-2 – Help students copy the words with correct spelling and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After students have corrected their words, have them identify and practice writing words that were difficult for them.

Grammar:

* Pronouns and Homophones
  + - Levels 1-2 – Help students write their sentences and use homophones. Read the sentences aloud. Have students repeat.
    - Levels 2-4 – Ask students to underline the homophone they used in each sentence and check that they’ve used it correctly.
    - Levels 4-5 – Challenge students to write a sentence using all the homophones on their list.

**Reach: Unit 6-Week 3 Boom Town to Ghost Town**

Language:

* + - Language Function: Express Opinions; Agree and Disagree
    - Oral Language: Talk About Gold Rush Towns; Talk Together About Visualizing
    - Listening and Speaking: Listen Actively
    - How to Learn Language: Self Monitor/Self Correct

Grammar:

* Singular and Plural Possessive Pronouns; Demonstrative and Indefinite Pronouns

Vocabulary:

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

Reading:

* Reading Strategy: Visualize; Retell a Selection
* Genre: Play *(“The Road to Rhyolite*”)
* Phonics: Words With *oi, oy*, and *ou, ow*
* Fluency: Expression; Accuracy and Rate
* Concepts of Print: Recognize Functions of Print; Use Print from the Environment
* Literary Analysis: Plot-Cause and Effect; Elements of Drama; Characters and Conflict; Relate History to Theme

Writing:

* Writing Fluency; Writing Project-Narrative Poem; Writer’s Craft-Dialogue; Modeled Writing-Conversation

**Reading Wonders: Unit 4 Week 6**

Review and Assessment Week

**Reach: Unit 6-Week 4 Boom Town to Ghost Town**

Language:

* + - Language Functions: Express Opinions
    - Theme Theater: Perform “*The Road to Rhyolite*”

Grammar:

* Different Kinds of Pronouns

Vocabulary:

* Compound Words

Reading:

* + Reading Strategy: Visualize
  + Genre: Narrative Poem (*“Rhyolite: The True Story of a Ghost Town”)*
  + Literary Analysis: Sensory Language
  + Concepts of Print: Identify a Stanza
  + Reading Fluency: Accuracy and Rate
  + Respond and Extend: Compare Genres

Writing:

* Writing Fluency; Writing Project-Narrative Poem; Modeled Writing-Summary; Journal Entry

**Unit: 5 Reading Wonders**‐New Perspectives  **Time Range in Days:** 25-30 Days

**Reach**-Unit 7: Talking About Trash; Unit 8 One Idea

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

**PA Core Standards:**

CC.1.2.5.B, CC.1.2.5.F, CC.1.2.5.H, CC.1.2.5.K, CC.1.2.5.L, CC.1.3.5.A, CC.1.3.5.B, CC.1.3.5.C, CC.1.3.5.D, CC.1.3.5.F, CC.1.3.5.G, CC.1.3.5.H, CC.1.3.5.I, CC.1.4.5.A, CC.1.4.5.B, CC.1.4.5.C, CC.1.4.5.D, CC.1.4.5.E, CC.1.4.5.H, CC.1.4.5.I, CC.1.4.5.J, CC.1.4.5.L, CC.1.4.5.P, CC.1.4.5.R, CC.1.4.5.S, CC.1.4.5.T, CC.1.4.5.W, CC.1.5.5.A, CC.1.5.5.C, CC.1.5.5.F, CC.1.5.5.G

**English Language Proficiency Standards:**

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

**Overview**: New Perspectives; Better Together; Our Changing Earth; Now We Know; Scientific Viewpoints

**Focus Question(s):** What experiences can change the way you see yourself and the world around you? How do shared experiences help people adapt to change? What changes in the environment affect living things? How can scientific knowledge change over time? How do natural events and human activities affect the environment?

