

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

English Language Development (ELD)

Grade Level:
Kindergarten

Date of Board Approval: 2019

Planned Instruction

Title of Planned Instruction: English Language Development (ELD)

Subject Area: ELD

Grade(s): Kindergarten

Course Description:

Course Description: This course is designed to give direct instruction in English to English Learners (ELs). English will be presented as the language of instruction in the language-intensive setting. Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) will be developed. Students will receive quality language instruction in listening, speaking, reading, writing, and critical thinking associated with five content areas. These areas are: English/Language Arts (ELA), Math (MA), Science (SC), Social Studies (SS), and Social and Instructional language (SI), which incorporates proficiencies needed to deal with the general language of the classroom and the school.

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.

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WIDA Can-Do Indicators

Level 1 -- ENTERING

LISTENING

- Pointing to pictures described orally in context (e.g., “the big dog”)
- Finding familiar people, places, or objects named orally (e.g., “Where’s a chair?”)

SPEAKING

- Repeating words, simple phrases or expressions from familiar stories as a whole class
- Participating in group songs, chants, or poems using gestures or physical movement

READING

- Matching icons and symbols to corresponding pictures
- Identifying labeled real-life classroom objects (e.g., tables, books, door)

WRITING

- Dictating personal information scribed by adults (e.g., about self and family members)
- Reproducing icons or environmental print related to self from mode

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WIDA Can-Do Indicators

Level 2 – Emerging

LISTENING

- Responding with gestures to songs, chants, or stories modeled by teachers
- Matching familiar pictures, objects, or movements to oral statements (e.g., “Clap your hands.”)

SPEAKING

- Restating some language associated with illustrated short stories or informational text (e.g., “I see.” “I hear.”)
- Re-enacting various roles when interacting in pairs or in small groups

READING

- Reproducing content-related information in oral text through drawings
- Acting out familiar rhymes from text read aloud or chanted in small groups

WRITING

- Reproducing symbols, numbers, and illustrated words from models in context
- Drawing and labeling familiar people, objects, or events from models (e.g., word walls, posters, cards)

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WIDA Can-Do Indicators

Level 3 – DEVELOPING

LISTENING

- Acting out songs, chants, stories and poems with gestures as a whole group
- Following sequential language for oral directions one step at a time (e.g., “Walk to the door. Now, come to the circle.”)

SPEAKING

- Retelling main events in short narrative stories to peers using pictures
- Describing attributes of familiar objects, people, and places

READING

- Identifying familiar words in context (e.g., in Big Books or wall charts) in small groups
- Recognizing persons and settings in illustrated text read aloud

WRITING

- Reproducing familiar words from labeled models or illustrations (e.g., labeled dioramas)
- Restating facts about personal experiences shared with classmates (e.g., through illustrated text)

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WIDA Can-Do Indicators

Level 4 – EXPANDING

LISTENING

- Role playing in response to illustrated stories read aloud
- Matching extended oral descriptions of content related topics to illustrations or graphics (e.g., “The bright yellow ball is shining in the sky.”)

SPEAKING

- Retelling familiar stories through a series of pictures
- Sharing personal stories or experiences with others (e.g., in multiple languages)

READING

- Identifying words in picture dictionaries (e.g., in multiple languages)
- Recognizing common types of text (e.g., storybooks, poems) read aloud

WRITING

- Producing familiar words and phrases from environmental print and illustrated text
- Drawing and describing different parts of stories, personal experiences, or events (e.g., written conversations) with a peer

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WIDA Can-Do Indicators

Level 5 – BRIDGING

LISTENING

- Arranging content related objects or illustrations according to oral discourse with a partner
- Making patterns from real objects or pictures based on detailed oral descriptions from a model (e.g., “Follow me. Put two blue crayons on your table. Then put two red crayons. Now put two more crayons of another color.”)

SPEAKING

- Relating school based content and personal experiences with peers and adults
- Rephrasing events from stories or information with a partner (e.g., class rules or routines)

READING

- Ordering words to form short sentences from oral models (e.g., using pocket charts, cards)
- Identifying language related to spatial relations (e.g., in front of, next to, in between)

WRITING

- Describing everyday experiences using illustrated phrases and short sentences
- Producing illustrated stories about self or family (e.g., using one or more languages)

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Units 1-10 **McGraw-Hill Reading Wonders-Kindergarten**
Units 1-8 **National Geographic Learning Reach-Kindergarten**
DVOG

Big Idea # 1:

Effective readers use appropriate strategies to construct meaning.

Essential Questions:

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

Concepts:

1. Book Handling
2. Print Concepts
3. Phonological Awareness
4. Phonics and Word Recognition
5. Fluency
6. Text Structure
7. Main Idea/Theme
8. Text Analysis
9. Literary Elements

Competencies:

1. Utilize book handling skills. Communicate “the end” after the last page of the book.
2. Recognizing the beginning of text. Follow words left to right, top to bottom, and left page to right page. Recognize that spoken words are represented in written language. Recognize a one to one match between voice and print. Understand that words are separated by spaces in print. Understand that a word is made up of a specific sequence of letters. Identify all upper and lower case letters. Identify punctuation marks.
3. Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rhymes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sound in CVC words.
4. Demonstrate basic knowledge of one to one letter sound correspondence. Associate the long and short sounds with common spellings for the five major vowels. Read grade level high frequency sight words with automaticity. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
5. Read text with purpose and understanding.
6. Identify parts of a book (title, author) and parts of a text (beginning, end, details). Recognize common types of text.
7. With prompting and support, retell familiar stories including key details.
8. Answer questions about key details in a text. With prompting and support, identify characters, settings, and major events in a story.
9. With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.

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Essential Questions:

- How does a readers' purpose influence how text should be read?

Concepts:

1. Range of Reading

Competencies:

1. Actively engage in group reading activities with purpose and understanding.

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Big Idea #2:

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

Essential Questions:

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

Concepts:

1. Collaborative Discussion
2. Critical Listening
3. Evaluating Information

Competencies:

1. Participate in collaborative conversations with peers and adults in small and larger groups.
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Big Idea #3:

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

Essential Questions:

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

Concepts:

1. Conventions of Standard English
2. Purpose, Audience and Task

Competencies:

1. Demonstrate command of the conventions of standard English when speaking based on Can Do Descriptors.
2. Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume based on Can Do Descriptors.

Big Idea #4:

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

Essential Questions:

1. Why learn new words?

Concepts:

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1. Vocabulary
2. Vocabulary Acquisition and Use
3. Strategies

Competencies:

1. With prompting and support, ask and answer questions about unknown words in a text.
2. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon Can Do Descriptors.
3. Determine or clarify the meaning of unknown words and phrases based upon Can Do Descriptors.

Big Idea #5:

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Essential Questions:

2. What is this text really about?

Concepts:

1. Diverse Media
2. Analysis Across Texts
3. Text Analysis

Competencies:

1. Answers questions to describe the relationship between illustrations and the text in which they appear.
2. With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
3. Answer questions about key details in a text. Compare and contrast the adventures and experiences of characters.

Big Idea #6:

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

Essential Questions:

1. Why do writers write? What is the purpose?

Concepts:

1. Focus for Writing

Competencies:

1. Informative: Use a combination of drawing, dictating, and writing to focus on one specific topic. Opinion: Form an opinion by choosing between two given topics. Narrative: Establish "who" and "what" the narrative will be about.

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Essential Questions:

2. What makes clear and effective writing?

Concepts:

1. Content for Writing
2. Organization for Writing
3. Writing Style

Competencies:

1. Informative: With prompting and support, generate ideas and details to convey information that relates to the chosen topic. Opinion: Support the opinion with reasons. Narrative: Describe experiences and events.
2. Informative: Make logical connections between drawing and dictation/writing. Opinion: Make logical connections between drawing and writing. Narrative: Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
3. With prompting and support, illustrate using details and dictate/write using descriptive words.

Big Idea #7:

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

Essential Questions:

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

Concepts:

1. Writing Conventions

Competencies:

1. Demonstrate appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling based on Can Do Descriptors.

Big Idea #8:

Effective research requires multiple sources of information to gain or expand knowledge.

Essential Questions:

4. How does one present findings best?
5. What does a reader look for and how can s/he find it?
6. Why do writers write?

Concepts:

1. Technology and Publication
2. Conducting Research

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3. Range of Writing

Competencies:

1. With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.
2. Participate in individual or shared research projects on a topic of interest.
3. Write routinely over short time frames.

Curriculum Plan

Unit: 1 Reading Wonders-Take a New Step

Time Range in Days: 15 Days

DVOG

Reach-Step Into School

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

PA Core Standards:

C.C.1.1.K.A; C.C.1.1.K.B; C.C.1.1.K.C; C.C.1.1.K.D; C.C.1.1.K.E; C.C.1.2.K.A; C.C.1.2.K.B;
C.C.1.2.K.C; C.C.1.2.K.E; C.C.1.2.K.I; C.C.1.3.K.A; C.C.1.3.K.E; C.C.1.3.K.H; C.C.1.4.K.B; C.C.1.4.K.C;
C.C.1.4.K.D; C.C.1.4.K.F; C.C.1.4.K.H; C.C.1.4.K.I; C.C.1.4.K.J; C.C.1.4.K.L; C.C.1.4.K.N; C.C.1.4.K.O;
C.C.1.4.K.P; C.C.1.4.K.R; C.C.1.4.K.U; C.C.1.4.K.X; C.C.1.5.K.A; C.C.1.5.K.C; C.C.1.5.K.D; C.C.1.5.K.G

English Language Proficiency Standards:

ELPS-1, ELPS-2, ELPS-3, ELPS-4, ELPS-5

Overview: Real life situations that are centered around school themes. Getting along with new friends while keeping old friends.

Get up and go!

Ways to use your senses

Focus Question(s): How can we increase basic English vocabulary? How can we get along with new friends? How do baby animals move? How can your senses help you learn?

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:

1. Students will be able to demonstrate understanding of appropriate vocabulary based on Can Do Indicators. (DOK – Level One)
2. Students will be able to demonstrate understanding of the main idea of oral directions. (DOK – Level One)
3. Students will be able to demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants). (DOK – Level One)
4. Students will be able to understand classroom directions (e.g., schedules, homework assignments). (DOK – Level One)
5. Students will be able to follow and understand rules. (DOK – Level One)
6. Students will be able to develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text. (DOK – Level Four)
7. Students will be able to understand simple questions pertaining to a short passage. (DOK – Level Two)
8. Students will be able to recognize commands. (DOK – Level One)

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Speaking:

1. Students will be able to communicate ideas. (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. (DOK – Level Two)
3. Students will be able to provide personal information. (DOK – Level One)
4. Students will be able to intelligibly pronounce words based on Can Do Indicators (e.g., school, survival, family, and numbers). (DOK – Level One)
5. Students will be able to name or use gestures to identify familiar objects. (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. (DOK – Level Two)
7. Students will be able to use words and/or gestures to respond to questions. (DOK – Level Three)
8. Students will be able to formulate simple sentences and simple compound sentences. (DOK – Level One)
9. Students will be able to pronounce regular verbs pertaining to Entering-Level topics. (DOK – Level One)
10. Students will be able to utilize effective vocabulary to communicate in social and academic settings. (DOK – Level One)
11. Students will be able to use standard English conventions for oral communication. (DOK – Level One, Level Two, Level Three, Level Four)
12. Students will be able to make connections between written language and oral language. (DOK – Level Four)
13. Students will be able to use English to develop the skills necessary to use proper grammar in spoken form within content areas. (DOK – Level Two)
14. Students will be able to read written material aloud based on Can Do Indicators. (DOK – Level One)
15. Students will be able to enhance mathematic vocabulary. (DOK – Level Two)

Reading:

1. Students will begin to recognize and name all uppercase and lowercase letters of the alphabet, written in print. (DOK – Level One)
2. Students will begin to use knowledge of letter-sounds correspondence in order to decode words. (DOK – Level One)
3. Students will be able to recognize and name numbers. (DOK – Level One)
4. Students will be able to recognize and use grade appropriate and/or content specific vocabulary within the context. (DOK – Level Two)
5. Students will be able to identify the main character in a story. (DOK – Level One)
6. 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). (DOK – Level One)
7. Students will be able to develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print texts. (DOK – Level Four)
8. Students will be able to use learned strategies to analyze text (illustrations/pictures, captions, headings and subheadings). (DOK – Level Four)
9. Students will be able to identify differences between types of text. (DOK – Level One)
10. Students will be able to preview a text to increase reading comprehension. (DOK – Level One)

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11. Students will be able to enhance mathematic vocabulary. (DOK – Level Two)

Writing:

1. Students will be able to use standard writing conventions. (DOK – Level One)
2. Students will be able to write numerals. (DOK – Level One)
3. Students will be able to make connections between written language and oral language. (DOK – Level One, Level Two, Level Three, Level Four)
4. Students will be able to write the correct form of appropriate grade-level present tense regular and irregular verbs based on Can Do Indicators. (DOK – Level One)
5. Students will be able to write complete simple sentences. (DOK – Level One)
6. Students will be able to edit mechanical writing errors based on the rules and features grammar, punctuation, and spelling tested to date. (DOK – Level Two)

Core Activities and Corresponding Instructional Methods:

Reading Wonders: Unit 1

- Vocabulary: Academic Words; Oral Vocabulary Words; Feeling Words; Family Words; Sensory Words; High Frequency Words-the, we, see
- Writing: Write a Personal Narrative; Write an opinion; Make a Picture Web; Weekly Project – What makes a good friend? How do animals move? What can we learn by using our senses?
- Grammar: Nouns
- ELL Leveled Readers
 - *Mouse and Monkey*: Before and during reading, invite volunteers to come up to the whiteboard to point to illustrations in the eBook that relate to your group discussion. After reading, children can complete the literacy activities on the inside back cover online and save their work. At a computer workstation, children can independently listen to the audio of the eBook.
 - *We Hop!*: Before and during reading, invite volunteers to come up to the whiteboard to point to illustrations in the eBook that relate to your group discussion. After reading, children can complete the literacy activities on the inside back cover online and save their work. At a computer workstation, children can independently listen to the audio of the eBook.
 - *At School*: Before and during reading, invite volunteers to come up to the whiteboard to point to illustrations in the eBook that relate to your group discussion. After reading, children can complete the literacy activities on the inside back cover online and save their work. At a computer workstation, children can independently listen to the audio of the eBook.

DVOG: Unit 1-LLP; What is a syllable?; 26 Letters; Aa, Bb, Kk, Cc, Ff, Hh

- Phonological Awareness: Phonemic Awareness Sound (/a/, /b/, /k/, /f/, /h/); Blending Syllables, Segmentation of Syllables
- High Frequency Words: I, can, the, we, see
- Writing: Letters Aa, Bb, Kk, Cc, Ff, Hh

Reach: Unit 1-Weeks 1, 2, and 3

- Language:
- Language Functions: Describe, Give Information; Ask and Answer Questions
- Listening & Speaking: Participate in a Discussion, Speak Clearly, Speak at the Right Pace, Use

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Gestures :

- How to Learn Language: Create Visual Maps; Use and Reuse
- Grammar: Singular Nouns; Plural Nouns
- Vocabulary: Social Studies Vocabulary; Academic Vocabulary; Classroom Vocabulary
- Reading:
- Comprehension: Use illustrations; Plan and Monitor; Compare Pictures; Story-“Keisha Ann Can!”; Picture Dictionary
- Concepts of Print: Print as Communication; Hold a Book Right Side Up; Turn Pages in the Correct Order; Track Print from Left to Right and Top to Bottom
- Writing: Labels; Captions; Story Map; List; Writing Fluency; Sentences; Recognize, Plan, Draft, Revise and Edit, Publish and Share-Informational Sentences

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Unit: 2 Reading Wonders-Let's Explore

Time Range in Days: 15 Days

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Reach-Step Into School; My Family and Me

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

PA Core Standards:

C.C.1.1.K.B; C.C.1.1.K.C; C.C.1.1.K.D; C.C.1.1.K.E; C.C.1.2.K.A; C.C.1.2.K.B; C.C.1.2.K.C; C.C.1.2.K.I;
C.C.1.3.K.A; C.C.1.3.K.H; C.C.1.4.K.B; C.C.1.4.K.C; C.C.1.4.K.D; C.C.1.4.K.E; C.C.1.4.K.F;
C.C.1.4.K.H; C.C.1.4.K.I; C.C.1.4.K.J; C.C.1.4.K.L; C.C.1.4.K.N; C.C.1.4.K.O; C.C.1.4.K.P; C.C.1.4.K.R;
C.C.1.4.K.U; C.C.1.4.K.X; C.C.1.5.K.A; C.C.1.5.K.B; C.C.1.5.K.C; C.C.1.5.K.D; C.C.1.5.K.G

English Language Proficiency Standards: ELPS-1, ELPS-2, ELPS-3, ELP4, ELPS-5

Overview: Tools we use, Shapes all around us &
World of bugs

Focus Question(s): How do tools help us to explore?

What shapes you see around you?

What kind of bugs do you know about?

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

1. Students will be able to demonstrate understanding of appropriate vocabulary based on Can Do Indicators. (DOK – Level One)
2. Students will be able to demonstrate understanding of the main idea of oral directions. (DOK – Level One)
3. Students will be able to understand classroom directions (e.g., schedules, homework assignments). (DOK – Level One)
4. Students will be able to follow and understand rules. (DOK – Level One)
5. Students will be able to develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text. (DOK – Level Four)
6. Students will be able to understand simple questions pertaining to a short passage. (DOK – Level Two)
7. Students will be able to understand the rules for conversation. (DOK – Level One)
8. Students will be able to recognize commands. (DOK – Level Two)

Speaking

1. Students will be able to communicate ideas. (DOK – Level One)

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2. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (DOK – Level Two)
3. Students will be able to provide personal information. (DOK – Level One)
4. Students will be able to intelligibly pronounce words based on Can Do Indicators. (DOK – Level One)
5. Students will be able to name or use gestures to identify familiar objects. (DOK – Level One)
6. Students will be able to use words and/or gestures to respond to questions. (DOK – Level Three)
7. Students will be able to formulate simple sentences and simple compound sentences. (DOK – Level One)
8. Students will be able to pronounce regular verbs pertaining to Entering-Level topics. (DOK – Level One)
9. Students will be able to utilize effective vocabulary to communicate in social and academic settings. (DOK – Level One)
10. Students will be able to use standard English conventions for oral communication. (DOK– Level One, Level Two, Level Three, Level Four)
11. Students will be able to make connections between written language and oral language. (DOK – Level Four)
12. Students will be able to orally demonstrate the ability to use demonstrative adjectives. (DOK – Level Three)
13. Students will be able to use English to develop the skills necessary to use proper grammar in spoken form within content areas. (DOK – Level Two)
14. Students will be able to read written material aloud. (DOK – Level One)
15. Students will be able to enhance mathematic vocabulary. (DOK – Level Two)

Reading

1. Students will be able to recognize and name all uppercase and lowercase letters of the alphabet, written in print. (DOK – Level One)
2. Students will be able to use knowledge of letter-sounds correspondence in order to decode words. (DOK – Level One)
3. Students will be able to recognize and name numbers. (DOK – Level One)
4. Students will be able to recognize and use grade appropriate and/or content specific vocabulary within the context, based on Can Do Indicators. (DOK – Level Two)
5. Students will be able to identify the main character in a story. (DOK – Level One)
6. 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). (DOK – Level One)
7. Students will be able to develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print texts based on Can Do Indicators. (DOK – Level Four)
8. Students will be able to use learned strategies to analyze text (illustrations/pictures, captions, headings and subheadings). (DOK – Level Four)

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9. Students will be able to decode short-vowel sounds in orally-stated single syllable words. (DOK – Level One)
10. Students will be able to identify differences between types of text. (DOK – Level Two)
11. Students will be able to preview a text to increase reading comprehension. (DOK – Level Two)
12. Students will be able to predict outcomes, state reasonable generalizations and draw conclusions within academic areas. (DOK – Level Three)
13. Students will be able to enhance mathematic vocabulary. (DOK – Level Two)

Writing

1. Students will be able to use standard writing conventions. (DOK – Level One)
2. Students will be able to write numerals. (DOK – Level One)
3. Students will be able to make connections between written language and oral language. (DOK – Level One, Level Two, Level Three, Level Four)
4. Students will be able to write the correct form of appropriate grade-level present tense regular and irregular verbs based on Can do Indicators. (DOK – Level One)
5. Students will be able to write the correct form of subject-verb agreement. (DOK – Level One)
6. Students will be able to write complete simple sentences. (DOK – Level One)
7. Students will be able to edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date. (DOK – Level Two)

Core Activities and Corresponding Instructional Methods:

Reading Wonders: Unit 2

- Vocabulary: Academic Words; Oral Vocabulary Words; Color Words; Shape Words, Movement Words; High Frequency Words-a, like; Review – the, we, see
- Writing: Write an Explanatory Sentence; Make a Shape Poster; Write a Story Sentence; Weekly Project – In what ways are tools useful? Where can you find shapes? What do bugs do in their environments?
- Grammar: Verbs
- Reading Wonders-ELL Leveled Readers
 - *A Trip*: Before and during reading, invite volunteers to come up to the whiteboard to point to illustrations in the eBook that relate to your group discussion. After reading, invite children to use the highlighting tool to indicate their responses to the story. Children can then complete the literacy activities on the inside back cover online and save their work. At a computer workstation, children can independently listen to the audio of the eBook.
 - *Play with Shapes!*: Before and during reading, invite volunteers to come up to the whiteboard to highlight illustrations in the eBook that relate to your group discussion. After reading, invite children to use the highlighting tool to indicate their responses to the story. Children can then complete the literacy activities on the inside back cover online and save their work. At a computer workstation, children can independently listen to the audio of the eBook.

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- *The Bugs Run*: Before and during reading, invite volunteers to come up to the whiteboard to highlight illustrations in the eBook that relate to your group discussion. After reading, invite children to use the highlighting tool to indicate their responses to the story. Children can then complete the literacy activities on the inside back cover online and save their work. At a computer workstation, children can independently listen to the audio of the eBook.

DVOG: Unit 2-Concept Lesson SOS; li, Jj, Mm, Pp, Tt, Gg

- Phonological Awareness: Phonemic Awareness Sound (Review-/a/, /b/, /k/, /f/, /h/) (New-/i/, /j/, /m/, /p/, /t/, /g/); Identification of Phonemes; Discrimination of Rhyming; Segmentation of Words in Sentences
- High Frequency Words: a, like; Review-the, we, see
- Writing: Letters li, Jj, Mm, Pp, Tt, Gg; Review-Aa, Bb, Kk, Ff, Hh

Reach: Unit 1-Week 4; Unit 2-Weeks 1 and 2

- Language:
 - Language Function: Give Information; Ask and Answer Questions; Ask for Help
 - Listening & Speaking: Participate in a Discussion; Speak Clearly; Speak at the Right Pace; Use Gestures and Expressions
 - How to Learn Language: Use and Reuse; Find Patterns in Language
 - Oral Language Project: Narrative Presentation on Families
- Grammar: Plural Nouns; Adjectives
- Vocabulary: Social Studies Vocabulary; Academic Vocabulary; Classroom Vocabulary
- Reading:
 - Comprehension: Plan and Monitor; Story-“Keisha Ann Can!”; Picture Dictionary; Main Idea and Details; Classify; Determine Importance; Story-“Gio and His Family
 - Concepts of Print: Hold a Book and Turn Pages Correctly; Read from Top to Bottom and from Left to Right
- Writing: Writing Fluency; Labels and Title; Captions; Writing Fluency; Sentences; Idea Web

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Unit: 3 Reading Wonders-Going Places

Time Range in Days: 15 Days

DVOG

Reach-My Family and Me; Visit the Farm!

