

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

English Language Development (ELD)

Grade Level:

1st

Date of Board Approval: 2019

Planned Instruction

Title of Planned Instruction: English Language Development (ELD)

Subject Area: ELD

Grade(s): First

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 Grade 1

Level 1 – ENTERING

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

LISTENING

- Mimicking gestures or movement associated with oral commands
- Matching key words or expressions in songs, chants, and poems to illustrations
- Identifying real-life objects based on descriptive oral phrases or short sentences
- Pointing to objects or people reflective of content-related vocabulary (*e.g., family members*)
- Answering questions about likes and preferences
- Identifying words or phrases that express opinions

SPEAKING

- Repeating words, phrases and memorized chunks of language related to different topics
- Answering yes or no questions about stories or experiences
- Answering questions with words or phrases (*e.g., "Go washroom."*)
- Describing pictures or classroom objects
- Expressing preferences in naming and pointing to objects
- Repeating language to express agreement or disagreement
- Tracking the speakers to demonstrate understanding
- Sharing pictures, created work, or visuals to contribute to conversations

READING

- Using pictures and illustrations to identify themes or storylines
- Matching vocabulary to illustrated stories
- Identifying icons from illustrated texts or media with a partner
- Sorting objects according to their use based on labeled illustrations
- Categorizing labeled pictures or photographs
- Identifying opinions from illustrated statements (*e.g., likes and dislikes*)

WRITING

- Forming words using a variety of strategies
- Answering Wh- oral questions or using icons to plan stories
- Designing, drawing and labeling content-specific models
- Identifying topics through photographs, illustrated word walls, or software
- Indicating agreement with opinions of others using labeled drawings
- Drawing icons or symbols to represent preferences

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WIDA Can-Do Indicators Grade 1

Level 2 – Emerging

By the end of Level 2, English Language Learners can...

LISTENING

- Acting out oral statements using manipulatives or real-life objects
- Pointing to objects, characters or places from oral descriptions
- Classifying real-life objects according to their function based on oral directions
- Interpreting oral descriptions and matching them to illustrations
- Evaluating options to make personal choices from oral simple sentences
- Signaling agreement or disagreement with short oral statements using gestures (e.g., “Today is Monday.” “Clap one time for yes. Clap two times for no.”)

SPEAKING

- Stating content-related facts in context (e.g., playing telephone)
- Describing characters or places in picture books
- Demonstrating how to do something using gestures or real-life objects (e.g., tie a bow)
- Describing what people do from action pictures (e.g., jobs of community workers)
- Responding to short statements or questions about choices (e.g., “I am sure.” “I am not sure.”)
- Stating likes and dislikes to participate in conversations with peers
- Following along familiar routines of small and large groups
- Recognizing different types of intonation used by speakers

READING

- Pointing to icons, letters, or illustrated words that represent ideas
- Identifying repetitive words and phrases in texts
- Matching descriptive labels or headings to illustrated text
- Identifying labeled illustrations signaled by Wh- questions
- Identifying information related to events from graphics (e.g., birthday charts, weather calendars)
- Sharing likes and dislikes using environmental print

WRITING

- Providing information in graphic organizers
- Presenting content related information labeling visuals or graphics
- Labeling and illustrating observations over time (e.g., growing plants)
- Describing people, places, or objects from illustrated examples
- Producing simple sentences from models about likes, wants, and needs (e.g., “I like..., I don’t like...”)
- Supplying facts about topics

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WIDA Can-Do Indicators Grade 1

Level 3 – DEVELOPING

By the end of Level 3, English Language Learners can...

LISTENING

- Sequencing pictures of stories read aloud (*e.g., beginning, middle, end*)
- Following modeled oral instructions related to content
- Following peer statements to create projects
- Identifying illustrated cycles or processes described orally
- Classifying objects according to descriptive oral statements
- Following conditional directions (*e.g., “Raise two hands if you like ice cream.”*)

SPEAKING

- Retelling simple stories from picture cues
- Participating in dialog with peers on familiar topics
- Stating associations between two objects, people, or events (*e.g., “Lidia is my sister and Lisa is my sister.”*)
- Telling why something happened
- Describing characters or objects using pictures or actions
- Stating choices of materials or supplies and reasons for their selection
- Asking clarifying questions
- Inviting others to participate

READING

- Identifying Wh- words in questions (*e.g., who, what, when*)
- Recalling content-related information from illustrated texts read aloud
- Sorting illustrated content words and phrases into categories
- Matching labeled illustrations to “how” or “why” questions
- Identifying persuasive words in written phrases or statements in context (*e.g., “have to,” “must”*)
- Identifying language of wants and needs in illustrated short stories read aloud

WRITING

- Describing feelings or reactions to personal events or situations
- Recalling information from events or experiences
- Classifying illustrated words and phrases into groups (*e.g., “Animals that fly. Animals that swim.”*)
- Comparing real-life objects, numbers, or animals using models
- Participating in interactive journals with peers
- Stating preferences related to social and academic topics (*e.g., “I want to go...”*)

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WIDA Can-Do Indicators Grade 1

Level 4 – EXPANDING

By the end of Level 4, English Language Learners can...

LISTENING

- Identifying characters, plots, and settings from oral stories
- Finding details in illustrated narrative or informational text read aloud
- Following illustrated content-related procedures shared orally
- Organizing real-life objects based on oral comparisons
- Organizing information from oral comparisons of people or objects
- Identifying claims about real-life objects or events based on observations or experiences

SPEAKING

- Restating information with some details
- Summarizing a series of familiar events or routines
- Connecting ideas by building on guided conversations with peers
- Describing in detail the function of objects or roles of people
- Justifying the use of objects for particular purposes
- Supporting content-related ideas with examples
- Using intonation appropriate for the purposes of communication
- Restating statements to clarify ideas

READING

- Identifying the main topic of texts
- Ordering illustrations based on sequence of events from texts read aloud
- Finding details in illustrated narrative or informational texts read aloud
- Identifying what authors say in oral stories
- Distinguishing characters' opinions or preferences from illustrated text read aloud
- Determining the author's point of view from illustrated texts

WRITING

- Producing a series of related sentences from transition word starters (*e.g., first, next, last*)
- Describing observations firsthand or from media
- Describing models related to content-related phenomena in pictures or real-life
- Expressing feelings and a reason related to situations or events
- Describing patterns in processes and stories to use as evidence
- Stating reasons for particular claims or opinions in content-related topics

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WIDA Can-Do Indicators

Level 5 – BRIDGING

By the end of Level 5, English Language Learners can...