**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 5 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 5 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 5 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 5 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-“*Miguel in the Middle”;* Leveled Reader-“*Snap Happy”*; Paired Selection-“Drum Roll for Justin*”*

* + Genre: Realistic Fiction
  + Strategy: Make, Confirm, and Revise Predictions
  + Skill: Character, Setting, Plot-Compare and Contrast Settings;

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the sentences correctly and read them aloud.
    - Levels 2-4 – Ask students to write one sentence and one question.
    - Levels 4-5 – Challenge students to write a sentence or a question for each word.
    - Context Clues:
    - Levels 1-2 – Help students locate the words and context clues.
    - Levels 2-4 – Ask students to locate and read aloud the context clues.
    - Levels 4-5 – Have students use the word in a sentence.
  + High Frequency Words:
    - Levels 1-2 – Provide sentence frames and have students complete them.
    - Levels 2-4 – Provide sentence starters for students, if necessary.
    - Levels 4-5 – Have students write a definition for each word they used.

Writing:

* + Writing Trait: Organization
    - Levels 1-2 – Have students copy the edited sentences.
    - Levels 2-4 – Have students add more details to engage the reader.
    - Levels 4-5 – Have students add details and explain why they engage the reader.

Spell Words:

* Words With Suffixes
* Levels 1-2 – Help students copy the words with correct spelling and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After students have corrected their words, have them discuss challenging words.

Grammar:

* Independent and Dependent Clauses
  + - Levels 1-2 – Help students form sentences with both independent and dependent clauses and then copy the sentences. Read the sentences aloud and have students repeat.
    - Levels 2-4 – Ask students to underline the independent clauses and circle the dependent clauses in their sentences.
    - Levels 4-5 – Have students circle the dependent clause and explain why they needed to join it to an independent clause.

**Reach: Unit 7-Week 1 Where Garbage Comes From**

Language:

* + - Language Function: Persuade; Express Intentions
    - Oral Language: Talk About Plastic Bottles and Pollution; Talk Together About Synthesizing
    - Listening and Speaking: Present in Sequence
    - How to Learn Language: Review and Rehearse

Grammar:

* Adverbs; Adverbs that Compare Actions

Vocabulary:

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

Reading:

* Reading Strategy: Synthesize; Retell a Selection
* Genre: Persuasive Article (“*The World of Waste*”)
* Phonics: Words with Hard and Soft *c* and *g*
* Fluency: Intonation; Accuracy and Rate
* Concepts of Print: Reading a Table
* Literary Analysis: Author’s Viewpoint; Text Feature-Bar Graph; Author’s Viewpoint; Persuasive Writing; Factual Evidence

Writing:

* Writing Fluency; Daily Writing-Persuasive Essay; Independent Writing-Advertisement; Interactive Writing-Write a Letter to the Author

**Reading Wonders: Unit 5 Week 2**

Reading Comprehension: Short Text-“*The Day the Rollets Got Their Moxie Back”;* Leveled Reader-“*Hard Times”*; Paired Selection-“*Chicago: Jazz Central”*

* + Genre: Historical Fiction; Expository Text
  + Strategy: Make, Confirm, and Revise Predictions
  + Skill: Character, Setting, Plot-Compare and Contrast Characters

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the definition correctly and read it aloud.
    - Levels 2-4 – Ask students to write the definition as a complete sentence.
    - Levels 4-5 – Challenge students to write a definition for each word.
    - Idioms:
    - Levels 1-2 – Help students locate the idioms and context clues.
    - Levels 2-4 – Ask students to locate and read aloud the context clues for each idiom.
    - Levels 4-5 – Have students use an idiom in a sentence.
  + High Frequency Words:
    - Levels 1-2 – Provide sentence frames and help students complete them.
    - Levels 2-4 – Provide sentence starters for students.
    - Levels 4-5 – Have students write definitions for the words they used.

Writing:

* + Writing Trait: Sentence Fluency
    - Levels 1-2 – Have students copy the edited sentences.
    - Levels 2-4 – Have students add more transitional words, phrases, or clauses.
    - Levels 4-5 – Have students identify their transitions and explain how they connect ideas.