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

PA Core Standards:

C.C.1.1.K.B; C.C.1.1.K.C; C.C.1.1.K.D; C.C.1.1.K.E; C.C.1.2.K.A; C.C.1.2.K.B; C.C.1.2.K.C;
C.C.1.3.K.A; C.C.1.3.K.H; C.C.1.4.K.B; C.C.1.4.K.C; C.C.1.4.K.D; C.C.1.4.K.E; C.C.1.4.K.F;
C.C.1.4.K.H; C.C.1.4.K.I; C.C.1.4.K.J; C.C.1.4.K.L; C.C.1.4.K.N; C.C.1.4.K.O; C.C.1.4.K.P; C.C.1.4.K.R;
C.C.1.4.K.U; C.C.1.4.K.X; C.C.1.5.K.A; C.C.1.5.K.B; C.C.1.5.K.D; C.C.1.5.K.G

English Language Proficiency Standards: ELPS-1, ELPS-2, ELPS-3, ELPS-4, ELPS-5

Overview: Rules to go by; Sounds around us; The places we go

Focus Question(s): What rules do we follow in different places? What are the different sounds we hear? What places do you go to during the week?

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:

1. Students will be able to demonstrate understanding of appropriate vocabulary based on Can Do Indicators. (DOK – Level One)
2. Students will be able to demonstrate understanding of the main idea of oral directions. (DOK – Level One)
3. Students will be able to follow and understand rules. (DOK – Level One)
4. Students will be able to develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text. (DOK – Level Four)
5. Students will be able to understand simple questions pertaining to a short passage. (DOK – Level Two)
6. Students will be able to understand the rules for conversation. (DOK – Level One)
7. Students will be able to recognize commands. (DOK – Level Two)

Speaking:

1. Students will be able to communicate ideas. (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. (DOK – Level Two)
3. Students will be able to provide personal information. (DOK – Level One)

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4. Students will be able to intelligibly pronounce words based on Can Do Indicators. (DOK – Level One)
5. Students will be able to name or use gestures to identify familiar objects. (DOK – Level One)
6. Students will be able to use words and/or gestures to respond to questions. (DOK – Level Three)
7. Students will be able to formulate simple sentences and simple compound sentences. (DOK – Level One)
8. Students will be able to pronounce regular verbs. (DOK – Level One)
9. Students will be able to utilize effective vocabulary to communicate in social and academic settings. (DOK – Level One)
10. Students will be able to use standard English conventions for oral communication. (DOK – Level One, Level Two, Level Three, Level Four)
11. Students will be able to make connections between written language and oral language. (DOK – Level Four)
12. Students will be able to orally demonstrate the ability to use demonstrative adjectives. (DOK – Level Three)
13. Students will be able to use English to develop the skills necessary to use proper grammar in spoken form within content areas. (DOK – Level Two)
14. Students will be able to read written material aloud. (DOK – Level One)
15. Students will be able to enhance mathematic vocabulary. (DOK – Level Two)

Reading:

1. Students will be able to recognize and name all uppercase and lowercase letters of the alphabet, written in print. (DOK – Level One)
2. Students will be able to recognize and name numbers. (DOK – Level One)
3. Students will be able to recognize and use grade appropriate and/or content specific vocabulary within the context based on Can Do Indicators. (DOK – Level Two)
4. 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). (DOK – Level One)
5. Students will be able to develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print texts based on Can Do Indicators. (DOK – Level Four)
6. Students will be able to use learned strategies to analyze text (illustrations/pictures, captions, headings and subheadings). (DOK – Level Four)
7. Students will be able to decode short-vowel sounds in orally-stated single-syllable words. (DOK – Level One)
8. Students will be able to identify differences between types of text. (DOK – Level Two)
9. Students will be able to preview a text to increase reading comprehension. (DOK – Level Two)
10. Students will be able to predict outcomes, state reasonable generalizations and draw conclusions within academic areas. (DOK – Level Three)
11. Students will be able to enhance mathematic vocabulary. (DOK – Level Two)

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12. Students will be able to decode unknown words in context using previously learned strategies.
13. Students will be able to distinguish vowel and consonant sounds, phonemic awareness, decoding, and word recognition.

Writing:

1. Students will be able to use standard writing conventions. (DOK – Level One)
2. Students will be able to write numerals. (DOK – Level One)
3. Students will be able to make connections between written language and oral language. (DOK – Level One, Level Two, Level Three, Level Four)
4. Students will be able to write the correct form of appropriate grade-level present tense regular and irregular verbs based on Can do Indicators. (DOK – Level One)
5. Students will be able to write the correct form of subject-verb agreement. (DOK – Level One)
6. Students will be able to write complete simple sentences. (DOK – Level One)
7. Students will be able to edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date. (DOK – Level Two)

Core Activities and Corresponding Instructional Methods:

Reading Wonders: Unit 3

- Vocabulary: Academic Words; Oral Vocabulary Words; Movement Words; Sound Words; Sequence Words; High Frequency Words-to, and, go
- Writing: Write a Sentence; Write a Personal Narrative Sentence; Write an Opinion Sentence; Weekly Project – What rules do we need to follow at school? What sounds do we hear at school? What places do you go to during the week? What do you do there?
- Grammar: Sentences
- Reading Wonders-ELL Leveled Readers
 - *Go, Nat!:* Before and during reading, invite volunteers to come up to the whiteboard to point to illustrations in the eBook that relate to your group discussion. After reading, invite children to use the highlighting tool to indicate their responses to the story. Children can then complete the literacy activities on the inside back cover online and save their work. At a computer workstation, children can independently listen to the audio of the eBook.
 - *Farm Sounds:* Before and during reading, invite volunteers to come up to the whiteboard to point to illustrations in the eBook that relate to your group discussion. After reading, invite children to use the highlighting tool to indicate their responses to the story. Children can then complete the literacy activities on the inside back cover online and save their work. At a computer workstation, children can independently listen to the audio of the eBook.
 - *Going by Cab:* Before and during reading, invite volunteers to come up to the whiteboard to point to illustrations in the eBook that relate to your group discussion. After reading, invite children to use the highlighting tool to indicate their responses to the story. Children can then complete the literacy activities on the inside back cover online and save their work. At a computer workstation, children can independently listen to the audio of the eBook.

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DVOG: Unit 3-Oo, Rr, Qq, Ll, Nn, Uu, Ss

- Phonological Awareness: Phonemic Awareness Sound (Review-/t/, /g/, /m/)
(New-/o/, /r/, /kw/, /l/, /n/, /u/, /s/); Blending Syllables; Segmentation of Syllables; Identification of Phonemes
- High Frequency Words: to, and, go
- Writing: Letters Oo, Rr, Qq, Ll, Nn, Uu, Ss; Review-Tt, Gg, Mm

Reach: Unit 2-Week 3 and 4; Unit 3-Week 1

- Language:
 - Language Function: Engage in Discussion; Express Feelings; Describe; Express Likes
 - Listening & Speaking: Participate in a Discussion; Speak Clearly, Speak at the Right Pace, Use Gestures and Expressions
 - How to Learn Language: Use and Reuse
- Grammar: Adjectives; Action Verbs
- Vocabulary: Academic Vocabulary; Science Vocabulary; Classroom Vocabulary
- Reading:
 - Comprehension: Make Predictions; Compare Photos; Organize Ideas; Sequence; Classify; Determine Importance; Story-“Gio and His Family; “There’s a Billy Goat in the Garden
 - Concepts of Print: Hold a Book and Turn Pages Correctly; Track Print from Left to Right; Hold a Book Right Side Up; Turn Pages in the Correct Order
 - Writing: Recognize, Plan, Draft, Revise and Edit, Publish and Share an Invitation; Writing Fluency; Captions; Sentences; Sentence Chain

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Unit: 4 Reading Wonders-Around the Neighborhood
DVOG

Time Range in Days: 15 Days

Reach: Visit the Farm!

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

PA Core Standards:

C.C.1.1.K.B; C.C.1.1.K.C; C.C.1.1.K.D; C.C.1.1.K.E; C.C.1.2.K.A; C.C.1.2.K.B; C.C.1.2.K.C;
C.C.1.3.K.A; C.C.1.3.K.H; C.C.1.4.K.B; C.C.1.4.K.C; C.C.1.4.K.D; C.C.1.4.K.E; C.C.1.4.K.F;
C.C.1.4.K.H; C.C.1.4.K.I; C.C.1.4.K.J; C.C.1.4.K.L; C.C.1.4.K.N; C.C.1.4.K.O; C.C.1.4.K.P; C.C.1.4.K.R;
C.C.1.4.K.U; C.C.1.4.K.X; C.C.1.5.K.A; C.C.1.5.K.B; C.C.1.5.K.C; C.C.1.5.K.D; C.C.1.5.K.G

English Language Proficiency Standards: ELPS-1,
ELPS-2, ELPS-3, ELPS-4, ELPS-5

Overview: Time for work; Meet your neighbors; Pitch in

Focus Question(s): What do people use to do their jobs? Who are your neighbors?
How can people help to make your community better?

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:

1. Students will be able to demonstrate understanding of appropriate vocabulary based on Can Do Indicators. (DOK – Level One)
2. Students will be able to demonstrate understanding of the main idea of oral directions. (DOK – Level One)
3. Students will be able to follow and understand rules. (DOK – Level One)
4. Students will be able to develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text. (DOK – Level Four)
5. Students will be able to understand simple questions pertaining to a short passage. (DOK – Level Two)
6. Students will be able to understand the rules for conversation. (DOK – Level One)
7. Students will be able to recognize commands. (DOK – Level Two)

Speaking:

1. Students will be able to communicate ideas. (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. (DOK – Level Two)

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3. Students will be able to provide personal information. (DOK – Level One)
4. Students will be able to intelligibly pronounce words based on Can Do Indicators. (DOK – Level One)
5. Students will be able to name or use gestures to identify familiar objects. (DOK – Level One)
6. Students will be able to use words and/or gestures to respond to questions. (DOK – Level Three)
7. Students will be able to formulate simple sentences and simple compound sentences. (DOK – Level One)
8. Students will be able to pronounce regular verbs. (DOK – Level One)
9. Students will be able to utilize effective vocabulary to communicate in social and academic settings. (DOK – Level One)
10. Students will be able to use standard English conventions for oral communication. (DOK – Level One, Level Two, Level Three, Level Four)
11. Students will be able to make connections between written language and oral language. (DOK – Level Four)
12. Students will be able to orally demonstrate the ability to use demonstrative adjectives. (DOK – Level Three)
13. Students will be able to use English to develop the skills necessary to use proper grammar in spoken form within content areas. (DOK – Level Two)
14. Students will be able to read written material aloud. (DOK – Level One)
15. Students will be able to enhance mathematic vocabulary. (DOK – Level Two)

Reading:

1. Students will be able to recognize and name all uppercase and lowercase letters of the alphabet, written in print. (DOK – Level One)
2. Students will be able to recognize and name numbers. (DOK – Level One)
3. Students will be able to recognize and use grade appropriate and/or content specific vocabulary within the context based on Can Do Indicators. (DOK – Level Two)
4. 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). (DOK – Level One)
5. Students will be able to develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print texts based on Can Do Indicators. (DOK – Level Four)
6. Students will be able to use learned strategies to analyze text (illustrations/pictures, captions, headings and subheadings). (DOK – Level Four)
7. Students will be able to decode short-vowel sounds in orally-stated single syllable words. (DOK – Level One)
8. Students will be able to identify differences between types of text. (DOK – Level Two)
9. Students will be able to preview a text to increase reading comprehension. (DOK – Level Two)
10. Students will be able to predict outcomes, state reasonable generalizations and draw conclusions within academic areas. (DOK – Level Three)

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11. Students will be able to enhance mathematic vocabulary. (DOK – Level Two)
12. Students will be able to decode unknown words in context using previously learned strategies.
13. Students will be able to distinguish vowel and consonant sounds, phonemic awareness, decoding, and word recognition.