LISTENING

- Constructing models based on instructions from extended oral discourse with a partner
- Following multistep oral directions during content-related activities
- Organizing causes and effects of various phenomena presented orally
- Using strategies and procedures shared by peers
- Identifying claims and reasons from oral discourse
- Identifying reasons for choices from oral stories

SPEAKING

- Presenting information on content-related topics
- Sharing details about personal experiences with peers and adults
- Stating conditions for cause and effect (*e.g., "If it rains, I play inside."*)
- Elaborating on details of content-related procedures
- Comparing and contrasting content-related ideas (*e.g., "Winter is hot in Hawaii. Winter is cold in Alaska."*)
- Providing evidence for specific claims
- Asking and answering questions to maintain conversations
- Elaborate on someone else's comments to participate in conversations

READING

- Distinguishing among characters, settings, and events in narratives
- Reconstructing texts read orally using drawings or reenacting text with performances
- Ordering content-related events according to information in illustrated texts
- Identifying steps or stages of content-related processes or events from informational or explanatory texts
- Determining what happens next from illustrated observations
- Identifying evidence or reasons in peers' written text

WRITING

- Composing stories or narratives using sequential language
- Editing personal narratives based on criteria for success
- Describing causes and effects of actions and strategies
- Sequencing steps in solving problems using short sentences, illustrations, and symbols
- Providing simple edits to peers' writing
- Elaborating content-related claims with example

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Units 1-6 **McGraw-Hill Reading Wonders-Grade 1**
DVOG

Units 1-8 **National Geographic Learning Reach Level B-Grade 1**

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. Main Idea
7. Point of View (Level 2-5)
8. Text Structure (Level 2-5)

Competencies: Based on Can Do Indicators

1. Utilize book handling skills.
2. Recognize the distinguishing features of a sentence (e.g. First word, capitalization, and punctuation)
3. Distinguish long from short vowel sounds in spoken single syllable words. Count, pronounce, blend, and segment syllables in spoken words. Orally produce single syllable words, including consonant blends and diagraphs. Isolate and pronounce initial, medial, and final vowel sounds in spoken single syllable words. Add or substitute individual sounds in one syllable words to make new words.
4. Identify common consonant diagraphs, final -e, and common vowel teams. Decode one and two syllable words with common patterns. Read grade level words with inflectional endings. Read grade appropriate irregularly spelled words.
5. Read on level text with purpose and understanding with accuracy and fluency. Read on level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
6. Identify the main idea and retell key details of text.
7. Identify who is telling the story at various points in a text. (Level 2-5)
8. Explain major differences between books that tell a story and books that give information, drawing on wide reading or range of text types. (Level 2-5)
9. Distinguish long and short vowels when reading regularly spelled one syllable words. Decode two syllable words with long vowels and words with common prefixes and suffixes. Read grade level high frequency sight words and words with inconsistent but

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common spelling-sound correspondence. Read grade appropriate irregularly spelled words. Know spelling-sound correspondences for additional common vowel teams. (Level 4 and 5)

Essential Question:

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

Concepts:

1. Range of Reading (Level 2-5)
2. Text Structure (Level 4 and 5)

Competencies: Based on Can Do Indicators

1. Read and comprehend literary non-fiction and informational text. (Level 2-5)
2. Reading independently and proficiently. (Level 4 and 5)
3. Explain major differences between books that tell a story and books that give information, drawing on wide reading or range of text types. (Level 4 and 5)

Essential Questions:

- What is this text really about?

Concepts:

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

Competencies: Based on Can Do Indicators

1. Use various text features and search tools to locate key facts or information in a text.
2. Ask and answer questions about key details in a text.
3. Use illustrations and details in a story to describe characters, setting, or events. (Level 2-5)
4. Retell stories including key details and demonstrate understanding of their central message or lesson. (Level 2-5)
5. Describe characters, settings, and major events in a story, using key details. (Level 2-5)

Essential Question:

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

Concepts:

1. Text Analysis (Level 2-5)

Competencies: Based on Can Do Indicators

1. Ask and answer questions about key details in a text based on Can Do Indicators. (Level 2-5)

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Essential Question:

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

Concepts:

1. Range of Reading (Level 2-5)

Competencies: Based on Can Do Indicators

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

Big Idea #2:

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

Essential Questions:

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

Concepts:

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

Competencies: Based on Can Do Indicators

1. Participate in collaborative conversations with peers and adults in small and larger groups.
2. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
3. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (Level 2-5)

Big Idea #3:

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

Essential Questions:

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

Concepts:

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

Competencies: Based on Can Do Indicators

1. Demonstrate command of the conventions of standard English when speaking.

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2. Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.
3. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (Level 2-5)
4. Produce complete sentences when appropriate to task and situation. (Level 2-5)

Big Idea #4:

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

Essential Questions:

- What strategies and resources does the learner use to figure out unknown vocabulary?
- Why learn new words?

Concepts:

1. Vocabulary Acquisition and Use
2. Vocabulary Strategies (Level 2-5)

Competencies: Based on Can Do Indicators

1. Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.
2. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

Big Idea #5:

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

Essential Questions:

- How do strategic readers create meaning from informational and literary text?
- What is this text really about?

Concepts:

1. Diverse Media
2. Text Analysis
3. Evaluating Arguments (Level 2-5)

Competencies: Based on Can Do Indicators

1. Use the illustrations and details in a text to describe its key ideas. (Level 1 and 2)
2. Compare and contrast the adventures and experiences of characters in stories. (Level 1 and 2)
3. Identify the reasons an author gives to support points in a text. (Level 2-5)
4. Identify basic similarities in and differences between two texts on the same topic. (Level 2-4)

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Big Idea #6:

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

Essential Questions:

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

Concepts:

1. Focus for Writing

Competencies: Based on Can Do Indicators

1. Informational: Identify and write about one specific topic. Opinion: Form an opinion by choosing among given topics. Narrative: Establish "who" and "what" the narrative will be about.

Essential Questions:

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

Concepts:

1. Content for Writing (Level 2-5)

Competencies:

1. Informational: Develop the topic with two or more facts. Opinion: Support the opinion with reasons related to the opinion. Narrative: Include thoughts and feelings to describe experiences and events. (Level 2-5)

Concepts:

1. Organization for Writing (Level 4 and 5)

Competencies:

1. Informational: Group information and provide some sense of closure. Opinion: Create an organizational structure that includes reasons and provides some sense of closure. Narrative: Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure. (Level 4 and 5)

Essential Question:

- Who is the audience? (Level 4 and 5)

Concepts:

1. Writing Style (Level 4 and 5)

Competencies:

1. Informational: Choose words and phrases for effect. Opinion: Use a variety of words and phrases. Narrative: Use a variety of words and phrases. (Level 4 and 5)

Big Idea #7:

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

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Essential Questions:

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

Concepts:

1. Writing Conventions

Competencies: Based on Can Do Indicators

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

Big Idea: #8

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

Essential Question:

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

Concepts:

1. Technology and Publication (Level 2-5)

Competencies: Based on Can Do Indicators

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

Essential Question:

- What does a reader look for and how can s/he find it? (Level 2-5)

Concepts:

1. Conducting Research (Level 2-5)

Competencies: Based on Can Do Indicators

1. Participate in individual or shared research and writing projects. (Level 2-5)

Essential Questions:

- Why do writers write? (Level 2-5)
- What is the purpose? (Level 2-5)

Concepts:

1. Range of Writing (Level 2-5)

Competencies: Based on Can Do Indicators

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

Curriculum Plan

Unit: 1 Reading Wonders-Getting to Know Us

Time Range in Days: 25-30 Days

DVOG

Reach-Unit 1: My Family; Unit 2: Shoot for the Sun

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

PA Core Standards:

CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.A, CC.1.2.1.B, CC.1.2.1.C, CC.1.2.1.E, CC.1.2.1.F, CC.1.2.1.G, CC.1.2.1.H, CC.1.2.1.I, CC.1.2.1.J, CC.1.2.1.K, CC.1.2.1.L, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.1.D, CC.1.3.1.E, CC.1.3.1.F, CC.1.3.1.G, CC.1.3.1.H, CC.1.3.1.I, CC.1.3.1.J, CC.1.3.1.K, CC.1.4.1.A, CC.1.4.1.B, CC.1.4.1.C, CC.1.4.1.D, CC.1.4.1.E, CC.1.4.1.F, CC.1.4.1.G, CC.1.4.1.H, CC.1.4.1.I, CC.1.4.1.J, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.M, CC.1.4.1.N, CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R, CC.1.4.1.S, CC.1.4.1.T, CC.1.4.1.U, CC.1.4.1.V, CC.1.4.1.W, CC.1.4.1.X, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.F, CC.1.5.1.G

English Language Proficiency Standards:

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

Overview: At School; Where I Live; Our Pets; Let's Be Friends; Let's Move!