Spell Words:

* Spell Homophones
* Levels 1-2 – Help students copy the words with correct spelling and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After students have corrected their words, have them identify words that were challenging for them and use them in sentences.

Grammar:

* Complex Sentences
  + - Levels 1-2 – Help students copy their sentences and underline the independent clause once and the dependent clause twice. Read the sentences aloud. Have students repeat.
    - Levels 2-4 – Ask students to underline the independent clause once and the dependent clause twice.
    - Levels 4-5 – Ask students to underline the independent clause once and the dependent clause twice.

**Reach: Unit 7-Week 2 Where Garbage Comes From**

Language:

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

Grammar/Spelling:

* Adverbs

Vocabulary:

* Multiple-Meaning Words

Reading:

* Reading Strategy: Synthesize
* Genre: Essay (“*Message in a Bottle*”)
* Literary Analysis: Author’s Viewpoint and Ideas
* Concepts of Print: Punctuation
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Author’s Purpose

Writing:

* Writing Fluency; Modeled Writing-Persuasive Paragraph; Journal Entry

**Reading Wonders: Unit 5 Week 3**

Reading Comprehension: Short Text-“*Forests on Fire”;* Leveled Reader-“*Ocean Threats”*; Paired Selection-“*Floating Trash”*

* + Genre: Expository Text
  + Strategy: Ask and Answer Questions
  + Skill: Text Structure-Compare and Contrast
  + Text Features: Photographs; Graphs

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the sentences correctly and read them aloud.
    - Levels 2-4 – Ask students to write longer sentences.
    - Levels 4-5 – Challenge students to use more than one vocabulary word in each sentence.
    - Context Clues:
    - Levels 1-2 – Help students locate the words and context clues.
    - Levels 2-4 – Ask students to locate and read aloud the context clues.
    - Levels 4-5 – Have students explain how they used context clues to define the words.
  + High Frequency Words:
    - Levels 1-2 – Provide sentence frames and help students correctly complete them.
    - Levels 2-4 – Provide sentence starters, if necessary.
    - Levels 4-5 – Have students define the words they used.

Writing:

* + Writing Trait: Ideas
    - Levels 1-2 – Have students copy the edited sentences.
    - Levels 2-4 – Have students add more details to support the topic and edit for errors.
    - Levels 4-5 – Have students expand on their topic and explain how the details support the main idea.

Spell Words:

* Words With Prefixes
* Levels 1-2 – Help students copy the words with correct spelling and say them aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – Have students correct their words and discuss why some were challenging.

Grammar:

* Adjectives
  + - Levels 1-2 – Help students copy their sentences and underline the adjectives. Read the sentences aloud. Have students repeat.
    - Levels 2-4 – Ask students to underline each adjective and indicate whether it tells what kind, how many, or which one.
    - Levels 4-5 – Have students add an additional adjective to one or more of their sentences.

**Reach: Unit 7-Week 3 How We Can Reduce and Reuse Garbage**

Language:

* + - Language Function: Make Comparisons; Elaborate
    - Oral Language: Talk About Consequences of Our Actions; Talk Together About Synthesizing
    - Listening and Speaking: Listen for Implicit Ideas
    - How to Learn Language: Say it Another Way

Grammar:

* Prepositions; Prepositional Phrases

Vocabulary:

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

Reading:

* Text Structure: Goal and Outcome
* Reading Strategy: Synthesize; Summarize a Selection
* Phonics: Multisyllabic Words with VCV Pattern
* Genre: Short Story (“Where I Live”)
* Fluency: Intonation; Accuracy and Rate
* Concepts of Print: Capitalization
* Literary Analysis: Idioms; Incidents in a Story; Plot-Goal and Outcome

Writing:

* Writing Fluency; Writing Project-Persuasive Essay; E-mail; Writer’s Craft-Similes; Independent Writing-Paragraph