Writing:

1. Students will be able to use standard writing conventions. (DOK – Level One)
2. Students will be able to write numerals. (DOK – Level One)
3. Students will be able to make connections between written language and oral language. (DOK – Level One, Level Two, Level Three, Level Four)
4. Students will be able to write the correct form of appropriate grade-level present tense regular and irregular verbs based on Can do Indicators. (DOK – Level One)
5. Students will be able to write the correct form of subject-verb agreement. (DOK – Level One)
6. Students will be able to write complete simple sentences. (DOK – Level One)
7. Students will be able to edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date. (DOK – Level Two)
8. Students will be able to compose and write descriptive sentences. (DOK – Level Three)

Core Activities and Corresponding Instructional Methods:

Reading Wonders: Unit 4

- Vocabulary: Academic Words; Oral Vocabulary Words; Job Words; Food Words; Position Words; High Frequency Words-you, do; Review Words-to, and, go, you, do
- Writing: Write a descriptive Sentence; Write a Menu; Write an Expository Sentence; Weekly Projects – Which tools help workers do their jobs? What cultures can be found in your neighborhood? In what ways can we improve our community?
- Grammar: Adjectives
- Reading Wonders-ELL Leveled Readers
 - *On the Job:* Before and during reading, invite volunteers to come up to the whiteboard to point to illustrations in the eBook that relate to your group discussion. After reading, invite children to use the highlighting tool to indicate their responses to the story. Children can then complete the literacy activities on the inside back cover online and save their work. At a computer workstation, children can independently listen to the audio of the eBook.
 - *Neighborhood Party:* Before and during reading, invite volunteers to come up to the whiteboard to point to illustrations in the eBook that relate to your group discussion. After reading, invite children to use the highlighting tool to indicate their responses to the story. Children can then complete the literacy activities on the inside back cover online and save their work. At a computer workstation, children can independently listen to the audio of the eBook.
 - *Can You Fix It?:* Before and during reading, invite volunteers to come up to the whiteboard to point to illustrations in the eBook that relate to your group discussion. After reading, invite children to use the highlighting tool to indicate their responses to

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the story. Children can then complete the literacy activities on the inside back cover online and save their work. At a computer workstation, children can independently listen to the audio of the eBook.

DVOG: Unit 4-Ee, Dd, Ww, Vv, Xx, Yy, Zz

- Phonological Awareness: Phonemic Awareness Sound (Review-/b/, /s/, /u/, /g/, /f/) (New-/e/, /d/, /v/, /w/, /ks/, /y/, /z/); Blending Phonemes, Segmentation of Phonemes, Deletion of Phonemes
- High Frequency Words: you, and do; Review-to, and, go
- Writing: Letters Ee, Dd, Ww, Vv, Xx, Yy, Zz; Review-Bb, Ss, Uu, Gg, Ff

Reach: Unit 3-Weeks 2, 3, and 4

- Language:
 - Language Function: Describe; Express Likes; Ask for and Give Information; Ask and Answer Questions
 - Listening & Speaking: Participate in a Discussion; Speak Clearly, Speak at the Right Pace, Use Gestures and Expressions
 - How to Learn Language: Use and Reuse; Find Patterns in Language
- Grammar: Action Verbs; Verbs of *be* and *have*
- Vocabulary: Academic Vocabulary; Science Vocabulary; Classroom Vocabulary
- Reading:
 - Comprehension: Visualize; Compare Folk Tales; Classify; Story-“There’s a Billy Goat in the Garden
 - Concepts of Print: Identify Words; Track Print from Left to Right and Top to Bottom; Hold a Book Right Side Up; Turn Pages in the Correct Order; Identify Upper-case and Lower-case Letters; Distinguish a Letter From a Word
- Writing: Recognize, Plan, Draft, Revise and Edit, Publish and Share Informational Sentences; Writing Fluency; Sentences

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Unit: 5 Reading Wonders-Wonders of Nature

Time Range in Days: 15 Days

DVOG

Reach: All Kinds of Plants

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

PA Core Standards:

C.C.1.1.K.B; C.C.1.1.K.C; C.C.1.1.K.D; C.C.1.1.K.E; C.C.1.2.K.A; C.C.1.2.K.B; C.C.1.2.K.C;
C.C.1.2.K.G; C.C.1.3.K.A; C.C.1.3.K.H; C.C.1.4.K.B; C.C.1.4.K.C; C.C.1.4.K.D; C.C.1.4.K.E;
C.C.1.4.K.F; C.C.1.4.K.H; C.C.1.4.K.I; C.C.1.4.K.J; C.C.1.4.K.L; C.C.1.4.K.N; C.C.1.4.K.O; C.C.1.4.K.P;
C.C.1.4.K.R; C.C.1.4.K.U; C.C.1.4.K.V; C.C.1.4.K.X; C.C.1.5.K.A; C.C.1.5.K.B; C.C.1.5.K.D; C.C.1.5.K.G

English Language Proficiency Standards: ELPS-1,
ELPS-2, ELPS-3, ELPS-4, ELPS-5

Overview: How does your garden grow?; Trees; Fresh from the farm

Focus Question(s): What do living things need to grow? How do living things change as they grow?
What kinds of things grow on a farm?

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:

1. Students will be able to demonstrate understanding of appropriate vocabulary based on Can Do Indicators. (DOK – Level One)
2. Students will be able to demonstrate understanding of the main idea of oral directions. (DOK – Level One)
3. Students will be able to develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text. (DOK – Level Four)
4. Students will be able to understand simple questions pertaining to a passage. (DOK – Level Two)
5. Students will be able to understand the rules for conversation. (DOK – Level One)
6. Students will be able to recognize commands. (DOK – Level Two)
7. Students will be able to demonstrate literal understanding of orally presented academic topics. (DOK – Level Three)

Speaking:

1. Students will be able to communicate ideas. (DOK – Level One)

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2. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (DOK – Level Two)
3. Students will be able to provide personal information. (DOK – Level One)
4. Students will be able to intelligibly pronounce words based on Can Do Indicators. (DOK – Level One)
5. Students will be able to name or use gestures to identify familiar objects. (DOK – Level One)
6. Students will be able to use words and/or gestures to respond to questions. (DOK – Level Three)
7. Students will be able to formulate simple sentences and simple compound sentences. (DOK – Level One)
8. Students will be able to pronounce regular verbs. (DOK – Level One)
9. Students will be able to utilize effective vocabulary to communicate in social and academic settings. (DOK – Level One)
10. Students will be able to use standard English conventions for oral communication. (DOK – Level One, Level Two, Level Three, Level Four)
11. Students will be able to make connections between written language and oral language. (DOK – Level Four)
12. Students will be able to orally demonstrate the ability to use demonstrative adjectives. (DOK – Level Three)
13. Students will be able to use English to develop the skills necessary to use proper grammar in spoken form within content areas. (DOK – Level Two)
14. Students will be able to read written material aloud. (DOK – Level One)
15. Students will be able to enhance mathematic vocabulary. (DOK – Level Two)
16. Students will be able to use appropriate language variety, register and genre according to audience, purpose, and setting. (DOK – Level Three)

Reading:

1. Students will be able to recognize and name all uppercase and lowercase letters of the alphabet, written in print. (DOK – Level One)
2. Students will be able to recognize and name numbers. (DOK – Level One)
3. Students will be able to recognize and use grade appropriate and/or content specific vocabulary within the context based on Can Do Indicators. (DOK – Level Two)
4. 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). (DOK – Level One)
5. Students will be able to develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print texts based on Can Do Indicators. (DOK – Level Four)
6. Students will be able to use learned strategies to analyze text (illustrations/pictures, captions, headings and subheadings). (DOK – Level Four)
7. Students will be able to decode short-vowel sounds in orally-stated single-syllable words. (DOK – Level One)

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8. Students will be able to identify differences between types of text. (DOK – Level Two)
9. Students will be able to preview a text to increase reading comprehension. (DOK – Level Two)
10. Students will be able to predict outcomes, state reasonable generalizations and draw conclusions within academic areas. (DOK – Level Three)
11. Students will be able to enhance mathematic vocabulary. (DOK – Level Two)
12. Students will be able to decode unknown words in context using previously learned strategies.
13. Students will be able to distinguish vowel and consonant sounds, phonemic awareness, decoding, and word recognition.
14. Students will be able to read aloud short sentences that are statements, questions, and exclamations with natural tone (e.g., rising pitch at ends of questions). (DOK – Level Three)

Writing:

1. Use standard English language conventions as appropriate to writing within the academic area (DOK – Level One)
2. Students will be able to write numerals. (DOK – Level One)
 3. Students will be able to make connections between written language and oral language. (DOK – Level One, Level Two, Level Three, Level Four)
4. Students will be able to write the correct form of appropriate grade-level present tense regular and irregular verbs based on Can do Indicators. (DOK – Level One)
5. Students will be able to write the correct form of subject-verb agreement. (DOK – Level One)
6. Students will be able to write complete simple sentences. (DOK – Level One)
7. Students will be able to edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date. (DOK – Level Two)
8. Students will be able to compose and write descriptive sentences. (DOK – Level Three)
9. Students will be able to develop the structural and creative skills of the writing process necessary to produce written language within the content area. (DOK – Level Four)
10. Students will be able to write dictated words and sentences. (DOK – Level One)
11. Students will be able to use coordinating conjunctions. (DOK – Level Two)
12. Students will be able to use adjectives in appropriate sentence positions. (DOK – Level Two)

Core Activities and Corresponding Instructional Methods:

Reading Wonders: Unit 5

- Vocabulary: Academic Words; Oral Vocabulary Words; Size Words; Tree Parts; Food Words; High Frequency Words-my, are, with, he; Red Words-the, to, do
- Writing: Write a poem; Write an opinion about a book; Write story sentences; Weekly Projects – What do plants need to grow? How do trees change as they grow? How do fruits and vegetables grow?
- Grammar: Pronouns
- Reading Wonders-ELL Leveled Readers
 - *My Garden Grows*; Before and during reading, invite volunteers to come up to the whiteboard to point to illustrations in the eBook that relate to your group discussion.

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After reading, invite children to use the highlighting tool to indicate their responses to the story. Children can then complete the literacy activities on the inside back cover online and save their work. At a computer workstation, children can independently listen to the audio of the eBook.

- *Many Trees*: Before and during reading, invite volunteers to come up to the whiteboard to point to illustrations in the eBook that relate to your group discussion. After reading, invite children to use the highlighting tool to indicate their responses to the story. Children can then complete the literacy activities on the inside back cover online and save their work. At a computer workstation, children can independently listen to the audio of the eBook.
- *Let's Make a Salad!*: Before and during reading, invite volunteers to come up to the whiteboard to point to illustrations in the eBook that relate to your group discussion. After reading, invite children to use the highlighting tool to indicate their responses to the story. Children can then complete the literacy activities on the inside back cover online and save their work. At a computer workstation, children can independently listen to the audio of the eBook. "

DVOG: Unit 5-/ă/, /ö/, /ü/

- Phonological Awareness: /ă/, /ö/, /ü/ - vowel is short, code with a breve; Addition of Phonemes; Production of Rhyming Words
- High Frequency Words: my, are, with, he
- Red Words: the, to, do
- Spelling: /ă/, /ö/, /ü/

Reach: Unit 4-Weeks 1, 2, and 3

- Language:
 - Language Function: Express Needs; Describe; Express Ideas
 - Listening & Speaking: Participate in a Discussion; Speak Clearly, Speak at the Right Pace, Use Gestures and Expressions
 - How to Learn Language: Find Patterns in Language; Review and Rehearse
- Grammar: Pronouns-*I, you, he, she, it, we, you, they*
- Vocabulary: Academic Vocabulary; Science Vocabulary; Classroom Vocabulary-*compare, fairy tale*
- Reading:
 - Comprehension: Cause and Effect; Compare Fairy Tales; Classify; Make Inferences; Main Idea and Details; Story-*"Sofia and the Sunflower"*
 - Concepts of Print: Distinguish Printed Letters and Words; Track Print from Left to Right and Top to Bottom; Distinguish Printed Letters and Words
- Writing: Captions; Sentences; Cause and Effect Chart; List; Writing Fluency; Recognize, Plan, Draft, Revise and Edit, Publish and Share a Story

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Unit: 6 Reading Wonders-Weather for all Seasons

Time Range in Days: 15 Days

DVOG

Reach: All Kinds of Plants; Wind, Rain, and Snow

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

PA Core Standards:

C.C.1.1.K.B; C.C.1.1.K.C; C.C.1.1.K.D; C.C.1.1.K.E; C.C.1.2.K.A; C.C.1.2.K.B; C.C.1.2.K.C;
C.C.1.3.K.A; C.C.1.3.K.H; C.C.1.4.K.B; C.C.1.4.K.C; C.C.1.4.K.D; C.C.1.4.K.E; C.C.1.4.K.F;
C.C.1.4.K.H; C.C.1.4.K.I; C.C.1.4.K.J; C.C.1.4.K.L; C.C.1.4.K.N; C.C.1.4.K.O; C.C.1.4.K.P; C.C.1.4.K.R;
C.C.1.4.K.U; C.C.1.4.K.X; C.C.1.5.K.A; C.C.1.5.K.B; C.C.1.5.K.D; C.C.1.5.K.G

English Language Proficiency Standards: ELPS-1,
ELPS-2, ELPS-3, ELPS-4, ELPS-5

Overview: The Four Seasons; What's the weather? Stormy Weather

Focus Question(s): How are the seasons different? What happens in different kinds of weather? How can you stay safe in bad weather?