Focus Question(s): What do you do at your school? What is it like where you live? What makes a pet special? What do friends do together? How does your body move?

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

Objectives:

Listening: Along with objectives from Grade 1 ELA curriculum, based on Can Do Indicators

1. Students will be able to classify information. (Prof. Level: 1 and 2) (DOK – Level Two)
2. Students will be able to demonstrate understanding of Entering-Level vocabulary. (Prof. Level: 1 and 2) (DOK – Level One)
3. Students will be able to demonstrate understanding of the main idea of oral directions. (Prof. Level: 1 and 2) (DOK – Level One)
4. Students will be able to demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants). (Prof. Level: 1 and 2) (DOK – Level One)
5. Students will be able to understand classroom directions (e.g., schedules, homework assignments). (Prof. Level: 1 and 2) (DOK – Level One)
6. Students will be able to follow and understand rules. (Prof. Level: 1 and 2) (DOK – Level One)
7. Students will be able to understand the rules for conversation. (Prof. Level: 1-5) (DOK – Level One)

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8. Students will be able to understand and develop familiar vocabulary and grammar structures. (Prof. Level: 2-5) (DOK – Level Two)
9. Students will be able to develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text. (Prof. Level: 2-5) (DOK – Level Four)
10. Student will be able to understand and follow oral directions. (Prof. Level: 2-5) (DOK – Level Two)
11. Students will be able to understand simple questions pertaining to a short passage. (Prof. Level: 2-5) (DOK – Level One)
12. Students will be able to recognize commands. (Prof. Level: 2-5) (DOK – Level One)

Speaking: Along with objectives from Grade 1 ELA curriculum, based on Can Do Indicators

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

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17. Students will be able to communicate ideas clearly and effectively. (Prof. Level 2-5) (DOK – Level Two)
18. Students will be able to use spoken English to build vocabulary. (Prof. Level 2-5) (DOK – Level One)
19. Students will be able to formulate simple sentences and simple compound sentences. (Prof. Level 2-5) (DOK – Level 3)
20. Students will be able to use English to develop the skills necessary to use proper grammar in spoken form within content areas. (Prof. Level 2-5) (DOK – Level Two)
21. Students will be able to read written material aloud. (Prof. Level 2-5) (DOK – Level One)
22. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (Prof. Level 2-5) (DOK – Level Three)
23. Students will be able to use appropriate language variety, register and genre according to audience, purpose, and setting. (Prof. Level 2-5) (DOK – Level Two)
24. Students will be able to enhance mathematic vocabulary. (Prof. Level 2-5) (DOK – Level Two)
25. Students will be able to make original conversations using new vocabulary and grammar structures. (Prof. Level 2-5) (DOK – Level Three)
26. Students will be able to discuss personal experiences and evaluate one’s own learning of new vocabulary, grammar, and oral language. (Prof. Level 2-5) (DOK – DOK - Level Three)

Reading: Along with objectives from Grade 1 ELA curriculum, based on Can Do Indicators

1. Students will be able to recognize and name all uppercase and lowercase letters of the alphabet, written in print. (Prof. Level: 1 and 2) (DOK – Level One)
2. Students will be able to use knowledge of letter-sounds correspondence in order to decode words. (Prof. Level: 1 and 2) (DOK – Level One)
3. Students will be able to recognize and name numbers. (Prof. Level: 1 and 2) (DOK – Level One)
4. Students will be able to read aloud personal information. (Prof. Level: 1 and 2) (DOK – Level One)
5. Students will be able to recognize and use grade appropriate and/or content specific vocabulary within the context. (Prof. Level: 1-5) (DOK – Level Two)
6. Students will be able to make inference, state reasonable generalizations and draw conclusions within academic areas. (Prof. Level: 1-4) (DOK – Level Three)
7. Students will be able to activate prior knowledge. (Prof. Level: 1 and 2) (DOK – Level Two)
8. Students will be able to show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in order). (Prof. Level: 1 and 2) (DOK – Level Two)
9. Students will be able to classify and make connections. (Prof. Level: 1 and 2) (DOK – Level Three)
10. Students will be able to evaluate one’s own learning of reading skills and reading comprehension. (Prof. Level: 2-5) (DOK – Level Four)
11. Students will be able to use cooperation with a classmate to practice conversations, read a dialogue, act out a short story, and study new vocabulary (Prof. Level: 2-5) (DOK – Level One, DOK – Level Two, DOK – Level Three)

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12. Students will be able to use learned strategies to analyze text (illustrations/pictures, captions, headings and subheadings). (Prof. Level: 2-5) (DOK – Level Three)
13. Students will be able to identify easy and difficult material in a chapter and the different ways to learn the difficult material. (Prof. Level: 2-5) (DOK – Level Four)
14. Students will be able to decode unknown words using previously learned strategies. (Prof. Level: 2-5) (DOK – Level Two)
15. Students will be able to identify parts of books (e.g., the front cover, back cover, title page, table of contents, and author/illustrator of a book or reading selection). (Prof. Level: 2-5) (DOK – Level One)
16. Students will be able to develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print texts. (Prof. Level: 2-5) (DOK – Level Four)
17. Students will be able to identify differences between types of text. (Prof. Level: 2-5) (DOK – Level Two)
18. Students will be able to preview a text to increase reading comprehension. (Prof. Level: 2-5) (DOK – Level One)
19. Students will be able to enhance mathematic vocabulary. (Prof. Level: 2-5) (DOK – Level One)
20. Students will be able to predict outcomes, state reasonable generalizations and draw conclusions within academic areas. (Prof. Level: 4-5) (DOK – Level Three)

Writing: Along with objectives from Grade 1 ELA curriculum, based on Can Do Indicators

1. Students will be able to use correct spelling. (Prof. Level: 1 and 2) (DOK – Level One)
2. Students will be able to use correct punctuation. (Prof. Level: 1 and 2) (DOK – Level One)
3. Students will be able to use standard writing conventions. (Prof. Level: 1 and 2) (DOK – Level One)
4. Students will be able to write numerals. (Prof. Level: 1 and 2) (DOK – Level One)
5. Students will be able to write the correct form of a regular verb. (Prof. Level: 1 and 2) (DOK – Level One)
6. Students will be able to use present-progressive tense. (Prof. Level: 1 and 2) (DOK – Level One)
7. Students will be able to construct complete sentences. (Prof. Level: 1 and 2) (DOK – Level One)
8. Students will be able to edit incomplete or incorrect sentences. (Prof. Level: 1 and 2) (DOK – Level Two)
9. Students will be able to make connections between written language and oral language. (Prof. Level: 1 and 2) (DOK – Level One, Level Two, Level Three, Level Four)
10. Students will be able to draw a map. (Prof. Level: 1 and 2) (DOK – Level Two)
11. Students will be able to develop the structural and creative skills of the writing process necessary to produce written language within the content area. (Prof. Level: 2-5) (DOK – Level Three)
12. Students will be able to write dictated words and complete simple sentences. (Prof. Level: 2-5) (DOK – Level One)