**Reading Wonders: Unit 5 Week 4**

Reading Comprehension: Short Text-“*Changing Views of Earth”;* Leveled Reader-“*Mars”*; Paired Selection-“*Zach the Martian”*

* + Genre: Expository Text; Science Fiction
  + Strategy: Ask and Answer Questions
  + Skill: Text Structure-Cause and Effect
  + Text Features: Diagrams

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write and answer questions.
    - Levels 2-4 – Ask students to write the answers to the questions.
    - Levels 4-5 – Challenge students to write a question for each word.
    - Greek Roots:
    - Levels 1-2 – Help students locate the words and Greek roots.
    - Levels 2-4 – Ask students to identify and define the Greek roots.
    - Levels 4-5 – Have students explain how they used Greek roots.
  + High Frequency Words:
    - Levels 1-2 – Help students copy the sentence frames correctly and complete them.
    - Levels 2-4 – Have students read the completed sentences aloud.
    - Levels 4-5 – Have students define the words they used.

Writing:

* + Writing Trait: Organization
    - Levels 1-2 – Have students copy the edited sentences.
    - Levels 2-4 – Have students revise, deleting or editing sentences that are off topic.
    - Levels 4-5 – Have students revise, making their details more specific and deleting or revising unrelated details.

Spell Words:

* Words With Suffixes -*less* and -*ness*
* Levels 1-2 – Help students copy the words with correct spelling and say them aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After students corrected their words, have them identify and practice writing difficult words.

Grammar:

* Adjectives that Compare
  + - Levels 1-2 – Help students copy their sentences and use comparative adjectives correctly. Read the sentences aloud. Have students repeat.
    - Levels 2-4 – Ask students to underline the endings they added to their comparative adjectives and check that they are correct.
    - Levels 4-5 – Challenge students to write an additional pair of sentences using comparative adjectives formed with more or most.

**Reach: Unit 7-Week 4 How We Can Reduce and Reuse Garbage**

Language:

* + - Language Function: Make Comparisons
    - Theme Theater: Readers Theater

Grammar:

* Prepositional Phrases in Sentences

Vocabulary:

* Context Clues

Reading:

* Reading Strategy: Synthesize
* Genre: Poem (“*Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out*”)
* Concepts of Print: Directionality
* Literary Analysis: Poetic Elements
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Characters

Writing:

* Writing Fluency; Writing Project-Persuasive Essay; Modeled Writing-Test Prep; Journal Entry

**Reading Wonders: Unit 5 Week 5**

Reading Comprehension: Short Text-“*Should Plants and Animals from Other Places Live Here”;* Leveled Reader-“*The Great Plains”*; Paired Selection-“*Save the Great Plains Wolves”*

* + Genre: Persuasive Article; Expository Text
  + Strategy: Ask and Answer Questions
  + Skill: Author’s Point of View
  + Text Features: Chart Headings

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the sentences or questions correctly and read them aloud.
    - Levels 2-4 – Ask students to write one sentence and one question.
    - Levels 4-5 – Challenge students to write one sentence and one question for each word.

Root Words:

* + - Levels 1-2 – Help students locate the words and roots.
    - Levels 2-4 – Ask students to identify and define the root words.
    - Levels 4-5 – Have students explain how they used the root to define the word.
  + High Frequency Words:
    - Levels 1-2 – Help students copy the sentence frames correctly.
    - Levels 2-4 – Provide sentence starters, if necessary.
    - Levels 4-5 – Have students define the words they used.

Writing:

* + Writing Trait: Organization
    - Levels 1-2 – Have students copy the model you provided and read it aloud.
    - Levels 2-4 – Have students revise what they have written, making sure the main idea is clearly restated and editing for errors.
    - Levels 4-5 – Have students revise to make their final sentence more thought-provoking.

Spell Words:

* Words With Suffix -ion
* Levels 1-2 – Help students copy the words with correct spelling and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After students have corrected their words, have them practice writing words that were hard for them.