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:

1. Students will be able to demonstrate understanding of appropriate vocabulary based on Can Do Indicators. (DOK – Level One)
2. Students will be able to demonstrate understanding of the main idea of oral directions. (DOK – Level One)
3. Students will be able to develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text. (DOK – Level Four)
4. Students will be able to understand simple questions pertaining to a passage. (DOK – Level Two)
5. Students will be able to understand the rules for conversation. (DOK – Level One)
6. Students will be able to recognize commands. (DOK – Level Two)
7. Students will be able to demonstrate literal understanding of orally presented academic topics. (DOK – Level Three)

Speaking:

1. Students will be able to communicate ideas. (DOK – Level One)

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2. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (DOK – Level Two)
3. Students will be able to provide personal information. (DOK – Level One)
4. Students will be able to intelligibly pronounce words based on Can Do Indicators. (DOK – Level One)
5. Students will be able to name or use gestures to identify familiar objects. (DOK – Level One)
6. Students will be able to use words and/or gestures to respond to questions. (DOK – Level Three)
7. Students will be able to formulate simple sentences and simple compound sentences. (DOK – Level One)
8. Students will be able to pronounce regular verbs. (DOK – Level One)
9. Students will be able to utilize effective vocabulary to communicate in social and academic settings. (DOK – Level One)
10. Students will be able to use standard English conventions for oral communication. (DOK – Level One, Level Two, Level Three, Level Four)
11. Students will be able to make connections between written language and oral language. (DOK – Level Four)
12. Students will be able to orally demonstrate the ability to use demonstrative adjectives. (DOK – Level Three)
13. Students will be able to use English to develop the skills necessary to use proper grammar in spoken form within content areas. (DOK – Level Two)
14. Students will be able to read written material aloud. (DOK – Level One)
15. Students will be able to enhance mathematic vocabulary. (DOK – Level Two)
16. Students will be able to use appropriate language variety, register and genre according to audience, purpose, and setting. (DOK – Level Three)

Reading:

1. Students will be able to recognize and name all uppercase and lowercase letters of the alphabet, written in print. (DOK – Level One)
2. Students will be able to recognize and name numbers. (DOK – Level One)
3. Students will be able to recognize and use grade appropriate and/or content specific vocabulary within the context based on Can Do Indicators. (DOK – Level Two)
4. 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). (DOK – Level One)
5. Students will be able to develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print texts based on Can Do Indicators. (DOK – Level Four)
6. Students will be able to use learned strategies to analyze text (illustrations/pictures, captions, headings and subheadings). (DOK – Level Four)
7. Students will be able to decode long- and short-vowel sounds in orally-stated single-syllable words. (DOK – Level One)

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8. Students will be able to identify differences between types of text. (DOK – Level Two)
9. Students will be able to preview a text to increase reading comprehension. (DOK – Level Two)
10. Students will be able to predict outcomes, state reasonable generalizations and draw conclusions within academic areas. (DOK – Level Three)
11. Students will be able to enhance mathematic vocabulary. (DOK – Level Two)
12. Students will be able to decode unknown words in context using previously learned strategies.
13. Students will be able to distinguish vowel and consonant sounds, phonemic awareness, decoding, and word recognition.
14. Students will be able to read aloud short sentences that are statements, questions, and exclamations with natural tone (e.g., rising pitch at ends of questions). (DOK – Level Three)

Writing:

1. Use standard English language conventions as appropriate to writing within the academic area. (DOK – Level One)
2. Students will be able to write numerals. (DOK – Level One)
3. Students will be able to make connections between written language and oral language. (DOK – Level One, Level Two, Level Three, Level Four)
4. Students will be able to write the correct form of appropriate grade-level present tense regular and irregular verbs based on Can do Indicators. (DOK – Level One)
5. Students will be able to write the correct form of subject-verb agreement. (DOK – Level One)
6. Students will be able to write complete simple sentences. (DOK – Level One)
7. Students will be able to edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date. (DOK – Level Two)
8. Students will be able to compose and write descriptive sentences. (DOK – Level Three)
9. Students will be able to develop the structural and creative skills of the writing process necessary to produce written language within the content area. (DOK – Level Four)
10. Students will be able to write dictated words and sentences. (DOK – Level One)
11. Students will be able to use coordinating conjunctions. (DOK – Level Two)
12. Students will be able to use adjectives in appropriate sentence positions. (DOK – Level Two)

Core Activities and Corresponding Instructional Methods:

Reading Wonders: Unit 6

- Vocabulary: Academic Words; Oral Vocabulary Words; Seasons; Weather Words; Question Words; High Frequency Words-is, little, she, was, my, are, with he; Red Words-is, his, as
- Writing: Write opinion sentences; Write a personal narrative; Write a weather report; Weekly Projects – What do we do in different seasons? How can you observe how strong the wind blows? What are some ways to stay safe in bad weather?
- Grammar: Nouns
- Reading Wonders-ELL Leveled Readers
 - *Little Bear*: Before and during reading, invite volunteers to come up to the whiteboard to point to illustrations in the eBook that relate to your group discussion. After reading,

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invite children to use the highlighting tool to indicate their responses to the story. Children can then complete the literacy activities on the inside back cover online and save their work. At a computer workstation, children can independently listen to the audio of the eBook.

- *Weather Is Fun*: Before and during reading, invite volunteers to come up to the whiteboard to point to illustrations in the eBook that relate to your group discussion. After reading, invite children to use the highlighting tool to indicate their responses to the story. Children can then complete the literacy activities on the inside back cover online and save their work. At a computer workstation, children can independently listen to the audio of the eBook.
- *Getting Ready*: Before and during reading, invite volunteers to come up to the whiteboard to point to illustrations in the eBook that relate to your group discussion. After reading, invite children to use the highlighting tool to indicate their responses to the story. Children can then complete the literacy activities on the inside back cover online and save their work. At a computer workstation, children can independently listen to the audio of the eBook.

DVOG: Unit 6- /ĩ/, /ě/, an, am

- Phonological Awareness: /ĩ/, /ě/- vowel is short, code with a breve; *an, am*- These two letters stick together, glued sound, no coding; Segmentation of Words in Sentences; Blending syllables, Segmentation of Syllables
- High Frequency Words: *is, little, she, was*; Review-*my, are, with, he*
- Red Words: *is, his, as*
- Spelling: /ǎ/, /ǒ/, /ǔ/, /ĩ/, /ě/

Reach: Unit 4-Week 4, Unit 5 Weeks 1 and 2

- Language:
 - Language Function: Give and Carry Out Commands; Give Information
 - Listening & Speaking: Participate in a Discussion; Speak Clearly, Speak at the Right Pace, Use Gestures and Expressions
 - How to Learn Language: Review and Rehearse; Relate to Personal Experience
 - Oral Language Project: Informational Presentation About Every Season
- Grammar: Pronouns-*we, you, they*; Statements; Exclamations
- Vocabulary: Academic Vocabulary; Science Vocabulary; Classroom Vocabulary-details
- Reading:
 - Comprehension: Make Inferences; Interpret Visuals; Make Connections; Story-“Sofia and the Sunflower”, “Every Season”
 - Concepts of Print: Track Print from Left to Right and Top to Bottom; Distinguish Printed Letters and Words; Identify Words and Spaces; Recognize Letters and Words; Demonstrate Awareness of Word Boundaries
- Writing: Sentences; Writing Fluency; Interpret Visuals Map

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Unit: 7 Reading Wonders-The Animal Kingdom

Time Range in Days: 15 Days

DVOG

Reach: Wind, Rain, and Snow; It's Our Town

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

PA Core Standards:

C.C.1.1.K.A; C.C.1.1.K.B; C.C.1.1.K.C; C.C.1.1.K.D; C.C.1.1.K.E; C.C.1.2.K.A; C.C.1.2.K.B;
C.C.1.2.K.C; C.C.1.2.K.E; C.C.1.3.K.A; C.C.1.3.K.C; C.C.1.3.K.E; C.C.1.3.K.H; C.C.1.4.K.B; C.C.1.4.K.C;
C.C.1.4.K.D; C.C.1.4.K.E; C.C.1.4.K.F; C.C.1.4.K.H; C.C.1.4.K.I; C.C.1.4.K.J; C.C.1.4.K.L; C.C.1.4.K.N;
C.C.1.4.K.O; C.C.1.4.K.P; C.C.1.4.K.R; C.C.1.4.K.U; C.C.1.4.K.V; C.C.1.4.K.X; C.C.1.5.K.A; C.C.1.5.K.B;
C.C.1.5.K.C; C.C.1.5.K.D; C.C.1.5.K.G

English Language Proficiency Standards: ELPS-1,
ELPS-2, ELPS-3, ELPS-4, ELPS-5

Overview: Baby Animals; Pet Pals?; Animal Habitats

Focus Question(s): How are some animals alike and how are they different? How do you take care of different kinds of pets? Where do animals live?

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:

1. Students will be able to demonstrate understanding of appropriate vocabulary based on Can Do Indicators. (DOK – Level One)
2. Students will be able to demonstrate understanding of the main idea of oral directions. (DOK – Level One)
3. Students will be able to develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text. (DOK – Level Four)
4. Students will be able to understand simple questions pertaining to a passage. (DOK – Level Two)
5. Students will be able to understand the rules for conversation. (DOK – Level One)
6. Students will be able to recognize commands. (DOK – Level Two)
7. Students will be able to demonstrate literal understanding of orally presented academic topics. (DOK – Level Three)

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Speaking:

1. Students will be able to communicate ideas. (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. (DOK – Level Two)
3. Students will be able to provide personal information. (DOK – Level One)
4. Students will be able to intelligibly pronounce words based on Can Do Indicators. (DOK – Level One)
5. Students will be able to name or use gestures to identify familiar objects. (DOK – Level One)
6. Students will be able to use words and/or gestures to respond to questions. (DOK – Level Three)
7. Students will be able to formulate simple sentences and simple compound sentences. (DOK – Level One)
8. Students will be able to pronounce regular verbs. (DOK – Level One)
9. Students will be able to utilize effective vocabulary to communicate in social and academic settings. (DOK – Level One)
10. Students will be able to use standard English conventions for oral communication. (DOK– Level One, Level Two, Level Three, Level Four)
11. Students will be able to make connections between written language and oral language. (DOK – Level Four)
12. Students will be able to orally demonstrate the ability to use demonstrative adjectives. (DOK – Level Three)
13. Students will be able to use English to develop the skills necessary to use proper grammar in spoken form within content areas. (DOK – Level Two)
14. Students will be able to read written material aloud. (DOK – Level One)
15. Students will be able to enhance mathematic vocabulary. (DOK – Level Two)
16. Students will be able to use appropriate language variety, register and genre according to audience, purpose, and setting. (DOK – Level Three)