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13. Students will be able to use standard English language conventions as appropriate to writing within the academic area. (Prof. Level: 2-5) (DOK – Level One)
14. Students will be able to write the correct form of subject-verb agreement. (Prof. Level: 2-5) (DOK – Level One)
15. Students will be able to use coordinating conjunctions. (Prof. Level: 2-5) (DOK – Level One)
16. Students will be able to write the correct form of appropriate grade-level present tense regular and irregular verbs. (Prof. Level: 2-5) (DOK – Level One)
17. Students will be able to use adjectives in appropriate sentence positions. (Prof. Level: 2-5) (DOK – Level One)
18. Students will be able to edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date. (Prof. Level: 2-5) (DOK – Level Two)
19. Students will be able to use a graphic organizer. (Prof. Level: 2-5) (DOK – Level Two)

Core Activities and Corresponding Instructional Methods:

Reading Wonders: Unit 1 Week 1

- Reading Comprehension: Short Text-“*Jack Can*”; Leveled Reader-“*We Like to Share*”; Paired Selection-“*Look at Signs*”
 - Genre: Realistic Fiction; Non-Fiction
 - Strategy: Visualize
 - Skill: Key Details
- Vocabulary:
 - Oral Vocabulary:
 - Level 1-2 – Display the cards. Say each word and have children point to the card and repeat the word.
 - Level 2-4 – Provide sentence starters for children to complete.
 - Level 4-5 – Have children create their own oral sentences for the words
 - ELL Vocabulary:
 - Level 1-2 – Have children echo spell and say the words. Use the word in a simple sentence for them to repeat.
 - Level 2-4 – Say the words and have children repeat. Provide sentence starters for children to complete.
 - Level 4-5 – Have children say and spell the words and use them in their own sentences.
 - High-Frequency Words:
 - Level 1-2 – Say sentences for each word. Have children point to and say the word
 - Level 2-4 – Have partners take turns using the words in oral sentences.
 - Level 4-5 – Have partners write sentences for each word.
- Writing:
 - Writing Trait: Ideas
 - Level 1-2 – Have children take turns showing you one thing they can do. Say a sentence telling what they can do for them to repeat.
 - Level 2-4 – Have children complete sentence starters about one thing they see

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happening in the story's pictures.

- Level 4-5 – Have children look at pictures. Ask them to write sentences that tell about one thing that is happening in each picture.
- Grammar: Sentences
 - Level 1-2 – Help children use complete sentences to tell about a picture from a story they have read
 - Level 2-4 – Ask children to describe a picture from a story they have read using complete sentences.
 - Level 4-5 – Have children write as many complete sentences as they can to tell what is happening in pictures from a story they have read.

DVOG: Unit 1 Week 1

- Lesson #1 – Digraphs -ck
- Lesson #2 – FLOSS
- Red Words – was, are

Reach: Unit 1-Week 1 A World of Families

- Language:
 - Language Functions: Describe, Ask and Answer Questions
 - Listening & Speaking: Make Eye Contact
 - How to Learn Language: Review and Rehearse
- Grammar: Nouns, Singular and Plural Nouns
- Vocabulary: Social Studies Vocabulary, Academic Vocabulary, Basic Vocabulary-Family
- Reading: Reading Strategy-Plan: Preview, set a Purpose, and Predict; Genre-Story (*"Mystery Bottle"*), Photo Book (*"Families"*); Text Structure-Organize Ideas; Reading Fluency-Phrasing, Accuracy and Rate
- Writing: Writing Fluency; Personal Response; Writer's Craft-Captions; Sentences; Sentences About Families

Reading Wonders: Unit 1 Week 2

- Reading Comprehension: Short Text-*"Six Kids"*; Leveled Reader-*"A Trip to the City"*; Paired Selection-*"Where I Live"*
 - Genre: Fantasy; Non-Fiction
 - Strategy: Visualize
 - Skill: Key Details
- Vocabulary:
 - Oral Vocabulary:
 - Level 1-2 – Look for pictures of city and country scenes and identify them.
 - Level 2-4 – Use words in sentences.
 - Level 4-5 – Ask each other sentences about the city and country
 - ELL Vocabulary:
 - Level 1-2 – Draw a picture of each word on an index card and write the word on the back.
 - Level 2-4 – Model, then have children use the words in a sentence.
 - Level 4-5 – Have partners tell each other a story using words.

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- High-Frequency Words:
 - Level 1-2 – Act out or demonstrate a word
 - Level 2-4 – Complete sentence frames for words and illustrate the sentences.
 - Level 4-5 – Have children write sentences for each word.
- Writing:
 - Writing Trait: Ideas
 - Level 1-2 – Provide photos to help children think of details for their writing.
 - Level 2-4 – Ask children to orally describe a place. List the words for them to use in a sentence.
 - Level 4-5 – Write more than one sentence to describe a place.
- Grammar: Word Order
 - Level 1-2 – Provide two words and a period on index cards. Have children arrange them in order.
 - Level 2-4 – Write pairs of sentences with words in correct order and incorrect order. Have partners read and choose the correct sentence.
 - Level 4-5 – Have partners write sentences with three or more words.

DVOG: Unit 1 Week 2

- Lesson #3 – FLOSS
- Lesson #4 – Suffix -s
- Red Words – very, said

Reach: Unit 1-Week 2 A World of Families

- Language:
 - Language Functions: Describe
 - Oral Language Project: Narrative Presentation
- Grammar: Nouns, Plural Nouns
- Vocabulary: Identify Nouns
- Reading: Reading Strategy-Plan: Preview, Set a Purpose, and Predict; Text Features-Photos Genre-Magazine Article (*"The World is Your Family"*); Literary Analysis-Text Features of a Magazine Article; Reading Fluency-Phrasing, Accuracy and Rate
- Writing: Writing Fluency; Magazine Article; Journal Entry

Reading Wonders: Unit 1 Week 3

- Reading Comprehension: Short Text-*"A Pig for Cliff"*; Leveled Reader-*"Pet Show"*; Paired Selection-*"Love That Llama!"*
 - Genre: Fantasy; Non-Fiction
 - Strategy: Visualize
 - Skill: Key Details
- Vocabulary:
 - Oral Vocabulary:
 - Level 1-2 – Say a sentence about each word. Have children repeat the sentence and match it to the picture.
 - Level 2-4 – Have children take turns asking and answering questions about the pictures.

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- Level 4-5 – Have children create their own oral sentences for the words
- ELL Vocabulary:
 - Level 1-2 – Have children find other examples of each word.
 - Level 2-4 – Have partners take turns saying and acting out a sentence for the words.
 - Level 4-5 – Have partners write and answer questions for the words.
- High-Frequency Words:
 - Level 1-2 – Give a command using each word. Have children repeat the command and act it out.
 - Level 2-4 – Have children point to a card and say a sentence using the word.
 - Level 4-5 – Have children write a sentence for each word.
- Writing:
 - Writing Trait: Ideas
 - Level 1-2 – Show a picture of a pig. Ask children to use describing details to tell what it looks like.
 - Level 2-4 – Ask questions to help children think of details.
 - Level 4-5 – Ask partners to read their sentences aloud. Compare how the descriptions are alike and different.
- Grammar: Statements
 - Level 1-2 – Help children identify statements in a selection they have read.
 - Level 2-4 – Ask partners to find examples of statements in a selection they have read.
 - Level 4-5 – Ask children to summarize one of the selections using statement.