Grammar:

* Comparing With *Good* and *Bad*
  + - Levels 1-2 – Help students write their sentences and use the comparative forms of good or bad. Read the sentences aloud. Have students repeat.
    - Levels 2-4 – Ask students to underline the comparative form they used in each sentence and check that they’ve used it correctly.
    - Levels 4-5 – Challenge students to write sentences for both sets of comparatives.

**Reach: Unit 8-Week 1 How a Business Works**

Language:

* + - Language Function: Express Ideas; Engage in Discussion
    - Oral Language: Talk About How Businesses Work; Talk Together About Choosing Reading Strategies
    - Listening and Speaking: Adjust Language to Purpose
    - How to Learn Language: Relate to Personal Experiences

Grammar:

* Past Tense Verbs; Present Perfect Tense

Vocabulary:

* Social Studies Vocabulary; Classroom Vocabulary; Academic Vocabulary; Basic Vocabulary-Making Things Words

Reading:

* Text Structure: Steps in a Process
* Reading Strategy: Choose Reading Strategies
* Genre: Procedural Text (“*Starting Your Own Business: Seven Steps to Success*”)
* Phonics: *un-, re-*
* Concepts of Print: Environmental Print
* Text Features: Illustrations; Graphs and Timelines in Procedural Texts; Diagrams in Procedural Text; Timelines in Procedural Texts
* Fluency: Phrasing; Accuracy and Rate
* Writing Fluency; Daily Writing-Speech; Writer’s Craft-Organize Ideas; Interactive Writing-Write a Letter to the Author

**Reading Wonders: Unit 5 Week 6**

Review and Assessment Week

**Reach: Unit 8-Week 2 How a Business Works**

Language:

* + - Language Function: Express Ideas
    - Oral Language Project: Informational Presentation

Grammar/Spelling:

* Past Tense Verbs

Vocabulary:

* Idioms

Reading:

* Genre: Newspaper Article (“*Blind Teen Starts Business Creating Braille Restaurant Menus”*)
* Reading Strategy: Choose Reading Strategies
* Concepts of Print: Columns
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Procedures
* Literary Analysis: Use Multiple Text Features and Graphics; Informational Text

Writing:

* Writing Fluency; Modeled Writing-Problem-Solution Essay; Summary

**Unit: 6 Reading Wonders**‐Linked In  **Time Range in Days:** 25-30 Days

**Reach**-Unit 8 One Idea

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

**PA Core Standards:**

CC.1.2.5.B, CC.1.2.5.F, CC.1.2.5.H, CC.1.2.5.K, CC.1.2.5.L, CC.1.3.5.A, CC.1.3.5.B, CC.1.3.5.C, CC.1.3.5.D, CC.1.3.5.F, CC.1.3.5.G, CC.1.3.5.H, CC.1.3.5.I, CC.1.4.5.A, CC.1.4.5.B, CC.1.4.5.C, CC.1.4.5.D, CC.1.4.5.E, CC.1.4.5.H, CC.1.4.5.I, CC.1.4.5.J, CC.1.4.5.L, CC.1.4.5.P, CC.1.4.5.R, CC.1.4.5.S, CC.1.4.5.T, CC.1.4.5.W, CC.1.5.5.A, CC.1.5.5.C, CC.1.5.5.F, CC.1.5.5.G

**English Language Proficiency Standards:**

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

**Overview:** Joining Forces; Getting Along; Adaptations

**Focus Question(s):** How do different groups contribute to a cause? What actions can we take to get along with others? How are living things adapted to their environment?