Reading:

1. Students will be able to recognize and name all uppercase and lowercase letters of the alphabet, written in print. (DOK – Level One)
2. Students will be able to recognize and name numbers. (DOK – Level One)
3. Students will be able to recognize and use grade appropriate and/or content specific vocabulary within the context based on Can Do Indicators. (DOK – Level Two)
4. 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). (DOK – Level One)
5. Students will be able to develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print texts based on Can Do Indicators. (DOK – Level Four)
6. Students will be able to use learned strategies to analyze text (illustrations/pictures, captions, headings and subheadings). (DOK – Level Four)

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7. Students will be able to decode short-vowel sounds in orally-stated single-syllable words. (DOK – Level One)
8. Students will be able to identify differences between types of text. (DOK – Level Two)
9. Students will be able to preview a text to increase reading comprehension. (DOK – Level Two)
10. Students will be able to predict outcomes, state reasonable generalizations and draw conclusions within academic areas. (DOK – Level Three)
11. Students will be able to enhance mathematic vocabulary. (DOK – Level Two)
12. Students will be able to decode unknown words in context using previously learned strategies.
13. Students will be able to distinguish vowel and consonant sounds, phonemic awareness, decoding, and word recognition.
14. Students will be able to read aloud short sentences that are statements, questions, and exclamations with natural tone (e.g., rising pitch at ends of questions). (DOK – Level Three)

Writing:

1. Use standard English language conventions as appropriate to writing within the academic area. (DOK – Level One)
2. Students will be able to write numerals. (DOK – Level One)
3. Students will be able to make connections between written language and oral language. (DOK – Level One, Level Two, Level Three, Level Four)
4. Students will be able to write the correct form of appropriate grade-level present tense regular and irregular verbs based on Can do Indicators. (DOK – Level One)
5. Students will be able to write the correct form of subject-verb agreement. (DOK – Level One)
6. Students will be able to write complete simple sentences. (DOK – Level One)
7. Students will be able to edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date. (DOK – Level Two)
8. Students will be able to compose and write descriptive sentences. (DOK – Level Three)
9. Students will be able to develop the structural and creative skills of the writing process necessary to produce written language within the content area. (DOK – Level Four)
10. Students will be able to write dictated words and sentences. (DOK – Level One)
11. Students will be able to use coordinating conjunctions. (DOK – Level Two)
12. Students will be able to use adjectives in appropriate sentence positions. (DOK – Level Two)

Core Activities and Corresponding Instructional Methods:

Reading Wonders: Unit 7

- Vocabulary: Academic Words; Oral Vocabulary Words; Animal Parts; Pet Words; Animal Homes; High Frequency Words-for, have, of, they, said, want; Red Words-my, has, you
- Writing: Write and Animal Card; Write and Explanatory; Write Questions and Answers; Weekly Projects – What features do animals have? How do you take care of a pet? What do animals' homes look like?
- Grammar: Verbs
- Reading Wonders-ELL Leveled Readers

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- *Animal Bodies*: Before and during reading, invite volunteers to come up to the whiteboard to point to illustrations in the eBook that relate to your group discussion. After reading, invite children to use the highlighting tool to indicate their responses to the story. Children can then complete the literacy activities on the inside back cover online and save their work. At a computer workstation, children can independently listen to the audio of the eBook.
- *Their Pets*: Before and during reading, invite volunteers to come up to the whiteboard to point to illustrations in the eBook that relate to your group discussion. After reading, invite children to use the highlighting tool to indicate their responses to the story. Children can then complete the literacy activities on the inside back cover online and save their work. At a computer workstation, children can independently listen to the audio of the eBook.
- *A New Home*: Before and during reading, invite volunteers to come up to the whiteboard to point to illustrations in the eBook that relate to your group discussion. After reading, invite children to use the highlighting tool to indicate their responses to the story. Children can then complete the literacy activities on the inside back cover online and save their work. At a computer workstation, children can independently listen to the audio of the eBook.

DVOG: Unit 7-digraphs sh, ch, th

- Phonological Awareness: digraph /sh/, /ch/ - Two letters that come together to make one sound. Code by underlining (one line and one sound). Digraph /th/ - Two letters that come together to make one sound. Code by underlining unvoiced (UV) sound. Voiced (V) th gets an underline and a seatbelt".; Deletion of Syllables; Identification of Phonemes; Blending Phonemes
- High Frequency Words: *for, have, of, they, said, want*
- Red Words: *my, has, you*
- Spelling: *an, am, sh, ch, th*

Reach: Unit 5 Weeks 3 and 4; Unit 6 Week 1

- Language:
 - Language Function: Express Likes; Express Opinions; Give Commands; Explain
 - Listening & Speaking: Participate in a Discussion; Speak Clearly, Speak at the Right Pace, Use Gestures and Expressions
 - How to Learn Language: Use and Reuse; Review and Rehearse
- Grammar: Statements; Commands; Questions; Regular Past Tense
- Vocabulary: Academic Vocabulary; Science Vocabulary; Classroom Vocabulary-compare
- Reading:
 - Comprehension: Compare Photo Essays; Classify; Make Connections; Compare Characters; Organize Ideas; Story-“Every Season”; “City Cat, Country Cat”
 - Concepts of Print: Identify Where a Story Begins and Ends; Hold a Book Right Side Up; Track Print from Left to Right and Top to Bottom; Recognize That Sentences are Comprised of Words and Spaces; Identify Word Boundaries;

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- Writing: Recognize, Plan, Draft, Revise and Edit, Publish and Share a Poem; Sentences; Writing Fluency; Venn Diagram

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Unit: 8 Reading Wonders-From Here to There

Time Range in Days: 15 Days

DVOG

Reach: It's Our Town

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

PA Core Standards:

C.C.1.1.K.B; C.C.1.1.K.C; C.C.1.1.K.D; C.C.1.1.K.E; C.C.1.2.K.A; C.C.1.2.K.B; C.C.1.2.K.C;
C.C.1.3.K.A; C.C.1.3.K.H; C.C.1.4.K.B; C.C.1.4.K.C; C.C.1.4.K.D; C.C.1.4.K.E; C.C.1.4.K.F;
C.C.1.4.K.H; C.C.1.4.K.I; C.C.1.4.K.J; C.C.1.4.K.L; C.C.1.4.K.N; C.C.1.4.K.O; C.C.1.4.K.P; C.C.1.4.K.R;
C.C.1.4.K.U; C.C.1.4.K.X; C.C.1.5.K.A; C.C.1.5.K.B; C.C.1.5.K.D; C.C.1.5.K.G

English Language Proficiency Standards: ELPS-1,
ELPS-2, ELPS-3, ELPS-4, ELPS-5

Overview: On the Move; My USA; Look to the Sky

Focus Question(s): What can help you go from here to there? What do you know about our country?
What do you see in the sky?

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:

1. Students will be able to demonstrate understanding of appropriate vocabulary based on Can Do Indicators. (DOK – Level One)
2. Students will be able to demonstrate understanding of the main idea of oral directions. (DOK – Level One)
3. Students will be able to develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text. (DOK – Level Four)
4. Students will be able to understand simple questions pertaining to a passage. (DOK – Level Two)
5. Students will be able to understand the rules for conversation. (DOK – Level One)
6. Students will be able to recognize commands. (DOK – Level Two)
7. Students will be able to demonstrate literal understanding of orally presented academic topics. (DOK – Level Three)

Speaking:

1. Students will be able to communicate ideas. (DOK – Level One)

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2. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (DOK – Level Two)
3. Students will be able to intelligibly pronounce words based on Can Do Indicators. (DOK – Level One)
4. Students will be able to identify familiar objects. (DOK – Level One)
5. Students will be able to use words to respond to questions. (DOK – Level Three)
6. Students will be able to formulate simple sentences and simple compound sentences. (DOK – Level One)
7. Students will be able to utilize effective vocabulary to communicate in social and academic settings. (DOK – Level One)
8. Students will be able to use standard English conventions for oral communication. (DOK– Level One, Level Two, Level Three, Level Four)
9. Students will be able to make connections between written language and oral language. (DOK – Level Four)
10. Students will be able to orally demonstrate the ability to use demonstrative adjectives. (DOK – Level Three)
11. Students will be able to use English to develop the skills necessary to use proper grammar in spoken form within content areas. (DOK – Level Two)
12. Students will be able to read written material aloud. (DOK – Level One)
13. Students will be able to enhance mathematic vocabulary. (DOK – Level Two)
14. Students will be able to use appropriate language variety, register and genre according to audience, purpose, and setting. (DOK – Level Three)

Reading:

1. Students will be able to recognize and name numbers. (DOK – Level One)
2. Students will be able to recognize and use grade appropriate and/or content specific vocabulary within the context based on Can Do Indicators. (DOK – Level Two)
3. 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). (DOK – Level One)
4. Students will be able to develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print texts based on Can Do Indicators. (DOK – Level Four)
5. Students will be able to use learned strategies to analyze text (illustrations/pictures, captions, headings and subheadings). (DOK – Level Four)
6. Students will be able to decode short-vowel sounds in orally-stated single-syllable words. (DOK – Level One)
7. Students will be able to identify differences between types of text. (DOK – Level Two)
8. Students will be able to preview a text to increase reading comprehension. (DOK – Level Two)
9. Students will be able to predict outcomes, state reasonable generalizations and draw conclusions within academic areas. (DOK – Level Three)
10. Students will be able to enhance mathematic vocabulary. (DOK – Level Two)

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11. Students will be able to decode unknown words in context using previously learned strategies.
12. Students will be able to distinguish vowel and consonant sounds, phonemic awareness, decoding, and word recognition.
13. Students will be able to read aloud short sentences that are statements, questions, and exclamations with natural tone (e.g., rising pitch at ends of questions). (DOK – Level Three)

Writing:

1. Use standard English language conventions as appropriate to writing within the academic area. (DOK -Level One)
2. Students will be able to write numerals. (DOK – Level One)
3. Students will be able to make connections between written language and oral language. (DOK – Level One, Level Two, Level Three, Level Four)
4. Students will be able to write the correct form of appropriate grade-level present tense regular and irregular verbs based on Can do Indicators. (DOK – Level One)
5. Students will be able to write the correct form of subject-verb agreement. (DOK – Level One)
6. Students will be able to write complete simple sentences. (DOK – Level One)
7. Students will be able to edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date. (DOK – Level Two)
8. Students will be able to compose and write descriptive sentences. (DOK – Level Three)
9. Students will be able to develop the structural and creative skills of the writing process necessary to produce written language within the content area. (DOK – Level Four)
10. Students will be able to write dictated words and sentences. (DOK – Level One)
11. Students will be able to use coordinating conjunctions. (DOK – Level Two)
12. Students will be able to use adjectives in appropriate sentence positions. (DOK – Level Two)

Core Activities and Corresponding Instructional Methods:

Reading Wonders: Unit 8

- Vocabulary: Academic Words; Oral Vocabulary Words; Vehicles; Ordinal Numbers; Opposites; High Frequency Words-*here, me, this, what* Review-*for, have, of, they, said, want, here, my*; Red Words-*from, was, what*
- Writing: Write a Personal Narrative; Write a Travel Poster; Write a Counting Book; Weekly Projects – What are different ways to travel? What would you like to find out about in our country? What can you see in the sky during the day and at night
- Grammar: Sentences with Prepositions
- Reading Wonders-ELL Leveled Readers
 - *Run, Quinn!*: Before and during reading, invite volunteers to come up to the whiteboard to point to illustrations in the eBook that relate to your group discussion. After reading, invite children to use the highlighting tool to indicate their responses to the story. Children can then complete the literacy activities on the inside back cover online and save their work. At a computer workstation, children can independently listen to the audio of the eBook.