DVOG: Unit 1 Week 3

- Lesson #5 – Syllable type: VCe(a-e, i-e, e-e)
- Lesson #6 – Syllable type: VCe(o-e, u-e)
- Red Words – want, one

Reach: Unit 1-Week 3 Family Events and Celebrations

- Language:
 - Language Functions: Give Information, Ask for and Give Information
 - Listening & Speaking: Listen Actively
 - How to Learn Language: Ask for Clarification
- Grammar: Common and Proper Nouns, Proper Nouns
- Vocabulary: Social Studies Vocabulary, Academic Vocabulary, Basic Vocabulary-Celebrations
- Reading: Reading Strategy-Plan; Genre-Story ("*Papa and Me*"); Literary Analysis-Identify Setting; Reading Fluency-Intonation, Accuracy and Rate
- Writing: Writing Fluency; Writer's Craft-Action Words; Sentences; Writing Project-Photo Essay

Reading Wonders: Unit 1 Week 4

- Reading Comprehension: Short Text-"*Toss! Kick! Hop!*"; Leveled Reader-"*Friends are Fun*"; Paired Selection-"*I Like to Play*"
 - Genre: Non-Fiction; Poetry

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- Strategy: Ask and Answer Questions
- Skill: Key Details
- Vocabulary:
 - Oral Vocabulary:
 - Level 1-2 – Provide sentence frames for children to complete.
 - Level 2-4 – Have partners use each word in a sentence.
 - Level 4-5 – Have children write sentences for each word.
 - ELL Vocabulary:
 - Level 1-2 – Point to a picture and have children say what it is.
 - Level 2-4 – Give simple clues about a word’s meaning. Have children use the word in a sentence to respond.
 - Level 4-5 – Have children use their own words to tell what each word means.
 - High-Frequency Words:
 - Level 1-2 – Have children pick a card and say the word. Use the word in a sentence for them to repeat.
 - Level 2-4 – Have partners take turns asking and answering questions.
 - Level 4-5 – Have partners write sentences using the words.
- Writing:
 - Writing Trait: Organization
 - Level 1-2 – Guide children by providing sentence starters: *These objects are alike/different because _____*.
 - Level 2-4 – Ask partners to do two actions, such as stand and wave. Have other children tell what is different in how they waved.
 - Level 4-5 – Have children create sentences that compare and contrast details n selections they’ve read this week.
- Grammar: Questions and Exclamations
 - Level 1-2 – Help children use complete sentences to ask about a picture they saw in one of the selections.
 - Level 2-4 – Ask children to ask each other questions about the selections they’ve read. Then have them come up with statements that show strong feelings.
 - Level 4-5 – Have children write a paragraph using statements, questions, and exclamations.

DVOG: Unit 1 Week 4

- Lesson #7 – Voiced s
- Lesson #8 – Initial /k/
- Red Words – some, come

Reach: Unit 1-Week 4 Family Events and Celebrations

- Language:
 - Language Functions: Give Information
 - Theme Theater: Role-Play
- Grammar: Proper Nouns
- Vocabulary: Identify Nouns

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- Reading: Reading Strategy-Plan; Genre-Postcard (“Postcard to Grandpa”); Reading Fluency-Accuracy and Rate; Literary Analysis-Text Features
- Writing: Writing Fluency; Sentences; Postcard; Writing Project: Photo Essay

Reading Wonders: Unit 1 Week 5

- Reading Comprehension: Short Text-“*Move and Grin!*”; Leveled Reader-“*We Can Move*”; Paired Selection-“*What’s Under Your Skin?*”
 - Genre: Non-Fiction
 - Strategy: Ask and Answer Questions
 - Skill: Key Details
- Vocabulary:
 - Oral Vocabulary:
 - Level 1-2 – Display the Visual Vocabulary Cards. Say the words together than use each word in a sentence. Have children repeat the card.
 - Level 2-4 – Help children act out each word. Then use the word in a sentence to connect the children’s actions.
 - Level 4-5 – Have partners cut pictures that relate to the words. Label the pictures.
 - ELL Vocabulary:
 - Level 1-2 – Say each word. Have children repeat and point to the matching Card.
 - Level 2-4 – Display the cards. Have children say each word. Ten ask a question using the word
 - Level 4-5 – Have children say each word and make a personal connection by answering questions.
 - High-Frequency Words:
 - Level 1-2 – Display and read each high-frequency word card. Help children act out each word. Repeat the word together.
 - Level 2-4 – Display and read the word cards. Have volunteers choose one word and act out its meaning. Children guess the word.
 - Level 4-5 – Help children write each word. Draw a picture that illustrates each word.
- Writing:
 - Writing Trait: Organization
 - Level 1-2 – Have children act out doing something. Tell what they do. Have children repeat.
 - Level 2-4 – Provide sentence frames for children. *We _____ . Then we _____ . Last we _____ .*
 - Level 4-5 – Have children write sentences independently and read them aloud.
- Grammar: Sentences
 - Level 1-2 – Display story illustrations and say different kinds of sentences for children to repeat.
 - Level 2-4 – Provide sentence starters about story illustrations. Students will read them aloud with expression.
 - Level 4-5 – Have children write three sentences about a story illustration. Try to

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write one of each kind of sentence.

DVOG: Unit 1 Week 5

- Lesson #9 – ‘s (possessive)
- Lesson #10 – Final /k/
- Red Words – you, from

Reach: Unit 2-Week 1 Living Verses Non-Living Things

- Language:
 - Language Functions: Describe, Express Likes and Dislikes
 - Listening & Speaking: Speak Clearly
 - How to Learn Language: Compare and Contrast
- Grammar: Adjectives That Describe and How Many/How Much?
- Vocabulary: Science Vocabulary, Academic Vocabulary, Basic Vocabulary
- Reading: Reading Strategy-Monitor; Genre-Fairy Tale (“*Zina, the Wooden Puppet*”), Song (“*Are You Living*”); Literary Analysis-List Facts; Literary Analysis-List Facts; Text Features: Rhythm and Rhyme; Reading Fluency-Phrasing, Accuracy and Rate
- Writing: Writing Fluency; Personal Response; Writer’s Craft-Song Lyrics; Sentences; Sentences About Living Things

Reading Wonders: Unit 1 Week 6

Review and Assessment Week

DVOG: Unit 1 Week 6

- Lesson #11 – Syllable Division: VC/CV (two closed syllables-compound words)
- Lesson #12 – Syllable Division: VC.CV (two closed syllables)
- Red Words – Review: was, are, very, said, want, one, some, come, you from

Reach: Unit 2-Week 2

- Language:
 - Language Functions: Describe
 - Oral Language Project-Interview
- Grammar: Adjectives: Color, Size, and Shape
- Vocabulary: Sort Words
- Reading: Reading Strategy-Monitor; Genre-Diagram (“*A Straw Hat*”); Literary Analysis-Text Features Reading Fluency-Accuracy and Rate
- Writing: Writing Fluency; Steps in a Process; Journal Entry