**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 5 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 5 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 5 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 5 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-“*Shipped Out”;* Leveled Reader-“*Norberto’s Hat”*; Paired Selection-“*The Bracero Program”*

* + Genre: Historical Fiction; Expository Text
  + Strategy: Summarize
  + Skill: Theme

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the sentences correctly and read them aloud.
    - Levels 2-4 – Ask students to write one sentence and one question.
    - Levels 4-5 – Challenge students to write one sentence and one question for each word.
    - Homophones:
    - Levels 1-2 – Help students locate the homophones on the page and read them aloud.
    - Levels 2-4 – Have students find the homophones on the page and locate context clues.
    - Levels 4-5 – Have students explain how they used context to find meaning of homophones.
  + High Frequency Words:
    - Levels 1-2 – Provide sentence frames and help students correctly complete them.
    - Levels 2-4 – Provide sentence starters for students, if necessary.
    - Levels 4-5 – Have students define the words they used and give related words when possible.

Writing:

* + Writing Trait: Organization
    - Levels 1-2 – Help students copy the edited sentences.
    - Levels 2-4 – Have students revise, checking for correct use of time-order words, and edit for errors.
    - Levels 4-5 – Have students revise, adding time-order words and events, and edit for errors.

Spell Words:

* Words With Greek Roots
* Levels 1-2 – Have students copy the words with correct spelling and say them aloud.
* Levels 2-4 – After students make corrections, have pairs quiz each other.
* Levels 4-5 – Have students make corrections, then tell why some words were difficult.

Grammar:

* Adverbs
  + - Levels 1-2 – Help students copy their sentences and help them underline the adverb. Read the sentence aloud for students to repeat.
    - Levels 2-4 – Ask students to underline the adverb and indicate the word it modifies.
    - Levels 4-5 – Have students underline the adverb and tell the word it modifies. Ask them to explain how they identified the adverb and the word it modifies.

**Reach: Unit 8-Week 3 How We Get and Use Money**

Language:

* + - Language Function: Restate an Idea; Evaluate
    - Oral Language: Talk About How Businesses Work; Talk Together About Using Reading Strategies
    - Listening and Speaking: Listen Critically
    - How to Learn Language: Find Patterns in Language

Grammar:

* Past Progressive; Present/Past Perfect Tense

Vocabulary:

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

Reading:

* Text Structure: Elements of Fiction
* Reading Strategy: Use Reading Strategies
* Genre: Fiction (“*One Hen*”)
* Phonics: Words With Consonant + -le; Count Syllables; Vowel Digraphs
* Concepts of Print: Use Directionality
* Literary Analysis: Third Person Point of View; Relate Culture and History to Theme; Elements of Fiction
* Fluency: Expression; Accuracy and Rate

Writing:

* Writing Fluency; Writing Project-Procedure; Daily Writing-Story; Writer’s Craft-Varied Sentences; Modeled Writing-Narrative Paragraph

**Reading Wonders: Unit 6 Week 2**

Reading Comprehension: Short Text-“*The Bully”;* Leveled Reader-“*Enemy or Ally?”*; Paired Selection-“*Becoming Bully Proof”*

* + Genre: Realistic Fiction; Expository Text
  + Strategy: Summarize
  + Skill: Theme

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the sentences correctly and read them aloud.
    - Levels 2-4 – Ask students to write one sentence and one question.
    - Levels 4-5 – Challenge students to write one sentence and one question for each word.
    - Connotation and Denotation:
    - Levels 1-2 – Help students locate the denotations in a dictionary and use context to find connotations.
    - Levels 2-4 – Have students explain the denotations and the clues that helped them find the connotations.
    - Levels 4-5 – Have students explain how they used the context clues to determine the connotation of each word.
  + High Frequency Words:
    - Levels 1-2 – Provide the sentence frames and have students complete them.
    - Levels 2-4 – Help students complete the sentence frames and read them aloud.
    - Levels 4-5 – Challenge students to write sentences with two missing words.

Writing:

* + Writing Trait: Word Choice
    - Levels 1-2 – Help students write sentences using time-order words.
    - Levels 2-4 – Have students check use of time-order words and edit for errors.
    - Levels 4-5 – Have students add events using time-order words and edit for errors.

Spell Words:

* Spell Words With Latin Roots
* Levels 1-2 – Have students copy the words with correct spelling and say the word aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – Have students correct their words and explain why some words were difficult.