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- *Places to See:* Before and during reading, invite volunteers to come up to the whiteboard to point to illustrations in the eBook that relate to your group discussion. After reading, invite children to use the highlighting tool to indicate their responses to the story. Children can then complete the literacy activities on the inside back cover online and save their work. At a computer workstation, children can independently listen to the audio of the eBook.
- *In the Clouds:* Before and during reading, invite volunteers to come up to the whiteboard to point to illustrations in the eBook that relate to your group discussion. After reading, invite children to use the highlighting tool to indicate their responses to the story. Children can then complete the literacy activities on the inside back cover online and save their work. At a computer workstation, children can independently listen to the audio of the eBook.

DVOG: Unit 8-digraph ck, qu, wh

- Phonological Awareness: digraph ck - Two letters that come together to make one sound. Code by underlining (one line and one sound). Combination *qu* and *wh* – two letters that come together to make an unexpected sound. Code it by putting a scoop under it. Segmentation of Phonemes; Deletion of Phonemes; Addition of Phonemes
- High Frequency Words: *here, me, this, what* Review-*for, have, of, they, said, want, my*
- Red Words: from, was, what
- Spelling: sh, ch, th, ck, qu

Reach: Unit 6 Weeks 2, 3, and 4

- Language:
 - Language Function: Explain; Ask for and Give Directions; Ask for and Give Information
 - Listening & Speaking: Participate in a Discussion; Speak Clearly, Speak at the Right Pace, Use Gestures and Expressions
 - How to Learn Language: Use and Reuse; Review and Rehearse
- Grammar: Regular Past Tense; Irregular Past Tense
- Vocabulary: Social Studies Vocabulary; Academic Vocabulary; Classroom Vocabulary-compare
- Reading:
 - Comprehension: Make Connections; Compare Fables; Organize Information; Make Connections; Story-“City Cat, Country Cat”
 - Concepts of Print: Recognize Words; Hold a Book Right Side Up; Identify Word Boundaries; Identify Uppercase and Lowercase Letters; Identify Capitalization and End Punctuation
- Writing: Recognize, Plan, Draft, Revise and Edit, Publish and Share a Letter; Sentences; Writing Fluency

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Unit: 9 Reading Wonders-How Things Change
Days

Time Range in Days: 15

DVOG

Reach-On the Job

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

PA Core Standards:

C.C.1.1.K.A; C.C.1.1.K.B; C.C.1.1.K.C; C.C.1.1.K.D; C.C.1.1.K.E; C.C.1.2.K.A; C.C.1.2.K.B;
C.C.1.2.K.C; C.C.1.2.K.E; C.C.1.3.K.A; C.C.1.3.K.C; C.C.1.3.K.E; C.C.1.3.K.H; C.C.1.4.K.B; C.C.1.4.K.C;
C.C.1.4.K.D; C.C.1.4.K.E; C.C.1.4.K.F; C.C.1.4.K.H; C.C.1.4.K.I; C.C.1.4.K.J; C.C.1.4.K.L; C.C.1.4.K.N;
C.C.1.4.K.O; C.C.1.4.K.P; C.C.1.4.K.R; C.C.1.4.K.U; C.C.1.4.K.V; C.C.1.4.K.X; C.C.1.5.K.A; C.C.1.5.K.B;
C.C.1.5.K.D; C.C.1.5.K.G

English Language Proficiency Standards: ELPS-1, ELPS-2, ELPS-3, ELP4,ELPS-5

Overview: Growing Up; Good Citizens; Our Natural Resources

Focus Question(s): How can you help out at home? What do good citizens do? How can things in nature be used to make new things?

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:

1. Students will be able to demonstrate understanding of appropriate vocabulary based on Can Do Indicators. (DOK – Level One)
2. Students will be able to demonstrate understanding of the main idea of oral directions. (DOK – Level One)
3. Students will be able to develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text. (DOK – Level Four)
4. Students will be able to understand simple questions pertaining to a passage. (DOK – Level Two)
5. Students will be able to understand the rules for conversation. (DOK – Level One)
6. Students will be able to recognize commands. (DOK – Level Two)
7. Students will be able to demonstrate literal understanding of orally presented academic topics. (DOK – Level Three)

Speaking:

1. Students will be able to communicate ideas. (DOK – Level One)

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2. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (DOK – Level Two)
3. Students will be able to intelligibly pronounce words based on Can Do Indicators. (DOK – Level One)
4. Students will be able to identify familiar objects. (DOK – Level One)
5. Students will be able to use words to respond to questions. (DOK – Level Three)
6. Students will be able to formulate simple sentences and simple compound sentences. (DOK – Level One)
7. Students will be able to utilize effective vocabulary to communicate in social and academic settings. (DOK – Level One)
8. Students will be able to use standard English conventions for oral communication. (DOK– Level One, Level Two, Level Three, Level Four)
9. Students will be able to make connections between written language and oral language. (DOK – Level Four)
10. Students will be able to orally demonstrate the ability to use demonstrative adjectives. (DOK – Level Three)
11. Students will be able to use English to develop the skills necessary to use proper grammar in spoken form within content areas. (DOK – Level Two)
12. Students will be able to read written material aloud. (DOK – Level One)
13. Students will be able to enhance mathematic vocabulary. (DOK – Level Two)
14. Students will be able to use appropriate language variety, register and genre according to audience, purpose, and setting. (DOK – Level Three)

Reading:

1. Students will be able to recognize and name numbers. (DOK – Level One)
2. Students will be able to recognize and use grade appropriate and/or content specific vocabulary within the context based on Can Do Indicators. (DOK – Level Two)
3. 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). (DOK – Level One)
4. Students will be able to develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print texts based on Can Do Indicators. (DOK – Level Four)
5. Students will be able to use learned strategies to analyze text (illustrations/pictures, captions, headings and subheadings). (DOK – Level Four)
6. Students will be able to decode long- and short-vowel sounds in orally-stated single-syllable words. (DOK – Level One)
7. Students will be able to identify differences between types of text. (DOK – Level Two)
8. Students will be able to preview a text to increase reading comprehension. (DOK – Level Two)
9. Students will be able to predict outcomes, state reasonable generalizations and draw conclusions within academic areas. (DOK – Level Three)
10. Students will be able to enhance mathematic vocabulary. (DOK – Level Two)

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11. Students will be able to decode unknown words in context using previously learned strategies.
12. Students will be able to distinguish vowel and consonant sounds, phonemic awareness, decoding, and word recognition.
13. Students will be able to read aloud short sentences that are statements, questions, and exclamations with natural tone (e.g., rising pitch at ends of questions). (DOK – Level Three)

Writing:

1. Use standard English language conventions as appropriate to writing within the academic area. (DOK – Level One)
2. Students will be able to write numerals. (DOK – Level One)
3. Students will be able to make connections between written language and oral language. (DOK – Level One, Level Two, Level Three, Level Four)
4. Students will be able to write the correct form of appropriate grade-level present tense regular and irregular verbs based on Can do Indicators. (DOK – Level One)
5. Students will be able to write the correct form of subject-verb agreement. (DOK – Level One)
6. Students will be able to write complete simple sentences. (DOK – Level One)
7. Students will be able to edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date. (DOK – Level Two)
8. Students will be able to compose and write descriptive sentences. (DOK – Level Three)
9. Students will be able to develop the structural and creative skills of the writing process necessary to produce written language within the content area. (DOK – Level Four)
10. Students will be able to write dictated words and sentences. (DOK – Level One)
11. Students will be able to use coordinating conjunctions. (DOK – Level Two)
12. Students will be able to use adjectives in appropriate sentence positions. (DOK – Level Two)

Core Activities and Corresponding Instructional Methods:

Reading Wonders: Unit 9

- Vocabulary: Academic Words; Oral Vocabulary Words; Household Furniture; Farm Animals; Foods Made from Grain; High Frequency Words-help, too, has, play, where, look; Red Words-said, where, who
- Writing: Write an Opinion About a Book; Write a Story; Write a Recipe; Weekly Projects – How do characters in Ezra Jack Keats's books show they are growing up? How can you be a good citizen at school? What are our clothes made from?
- Grammar: Adjectives
- Reading Wonders-ELL Leveled Readers
 - *How Can Jane Help?:* Before and during reading, invite volunteers to come up to the whiteboard to point to illustrations in the eBook that relate to your group discussion. After reading, invite children to use the highlighting tool to indicate their responses to the story. Children can then complete the literacy activities on the inside back cover online and save their work. At a computer workstation, children can independently listen to the audio of the eBook.

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- *Clive and His Friend*: Before and during reading, invite volunteers to come up to the whiteboard to point to illustrations in the eBook that relate to your group discussion. After reading, invite children to use the highlighting tool to indicate their responses to the story. Children can then complete the literacy activities on the inside back cover online and save their work. At a computer workstation, children can independently listen to the audio of the eBook.
- *What's for Breakfast?*: Before and during reading, invite volunteers to come up to the whiteboard to point to illustrations in the eBook that relate to your group discussion. After reading, invite children to use the highlighting tool to indicate their responses to the story. Children can then complete the literacy activities on the inside back cover online and save their work. At a computer workstation, children can independently listen to the audio of the eBook.

DVOG: Unit 9: a-e, i-e, o-e

- Phonological Awareness: VC̄-Syllable type, a-e, i-e, o-e – For a silent e to signal the vowel to make its long sound there can be only one consonant sound between them.; Addition of Phonemes; Discrimination of Rhyming Words; Production of Rhyming Words
- High Frequency Words: *help, too, has, play, where, look*
- Red Words: *said, where, who*
- Spelling: qu, wh, a-e=/ā/, /ă/, i-e=/ī/, /ě/, sh

Reach: Unit 7 Weeks 1, 2, 3 and 4

- Language:
 - Language Function: Describe Actions; Express Ideas; Express Feelings; Express Wants
 - Listening & Speaking: Participate in a Discussion; Speak Clearly, Speak at the Right Pace, Use Gestures and Expressions
 - How to Learn Language: Relate to Personal Experience
- Grammar: Future Tense with *will*; Future Tense with *am/is/are going to*
- Vocabulary: Social Studies Vocabulary; Academic Vocabulary; Classroom Vocabulary-classify
- Reading:
 - Comprehension: Classify; Classify Jobs and Places; Ask Questions; Make Predictions; Compare Media; Organize Ideas; Story-“Career Day”
 - Concepts of Print: Identify Uppercase and Lowercase Letters; Identify Parts of a Book
- Writing: Captions; Recognize, Plan, Draft, Revise and Edit, Publish and Share a Fact Book; Sentences; T-Chart Writing Fluency

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Unit: 10 Reading Wonders-Thinking Outside the Box

Time Range in Days: 15 Days

DVOG

Reach: Sun, Moon, Stars Above

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

PA Core Standards:

C.C.1.1.K.B; C.C.1.1.K.C; C.C.1.1.K.D; C.C.1.1.K.E; C.C.1.2.K.A; C.C.1.2.K.B; C.C.1.2.K.C; C.C.1.2.K.E;
C.C.1.3.K.A; C.C.1.3.K.E; C.C.1.3.K.H; C.C.1.4.K.B; C.C.1.4.K.C; C.C.1.4.K.D; C.C.1.4.K.E; C.C.1.4.K.F;
C.C.1.4.K.H; C.C.1.4.K.I; C.C.1.4.K.J; C.C.1.4.K.L; C.C.1.4.K.N; C.C.1.4.K.O; C.C.1.4.K.P; C.C.1.4.K.R;
C.C.1.4.K.U; C.C.1.4.K.X; C.C.1.5.K.A; C.C.1.5.K.B; C.C.1.5.K.C; C.C.1.5.K.D; C.C.1.5.K.G

English Language Proficiency Standards: ELPS-1, ELPS-2, ELPS-3, ELPS-4, ELPS-5

Overview: Problem Solvers; Sort It Out; Protect our Earth

Focus Question(s): What can happen when we work together? In what ways are things alike? How are they different? What ideas can you suggest to protect 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:

1. Students will be able to demonstrate understanding of appropriate vocabulary based on Can Do Indicators. (DOK – Level One)
2. Students will be able to demonstrate understanding of the main idea of oral directions. (DOK – Level One)
3. Students will be able to develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text. (DOK – Level Four)
4. Students will be able to understand simple questions pertaining to a passage. (DOK – Level Two)
5. Students will be able to understand the rules for conversation. (DOK – Level One)
6. Students will be able to recognize commands. (DOK – Level Two)
7. Students will be able to demonstrate literal understanding of orally presented academic topics. (DOK – Level Three)