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Unit: 2 Reading Wonders-Our Community
DVOG

Time Range in Days: 25-30 Days

Reach-Unit 2 Week 3: Shoot for the Sun; Unit 3: To Your Front Door

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

PA Core Standards:

CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.A, CC.1.2.1.B, CC.1.2.1.C, CC.1.2.1.E, CC.1.2.1.F, CC.1.2.1.G, CC.1.2.1.H, CC.1.2.1.I, CC.1.2.1.J, CC.1.2.1.K, CC.1.2.1.L, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.1.D, CC.1.3.1.E, CC.1.3.1.F, CC.1.3.1.G, CC.1.3.1.H, CC.1.3.1.I, CC.1.3.1.J, CC.1.3.1.K, CC.1.4.1.A, CC.1.4.1.B, CC.1.4.1.C, CC.1.4.1.D, CC.1.4.1.E, CC.1.4.1.F, CC.1.4.1.G, CC.1.4.1.H, CC.1.4.1.I, CC.1.4.1.J, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.M, CC.1.4.1.N, CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R, CC.1.4.1.S, CC.1.4.1.T, CC.1.4.1.U, CC.1.4.1.V, CC.1.4.1.W, CC.1.4.1.X, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.F, CC.1.5.1.G

English Language Proficiency Standards:

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

Overview: Jobs Around Town; Buildings all Around; A Community in Nature; Let's Help; Follow the Map

Focus Question(s): What jobs need to be done in a community? What buildings do you know? What are they made of? Where do animals live together? How do people help out in the community? How can you find your way around?

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

Objectives:

Listening: Along with objectives from Grade 1 ELA curriculum, based on Can Do Indicators

1. Students will be able to classify information. (Prof. Level: 1 and 2) (DOK – Level Two)
2. Students will be able to demonstrate understanding of Entering-Level vocabulary. (Prof. Level: 1 and 2) (DOK – Level One)
3. Students will be able to demonstrate understanding of the main idea of oral directions. (Prof. Level: 1 and 2) (DOK – Level One)
4. Students will be able to demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants). (Prof. Level: 1 and 2) (DOK – Level One)
5. Students will be able to understand classroom directions (e.g., schedules, homework assignments). (Prof. Level: 1 and 2) (DOK – Level One)
6. Students will be able to follow and understand rules. (Prof. Level: 1 and 2) (DOK – Level One)
7. Students will be able to understand the rules for conversation. (Prof. Level: 1-5) (DOK – Level One)
8. Students will be able to understand and develop familiar vocabulary and grammar structures. (Prof. Level: 2-5) (DOK – Level Two)

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9. Students will be able to develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint text. (Prof. Level: 2-5) (DOK – Level Four)
10. Student will be able to understand and follow oral directions. (Prof. Level: 2-5) (DOK – Level Two)
11. Students will be able to understand simple questions pertaining to a short passage. (Prof. Level: 2-5) (DOK – Level One)
12. Students will be able to recognize commands. (Prof. Level: 2-5) (DOK – Level One)

Speaking: Along with objectives from Grade 1 ELA curriculum, based on Can Do Indicators

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

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19. Students will be able to formulate simple sentences and simple compound sentences. (Prof. Level 2-5) (DOK – Level 3)
20. Students will be able to use English to develop the skills necessary to use proper grammar in spoken form within content areas. (Prof. Level 2-5) (DOK – Level Two)
21. Students will be able to read written material aloud. (Prof. Level 2-5) (DOK – Level One)
22. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (Prof. Level 2-5) (DOK – Level Three)
23. Students will be able to use appropriate language variety, register and genre according to audience, purpose, and setting. (Prof. Level 2-5) (DOK – Level Two)
24. Students will be able to enhance mathematic vocabulary. (Prof. Level 2-5) (DOK – Level Two)
25. Students will be able to make original conversations using new vocabulary and grammar structures. (Prof. Level 2-5) (DOK – Level Three)
26. Students will be able to discuss personal experiences and evaluate one’s own learning of new vocabulary, grammar, and oral language. (Prof. Level 2-5) (DOK – DOK - Level Three)

Reading: Along with objectives from Grade 1 ELA curriculum, based on Can Do Indicators

1. Students will be able to recognize and name all uppercase and lowercase letters of the alphabet, written in print. (Prof. Level: 1 and 2) (DOK – Level One)
2. Students will be able to use knowledge of letter-sounds correspondence in order to decode words. (Prof. Level: 1 and 2) (DOK – Level One)
3. Students will be able to recognize and name numbers. (Prof. Level: 1 and 2) (DOK – Level One)
4. Students will be able to read aloud personal information. (Prof. Level: 1 and 2) (DOK – Level One)
5. Students will be able to recognize and use grade appropriate and/or content specific vocabulary within the context. (Prof. Level: 1-5) (DOK – Level Two)
6. Students will be able to make inference, state reasonable generalizations and draw conclusions within academic areas. (Prof. Level: 1-4) (DOK – Level Three)
7. Students will be able to activate prior knowledge. (Prof. Level: 1 and 2) (DOK – Level Two)
8. Students will be able to show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in order). (Prof. Level: 1 and 2) (DOK – Level Two)
9. Students will be able to classify and make connections. (Prof. Level: 1 and 2) (DOK – Level Three)
10. Students will be able to evaluate one’s own learning of reading skills and reading comprehension. (Prof. Level: 2-5) (DOK – Level Four)
11. Students will be able to use cooperation with a classmate to practice conversations, read a dialogue, act out a short story, and study new vocabulary (Prof. Level: 2-5) (DOK – Level One, DOK – Level Two, DOK – Level Three)
12. Students will be able to use learned strategies to analyze text (illustrations/pictures, captions, headings and subheadings). (Prof. Level: 2-5) (DOK – Level Three)
13. Students will be able to identify easy and difficult material in a chapter and the different ways to learn the difficult material. (Prof. Level: 2-5) (DOK – Level Four)
14. Students will be able to decode unknown words using previously learned strategies. (Prof. Level: 2-5) (DOK – Level Two)

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15. Students will be able to identify parts of books (e.g., the front cover, back cover, title page, table of contents, and author/illustrator of a book or reading selection). (Prof. Level: 2-5) (DOK – Level One)
16. Students will be able to develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint texts. (Prof. Level: 2-5) (DOK – Level Four)
17. Students will be able to identify differences between types of text. (Prof. Level: 2-5) (DOK – Level Two)
18. Students will be able to preview a text to increase reading comprehension. (Prof. Level: 2-5) (DOK – Level One)
19. Students will be able to enhance mathematic vocabulary. (Prof. Level: 2-5) (DOK – Level One)
20. Students will be able to predict outcomes, state reasonable generalizations and draw conclusions within academic areas. (Prof. Level: 4-5) (DOK – Level Three)

Writing: Along with objectives from Grade 1 ELA curriculum, based on Can Do Indicators

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

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18. Students will be able to edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date. (Prof. Level: 2-5) (DOK – Level Two)
19. Students will be able to use a graphic organizer. (Prof. Level: 2-5) (DOK – Level Two)

Core Activities and Corresponding Instructional Methods:

Reading Wonders: Unit 2 Week 1

- Reading Comprehension: Short Text-“*Good Job, Ben!*”; Leveled Reader-“*Ben Brings the Mail*”; Paired Selection-“*At the Post Office*”
 - Genre: Realistic Fiction; Non-Fiction
 - Strategy: Make and Confirm Predictions
 - Skill: Character, Setting, Events
- Vocabulary:
 - Oral Vocabulary:
 - Level 1-2 – Provide sentence frames: An occupation is _____. In my community _____.
 - Level 2-4 – Ask questions using the words: What occupations do you know? Why do you like this community?
 - Level 4-5 – Have partners write one sentence and one question for each word.
 - ELL Vocabulary:
 - Level 1-2 – Help children draw a picture and write the word beneath it.
 - Level 2-4 – Have partners write one sentence for each word.
 - Level 4-5 – Challenge children to write two sentences for each word.
 - High-Frequency Words:
 - Level 1-2 – Point to and say each word for children to repeat.
 - Level 2-4 – Have children read each word as you display it.
 - Level 4-5 – Have children use each word in a sentence.
- Writing:
 - Writing Trait: Organization
 - Level 1-2 – Provide magazine pictures. Provide a sentence frame for children to complete to tell about a job someone is doing.
 - Level 2-4 – Show photos of everyday jobs. Provide sentence frames for children to complete to tell about the jobs.
 - Level 4-5 – Have children write three sentences about a job they know or like.
- Grammar: Nouns
 - Level 1-2 – Have children take turns naming objects in the classroom to complete the frame: A is a noun.
 - Level 2-4 – Have one partner name a noun and the other create a sentence for it. Switch roles and repeat.
 - Level 4-5 – Have children write sentences about jobs, then share them with a partner. Have partners circle the nouns in each other’s sentences.

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DVOG: Unit 2 Week 1

- Lesson #1 – Suffix -ed /ed/
- Lesson #2 – Suffix -ed /d/
- Red Words – two, were

Reach: Unit 2-Week 3 Structures of Living Things

- Language:
 - Language Functions: Retell a Story; Express Intentions
 - Listening & Speaking: Listen and Take Notes
 - How to Learn Language: Ask for Clarification
- Grammar: Number Words; Count and Non-count Words
- Vocabulary: Science Words; Academic Vocabulary, Basic Vocabulary
- Reading: Reading Strategy-Monitor; Genre-Folk Tale (*"The Daisy"*); Literary Analysis-Identify Plot; Reading Fluency-Phrasing, Accuracy and Rate
- Writing: Writing Fluency; Writer's Craft-Action Words; Sentences; Writing Project-How to Make Something

Reading Wonders: Unit 2 Week 2

- Reading Comprehension: Short Text-*"Cubs in a Hut"*; Leveled Reader-*"Staying Afloat"*; Paired Selection-*"A Day on a Houseboat"*
 - Genre: Fantasy; Non-Fiction
 - Strategy: Make and Confirm Predictions
 - Skill: Character, Setting, Events
- Vocabulary:
 - Oral Vocabulary:
 - Level 1-2 – Provide sentences for children to complete: The dog took shelter in _____. He used material to _____.
 - Level 2-4 – Have partners use each word in a sentence.
 - Level 4-5 – Have children write sentences using the words *shelter* and *materials*.
 - ELL Vocabulary:
 - Level 1-2 – Help children repeat the sentences aloud and fill in the correct word.
 - Level 2-4 – Have children read the sentences they wrote.
 - Level 4-5 – Have children create their own sentences using the words.
 - High-Frequency Words:
 - Level 1-2 – Point to and say each word for children to repeat.
 - Level 2-4 – Have children read each word as you display it.
 - Level 4-5 – Have children say each word and use it in a sentence.
- Writing:
 - Writing Trait: Organization
 - Level 1-2 – Help children write their sentences. Provide sentence frames for them to copy and complete.
 - Level 2-4 – Ask children to list events that take place in the beginning, middle, and end of their story. Provide sentence frames if necessary.
 - Level 4-5 – Remind children to include a beginning, middle, and end. Ask: *How does the story begin? Who are the characters? Where does the story take*

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place? How does the story end?

- Grammar: Singular and Plural Nouns
 - Level 1-2 – Have children hold up one finger and say *I have one finger*. Have them hold up ten fingers and say *I have ten fingers*. Continue with ears, hands, eyes, nose, knees.
 - Level 2-4 – Ask children to point out one object in the classroom. Then have them point out multiple objects. Have them use sentences to tell how many objects they find.
 - Level 4-5 – Have children write sentences using the singular and plural versions of three words.

DVOG: Unit 2 Week 2

- Lesson #3 – Suffix -ed /t/
- Lesson #4 – Final y = /ī/
- Red Words – done, gone

Reach: Unit 2-Week 4 Structures of Living Things

- Language:
 - Language Functions: Retell a Story
 - Theme Theater-Dramatization
- Grammar: Adjectives-How Many or How Much
- Vocabulary: Sort Words
- Reading: Reading Strategy-Monitor; Genre-Project Notebook ("*Michael Fay and the Giant Redwoods*"); Text Features-Photographs; Reading Fluency-Accuracy and Rate
- Writing: Writing Fluency; Sentences; How-to Sentences; Journal Entry Writing Project-How to Make Something

Reading Wonders: Unit 2 Week 3

- Reading Comprehension: Short Text-"*The Best Spot*"; Leveled Reader-"*Meerkat Family*"; Paired Selection-"*I Live in a House*"
 - Genre: Non-Fiction; Poetry
 - Strategy: Reread
 - Skill: Main Topic and Key Details
- Vocabulary:
 - Oral Vocabulary:
 - Level 1-2 – Provide sentence frames: A habitat _____. Animals depend on _____.
 - Level 2-4 – Have children ask a question about the picture using the words.
 - Level 4-5 – Have children write sentences using each word.
 - ELL Vocabulary:
 - Level 1-2 – Help children write the completed sentences and read them aloud.
 - Level 2-4 – Have children read the completed sentences they wrote.
 - Level 4-5 – Have children create their own sentences using the words.
 - High-Frequency Words:
 - Level 1-2 – Point to and say each word for children to repeat.

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- Level 2-4 – Have children read each word as you display it.
- Level 4-5 – Have children say the word then use it in a sentence.
- Writing:
 - Writing Trait: Ideas
 - Level 1-2 – Provide sentence starters: Near the pond _____. Fish swim _____.
 - Level 2-4 – Have partners list plants and animals near a pond and then write sentences.
 - Level 4-5 – Challenge partners to write two more sentences about the main topic.
- Grammar: Possessive Nouns
 - Level 1-2 – One partner holds up an object and the other says the name as a possessive noun and object: Ann’s pencil. Switch roles and repeat.
 - Level 2-4 – One partner names an object as a possessive noun: book’s. The other says a sentence that includes the possessive: The book’s cover is red. Switch roles and repeat.
 - Level 4-5 – Have children write and read sentences about helping in the community, using possessive nouns. Have partners circle the possessive nouns in each other’s sentences.