Grammar:

* Adverbs That Compare
  + - Levels 1-2 – Help students to copy their sentence and underline the adverb. Read the sentence aloud for students to repeat after you.
    - Levels 2-4 – Ask students to underline the adverb and the actions it compares.
    - Levels 4-5 – Have students underline the adverb and the actions it compares. Ask them to explain how they identified the adverb and made the comparison.

**Reach: Unit 8-Week 4 How We Get and Use Money**

Language:

* + - Language Function: Restate an Idea
    - Theme Theater: Original Play

Grammar:

* Future-Tense Verbs

Vocabulary:

* Sayings

Reading:

* Reading Strategy: Use Reading Strategies
* Genre: Magazine Article (“*Another Way of Doing Business*”)
* Text Structure: Cause and Effect
* Concepts of Print: Captions and Labels
* Fluency: Accuracy and Rate
* Respond and Extend: Compare Texts

Writing:

* Writing Fluency; Writing Project-Procedure; Modeled Writing-Narrative Paragraph; Journal Entry

**Reading Wonders: Unit 6 Week 3**

Reading Comprehension: Short Text-“*Mysterious Oceans”;* Leveled Reader-“*Cave Creatures”*; Paired Selection-“*Why Bat Flies at Night”*

* + Genre: Expository Text; Pourquoi Story
  + Strategy: Ask and Answer Questions
  + Skill: Text Structure-Cause and Effect
  + Text Features: Map

Vocabulary:

* + Weekly Vocabulary:
    - Levels 1-2 – Help students write the sentences correctly and read them aloud.
    - Levels 2-4 – Ask students to write one sentence and one question.
    - Levels 4-5 – Challenge students to write one sentence and one question for each word.
    - Context Clues:
    - Levels 1-2 – Identify the context clues for students and help them determine the meanings of the words.
    - Levels 2-4 – Ask students to locate and read aloud the word on the page and identify paragraph clues.
    - Levels 4-5 – Have students explain how they used paragraph clues to determine the meaning of the word.
  + High Frequency Words:
    - Levels 1-2 – Provide the sentence frames and help students fill them in correctly.
    - Levels 2-4 – Have students include a context clue in each sentence.
    - Levels 4-5 – Have students include more than one missing word in their sentences.

Writing:

* + Writing Trait: Sentence Fluency
    - Levels 1-2 – Help students expand or shorten the sentences in their paragraphs to achieve variety.
    - Levels 2-4 – Have students revise, using at least one simple, one compound, and one complex sentence.
    - Levels 4-5 – Have students revise, vary the sentence structure, and edit for errors.

Spell Words:

* Words from Mythology
* Levels 1-2 – Have students copy the words with correct spelling and say the words aloud.
* Levels 2-4 – After students have corrected their words, have pairs quiz each other.
* Levels 4-5 – After students have corrected their words, have them explain which words were difficult and why.

Grammar:

* Negatives
  + - Levels 1-2 – Help students copy their sentences and underline the negative in each one. Read the sentence aloud for students to repeat.
    - Levels 2-4 – Ask students to underline the negative in each sentence.
    - Levels 4-5 – Have students write positive sentences to go along with the negative sentences. Have them explain how the sentences are different.

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

* Review
* End-of-Year Assessments

# Curriculum Grades 4 and 5

# 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
  + Reach
* Performance on DIBELS 
  + ORF – Oral Reading Fluency (Fluency, Accuracy)
  + DAZE
  + 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
  + ORF – Oral Reading Fluency (Fluency, Accuracy)
  + DAZE
* Benchmark assessments as per district plan
  + Unit assessments
  + Reading Wonders
  + 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
* Benchmark assessments
  + Reading Wonders
  + 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)

**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 4 and 5
* www.connected.mcgraw‐hill.com
* ELL Leveled Readers
* ELL Reproducible
* ELL Vocabulary Cards
* English in a Flash
* National Geographic Reach: Language, Literacy, Content – Level E and F
* 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 4*