Speaking:

1. Students will be able to communicate ideas. (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. (DOK – Level Two)

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3. Students will be able to intelligibly pronounce words based on Can Do Indicators. (DOK – Level One)
4. Students will be able to identify familiar objects. (DOK – Level One)
5. Students will be able to use words to respond to questions. (DOK – Level Three)
6. Students will be able to formulate simple sentences and simple compound sentences. (DOK – Level One)
7. Students will be able to utilize effective vocabulary to communicate in social and academic settings. (DOK – Level One)
8. Students will be able to use standard English conventions for oral communication. (DOK – Level One, Level Two, Level Three, Level Four)
9. Students will be able to make connections between written language and oral language. (DOK – Level Four)
10. Students will be able to orally demonstrate the ability to use demonstrative adjectives. (DOK – Level Three)
11. Students will be able to use English to develop the skills necessary to use proper grammar in spoken form within content areas. (DOK – Level Two)
12. Students will be able to read written material aloud. (DOK – Level One)
13. Students will be able to enhance mathematic vocabulary. (DOK – Level Two)
14. Students will be able to use appropriate language variety, register and genre according to audience, purpose, and setting. (DOK – Level Three)

Reading:

1. Students will be able to recognize and name numbers. (DOK – Level One)
2. Students will be able to recognize and use grade appropriate and/or content specific vocabulary within the context based on Can Do Indicators. (DOK – Level Two)
3. 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). (DOK – Level One)
4. Students will be able to develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print texts based on Can Do Indicators. (DOK – Level Four)
5. Students will be able to use learned strategies to analyze text (illustrations/pictures, captions, headings and subheadings). (DOK – Level Four)
6. Students will be able to decode long- and short-vowel sounds in orally-stated single-syllable words. (DOK – Level One)
7. Students will be able to identify differences between types of text. (DOK – Level Two)
8. Students will be able to preview a text to increase reading comprehension. (DOK – Level Two)
9. Students will be able to predict outcomes, state reasonable generalizations and draw conclusions within academic areas. (DOK – Level Three)
10. Students will be able to enhance mathematic vocabulary. (DOK – Level Two)
11. Students will be able to decode unknown words in context using previously learned strategies.

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12. Students will be able to distinguish vowel and consonant sounds, phonemic awareness, decoding, and word recognition.
13. Students will be able to read aloud short sentences that are statements, questions, and exclamations with natural tone (e.g., rising pitch at ends of questions). (DOK – Level Three)

Writing:

1. Use standard English language conventions as appropriate to writing within the academic area.
2. Students will be able to write numerals. (DOK – Level One)
3. Students will be able to make connections between written language and oral language. (DOK – Level One, Level Two, Level Three, Level Four)
4. Students will be able to write the correct form of appropriate grade-level present tense regular and irregular verbs based on Can do Indicators. (DOK – Level One)
5. Students will be able to write the correct form of subject-verb agreement. (DOK – Level One)
6. Students will be able to write complete simple sentences. (DOK – Level One)
7. Students will be able to edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date. (DOK – Level Two)
8. Students will be able to compose and write descriptive sentences. (DOK – Level Three)
9. Students will be able to develop the structural and creative skills of the writing process necessary to produce written language within the content area. (DOK – Level Four)
10. Students will be able to write dictated words and sentences. (DOK – Level One)
11. Students will be able to use coordinating conjunctions. (DOK – Level Two)
12. Students will be able to use adjectives in appropriate sentence positions. (DOK – Level Two)

Core Activities and Corresponding Instructional Methods:

Reading Wonders: Unit 10

- Vocabulary: Academic Words; Oral Vocabulary Words; Question Words; Opposites; Baby Animals; High Frequency Words-*good, who, come, does* Review-*help, has, too, play, where, look*; Red Words-*come, does*
- Writing: Write a Story With Dialogue; Write a Thank-you Note; Write and Opinion Poster; Weekly Projects – How can we solve a problem at school together? How can we sort classroom materials? What things can we do to protect the earth?
- Grammar: Pronouns
- Reading Wonders-ELL Leveled Readers
 - *We Want Honey*: Before and during reading, invite volunteers to come up to the whiteboard to point to illustrations in the eBook that relate to your group discussion. After reading, invite children to use the highlighting tool to indicate their responses to the story. Children can then complete the literacy activities on the inside back cover online and save their work. At a computer workstation, children can independently listen to the audio of the eBook.
 - *Let's Make a Band*: Before and during reading, invite volunteers to come up to the whiteboard to point to illustrations in the eBook that relate to your group discussion. After reading, invite children to use the highlighting tool to indicate their responses to

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the story. Children can then complete the literacy activities on the inside back cover online and save their work. At a computer workstation, children can independently listen to the audio of the eBook.

- *Let's Save Earth*: Before and during reading, invite volunteers to come up to the whiteboard to point to illustrations in the eBook that relate to your group discussion. After reading, invite children to use the highlighting tool to indicate their responses to the story. Children can then complete the literacy activities on the inside back cover online and save their work. At a computer workstation, children can independently listen to the audio of the eBook.

DVOG: Unit 10: u-e, ee, Open Syllable

- Phonological Awareness: VC̄-Syllable type, u-e – For a silent e to signal the vowel to make its long sound there can be only one consonant sound between them.; ē=/ē/ Vowel Team Syllable gets underlined. The first e gets a macron the second gets crossed off. /ee/ is the most common way to spell the long e. Teach e-e incidentally.; Segmentation of words in Sentences; Blending Syllables; Segmentation of Syllables
- High Frequency Words: *good, who, come, does* Review-*help, has, too, play, where, look*
- Red Words: *come, does*
- Spelling: a-e=/ā/, i-e=/ī/, o-e=/ō/, /ö/, ch, wh, u-e=/ū/, ee=/ē/

Reach: Unit 8 Weeks 1, 2, 3 and 4

- Language:
 - Language Function: Engage in Conversation; Explain/Make Comparisons; Express Likes and Dislikes; Describe
 - Listening & Speaking: Participate in a Discussion; Speak Clearly, Speak at the Right Pace, Use Gestures and Expressions
 - How to Learn Language: Review and Rehearse; Use Nonverbal Cues
- Grammar: Prepositions *in, on* Prepositions *in, on*; Prepositions *under, above, between, beside, before, during, after, next*; Correct Tense
- Vocabulary: Science Vocabulary; Academic Vocabulary; Classroom Vocabulary-rhyme
- Reading:
 - Comprehension: Identify Rhyme and Rhythm; Categorize; Make Connections; Compare Lullabies; Main Idea and Details; Make Connections; Story-“The Night is Singing”
 - Concepts of Print: Identify Uppercase and Lowercase Letters; Recognize One-to-One Correspondence Between a Spoken Word and a Printed Word; Identify Parts of a Book; Match Spoken and Printed Words; Read from Left to Right and Top to Bottom
- Writing: Captions; Recognize, Plan, Draft, Revise and Edit, Publish and Share a Story; Sentences; Rhyming Words; Writing Fluency

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UNITS 1-10:

Assessments:

Diagnostic: (Based on Can Do Indicators)

- Performance on W-APT
- Beginning of the year benchmark as per district plan
- Performance on Daily Language Activities
- Monitor Reading Comprehension
- Monitor Receptive and Expressive Language Development
- Observation of Discussion Questions
- Performance on Weekly Chapter Assessments
 - Reading Wonders
 - DVOG
 - Reach
- Performance on DIBELS
 - PSF – Phonemic Segmentation Fluency
 - NWF – Nonsense Word Fluency
 - LNF – Letter Naming Fluency
 - ISF – Initial Sound Fluency

Formative: (Based on Can Do Indicators)

- Performance and observations on classroom/homework assignments
- Completion of Extension/Corrective Activities
- Performance on Written Projects
- Performance on Oral Language Projects
- Performance on DIBELS
 - PSF – Phonemic Segmentation Fluency
 - NWF – Nonsense Word Fluency
 - LNF – Letter Naming Fluency
 - ISF – Initial Sound Fluency
- Benchmark assessments as per district plan
 - Unit assessments
 - Reading Wonders
 - Reach

Summative: (Based on Can Do Indicators)

- Performance on WIDA ACCESS
- Performance on End of Year Benchmark as per district plan
- Performance on DIBELS

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- PSF – Phonemic Segmentation Fluency
- NWF – Nonsense Word Fluency
- LNF – Letter Naming Fluency
- ISF – Initial Sound Fluency

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. | |

Correctives:

- | Listening | Speaking | Reading | Writing |
|-----------|----------|--|---------|
| • | | More extensive direct instruction 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 | |

Materials and Resources:

- Wonders Teacher’s Edition Kindergarten
- www.connected.mcgraw-hill.com
- ELL Leveled Readers
- ELL Reproducible
- ELL Vocabulary Cards
- English in a Flash
- National Geographic Reach: Language, Literacy, Content – Level A
- DVOG Kindergarten Curriculum
- OG Letter and Concept Cards
- No Glamour Cards
- RAN Sheets
- Letter Ark

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: *McGraw-Hill Reading Wonders-Grade K*

Textbook ISBN #: 978-0-02-118602-0

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

Curriculum Textbook is Utilized in: English as a Second Language - Kindergarten

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

Textbook ISBN #: 978-1-3371-0342-8

Textbook Publisher & Year of Publication: National Geographic Learning

Curriculum Textbook is utilized in: English as a Second Language - Kindergarten

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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 Core Standards

CC.1.1.K.A: Utilize book handling skills.

CC.1.1.K.B: Demonstrate understanding of the organization and basic features of print. Follow words left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper and lower case letters of the alphabet.

CC.1.1.K.C: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

CC.1.1.K.D: Know and apply grade level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to one letter-sound correspondence. Associate the long and short sounds with common spellings for the five major vowels. Read grade level highfrequency sight words with automaticity. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

CC.1.1.K.E: Read emergent-reader text with purpose and understanding.

CC.1.2.K.A: With prompting and support, identify the main idea and retell key details of text.

CC.1.2.K.B: With prompting and support, answer questions about key details in a text. CC.1.2.K.C: With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.

CC.1.2.K.E: Identify parts of a book (title, author) and parts of a text (beginning, end, details).

CC.1.2.K.G: Answers questions to describe the relationship between illustrations and the text in which they appear.

CC.1.2.K.I: With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.

CC.1.3.K.A: With prompting and support, retell familiar stories including key details.

CC.1.3.K.C: With prompting and support, identify characters, settings, and major events in a story.

CC.1.3.K.E: Recognize common types of text.

CC.1.3.K.H: Compare and contrast the adventures and experiences of characters in familiar stories.

CC.1.4.K.B: Use a combination of drawing, dictating, and writing to focus on one specific topic.

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CC.1.4.K.C: With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

CC.1.4.K.D: Make logical connections between drawing and dictation/writing. CC.1.4.K.E: With prompting and support, illustrate using details and dictate/write using descriptive words.

CC.1.4.K.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. Capitalize first word in sentence and pronoun I. Recognize and use end punctuation. Spell simple words phonetically.

CC.1.4.K.H: Form an opinion by choosing between two given topics.

CC.1.4.K.I: Support the opinion with reasons.

CC.1.4.K.J: Make logical connections between drawing and writing.

CC.1.4.K.L: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.K.N: Establish “who” and “what” the narrative will be about.

CC.1.4.K.O: Describe experiences and events.

CC.1.4.K.P: Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

CC.1.4.K.R: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. Capitalize first word in sentence and pronoun I. Recognize and use end punctuation. Spell simple words phonetically.

CC.1.4.K.U: With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.

CC.1.4.K.V: Participate in individual or shared research projects on a topic of interest.

CC.1.4.K.X: Write routinely over short time frames.

CC.1.5.K.A: Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5.K.B: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CC.1.5.K.C: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

CC.1.5.K.D: Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.

CC.1.5.K.G: Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.