**Textbook ISBN #:** 9780076848508

**Textbook Publisher & Year of Publication:** McGraw‐Hill Education, Inc. 2014

**Curriculum Textbook is Utilized in**: English as a Second Language ‐ Grade 4

**Name of Textbook:** *McGraw‐Hill Reading Wonders‐Grade 5*

**Textbook ISBN #:** 9780021193622

**Textbook Publisher & Year of Publication:** McGraw‐Hill Education, Inc. 2014 **Curriculum Textbook is Utilized in**: English as a Second Language ‐ Grade 5

**Name of Textbook:** *National Geographic Reach-Language, Literacy, Content* – Level E

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

**Textbook Publisher &Year of Publication:** National Geographic Learning 2017

**Curriculum Textbook is utilized in:** English as a Second Language ‐ Grade 4

**Name of Textbook:** *National Geographic Reach-Language, Literacy, Content* – Level F

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

**Textbook Publisher &Year of Publication:** National Geographic Learning 2017

**Curriculum Textbook is utilized in:** English as a Second Language ‐ Grade 5

**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**

**CC.1.2.4.B** Refer to details and examples in text to support what the text says explicitly and make inferences.

**CC.1.2.4.E** Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).

**CC.1.2.4.H** Explain how an author uses reasons and evidence to support points in a text.

**CC.1.2.4.I** Integrate information from two texts on the same topic to demonstrate understanding of that topic.

**CC.1.2.4.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.1.3.4.A** Determine a theme of a text from details in the text; summarize the text.

**CC.1.3.4.B** Cite relevant details from text to support what the text says explicitly and make inferences.

**CC.1.3.4.C** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

**CC.1.3.4.F** Determine the meaning of words and phrases as they are used in grade level text, including figurative language.

**CC.1.3.4.H** Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.

**CC.1.3.4.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.1.4.4.A** Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

**CC.1.4.4.C** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

**CC.1.4.4.D** Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.

**CC.1.4.4.E** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CC.1.4.4.F** Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**CC.1.4.4.H** Introduce the topic and state an opinion on the topic.

**CC.1.4.4.I** Provide reasons that are supported by facts and details.

**CC.1.4.4.J** Create an organizational structure that includes related ideas grouped to support the writer’s purpose and linked in a logical order with a concluding statement or section related to the opinion.

**CC.1.4.4.L** Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**CC.1.4.4.P** Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.

**CC.1.4.4.R** Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**CC.1.4.4.T** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CC.1.5.4.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.1.5.4.C** Identify the reasons and evidence a speaker provides to support points.

**CC.1.5.4.F** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

**CC.1.5.4.G** Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

**CC.1.2.5.B** Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

**CC.1.2.5.F** Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.

**CC.1.2.5.H** Determine how an author supports points in a text through reasons and evidence.

**CC.1.2.5.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.1.2.5.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

**CC.1.3.5.A** Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**CC.1.3.5.B** Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

**CC.1.3.5.C** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

**CC.1.3.5.D** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**CC.1.3.5.F** Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.

**CC.1.3.5.G** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**CC.1.3.5.H** Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.

**CC.1.3.5.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.1.4.5.A** Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

**CC.1.4.5.B** Identify and introduce the topic clearly.

**CC.1.4.5.C** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

**CC.1.4.5.D** Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.

**CC.1.4.5.E** Write with an awareness of style. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying length.

**CC.1.4.5.H** Introduce the topic and state an opinion on the topic.

**CC.1.4.5.I** Provide reasons that are supported by facts and details; draw from credible sources.

**CC.1.4.5.J** Create an organizational structure that includes related ideas grouped to support the writer’s purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.

**CC.1.4.5.L** Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**CC.1.4.5.P** Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.

**CC.1.4.5.R** Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**CC.1.4.5.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.1.4.5.T** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CC.1.4.5.W** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**CC.1.5.5.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.1.5.5.C** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**CC.1.5.5.F** Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**CC.1.5.5.G** Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.