DVOG: Unit 2 Week 3

- Lesson #5 – Suffix -ing
- Lesson #6 – Final y = /ē/
- Red Words – who, what

Reach: Unit 3-Week 1 Peoples’ Wants and Needs

- Language:
 - Language Functions: Express Needs and Wants; Make a Request/Ask for Help
 - Listening & Speaking: Listen to and Learn From Others
 - How to Learn Language: Review and Rehearse
- Grammar: Verbs; Action Verbs
- Vocabulary: Social Studies Vocabulary; Academic Vocabulary; Basic Vocabulary-Community Places
- Reading: Reading Strategy-Ask Questions; Genre-Fable (“*Wen-Mei and Her Clay Pot*”); Genre-Social Studies Article (“*Markets*”); Text Features-Headings; Reading Fluency-Intonation; Accuracy and Rate
- Writing: Writing Fluency; Personal Response; Writers Craft-Short Sentences; Questions; Questions About Markets

Reading Wonders: Unit 2 Week 4

- Reading Comprehension: Short Text-“*Thump Thump Helps Out*”; Leveled Reader-“*Squirrels Help*”; Paired Selection-“*Food Drive*”
 - Genre: Fantasy; Non-Fiction
 - Strategy: Reread
 - Skill: Character, Setting, Events
- Vocabulary:

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- Oral Vocabulary:
 - Level 1-2 – Ask children to show how someone with leadership or they admire might act.
 - Level 2-4 – Provide sentence starters for children to use to tell about the images from the Vocabulary Cards.
 - Level 4-5 – Have children use the words in sentences about the pictures.
- ELL Vocabulary:
 - Level 1-2 – Say the word and a simple sentence with the word for children to repeat.
 - Level 2-4 – Have children complete the sentence starters and read their sentences aloud.
 - Level 4-5 – Have children write their own sentences using the word and then read them.
- High-Frequency Words:
 - Level 1-2 – Point to and say each word for children to repeat.
 - Level 2-4 – Have children read each word as you display it.
 - Level 4-5 – Have children say each word and then use it in a sentence.
- Writing:
 - Writing Trait: Organization
 - Level 1-2 – Have children draw three pictures in order showing what happened. Have them number the pictures: 1, 2, 3.
 - Level 2-4 – Help children tell a story using sentence frames. First he/she . Then . Last.
 - Level 4-5 – Have children to write a three-sentence story that has a beginning, middle, and end.
- Grammar: Common and Proper Nouns
 - Level 1-2 – Point to classroom objects and people. Ask questions: Is this a plant? Is plant a proper name? Is this a girl? What is the girl's proper name?
 - Level 2-4 – Ask children to choose a photograph in the Big Book and say examples of common nouns they see. Encourage them to use complete sentences.
 - Level 4-5 – Ask children to choose a photograph in the Big Book and describe it using common and proper nouns. Help them make a list of the nouns that they use.

DVOG: Unit 2 Week 4

- Lesson #7 – Digraph -ng
- Lesson #8 – nk
- Red Words – any, many

Reach: Unit 3-Week 2 Peoples' Wants and Needs

- Language:
 - Language Functions: Express Needs and Wants
 - Oral Language Project: Persuasive Presentation
- Grammar: Verbs; Present-Tense Verbs: Subject-Verb Agreement

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- Vocabulary: Identify Verbs
- Reading: Reading Strategy-Ask Questions; Genre-Online Article ("*Flower Power*"); Text Structure-Features of an Online Article; Reading Fluency-Accuracy and Rate
- Writing: Writing Fluency; Sentences; Journal Entry

Reading Wonders: Unit 2 Week 5

- Reading Comprehension: Short Text-"*Which Way on the Map?*"; Leveled Reader-"*How Maps Help*"; Paired Selection-"*On the Map*"
 - Genre: Non-Fiction
 - Strategy: Reread
 - Skill: Main Topic and Key Details
- Vocabulary:
 - Oral Vocabulary:
 - Level 1-2 – Have children draw pictures for the words. Say sentences about children's pictures for them to repeat.
 - Level 2-4 – Help children act out each word. Then say a sentence frame about the actions for children to complete.
 - Level 4-5 – Have partners draw or cut pictures from magazines to illustrate each word. Have them use their pictures to make a collage?
 - ELL Vocabulary:
 - Level 1-2 – Say a sentence about an image. Help children say sentences about their pictures.
 - Level 2-4 – Ask questions about the images. Have children answer them. Provide sentence frames if needed.
 - Level 4-5 – Have children draw pictures for the words. Help them say sentences for their pictures.
 - High-Frequency Words:
 - Level 1-2 – Have children choose and read a word. Say a sentence for the word, and have children repeat.
 - Level 2-4 – Have one partner say a word and the other use it in a sentence. Then have partners switch roles.
 - Level 4-5 – Have partners take turns saying a sentence for a word and finding the card for the word used in the sentence.
- Writing:
 - Writing Trait: Ideas
 - Level 1-2 – Say sentences about a place. Have children repeat each sentence and point out the details.
 - Level 2-4 – Provide sentence frames about a place. Have children use details to complete the sentences.
 - Level 4-5 – Have children draw pictures to support their sentences.
- Grammar: Irregular Plural Nouns
 - Level 1-2 – Write man, foot, leaf, tooth, child, men, feet, leaves, teeth, and children. As you read each word, have children point to or draw a picture for it. Help them label their pictures.
 - Level 2-4 – Write man, foot, leaf, tooth, child, men, feet, leaves, teeth, and

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children on word cards. Read the singular nouns, and have children match them to their plurals.

- Level 4-5 – Have partners write man, foot, leaf, tooth, child, on word cards. Have children take turns choosing a word, naming its plural, and using the plural in a sentence.

DVOG: Unit 2 Week 5

- Lesson #9 – Trigraph -tch
- Lesson #10 – Suffix -es
- Red Words – there, where

Reach: Unit 3-Week 3 How We Get What We Need

- Language:
 - Language Functions: Ask Questions; Engage in Discussion
 - Listening & Speaking: Speak at the Right Pace
 - How to Learn Language: Find Patterns in Language
- Grammar: Verbs-*to be*; Verbs-*to have*
- Vocabulary: Social Studies Vocabulary; Academic Vocabulary; Basic Vocabulary-Community Places
- Reading: Reading Strategy-Ask Questions; Genre-Poem ("*Delivery*"); Text Structure-Identify Details; Literary Analysis-Rhyming Words; Reading Fluency-Intonation; Accuracy and Rate
- Writing: Writing Fluency; Writer's Craft-Describe Actions Using Verbs; Rhyme Poem; Writing Project-Thank-You Letter

Reading Wonders: Unit 2 Week 6

Review and Assessment Week

DVOG: Unit 2 Week 6

- Lesson #11 – VC/CVe Closed Syllable + CVe Syllable (Compound Words)
- Lesson #12 – VC/CVe Closed Syllable + CVe Syllable
- Red Words – Review: two, were, done, gone, who, what, any, many, there, where

Reach: Unit 3-Week 4 How We Get What We Need

- Language:
 - Language Functions: Ask Questions
 - Theme Theater: Improvisation
- Grammar: Subject-Verb Agreement-*be* and *have*
- Vocabulary: Identify Verbs
- Reading: Reading Strategy-Ask Questions; Genre-Fact Sheet ("*Money*"); Literary Analysis-Identify Important Details; Reading Fluency-Accuracy and Rate
- Writing: Writing Fluency; Detail Sentences; Journal Entry; Writing Project-Thank-You Letter

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Unit: 3 Reading Wonders-Changes Over Time

Time Range in Days: 25-30 Days

DVOG

Reach-Unit 4: Growing and Changing; Unit 5: Creature Features

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

PA Core Standards:

CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.A, CC.1.2.1.B, CC.1.2.1.C, CC.1.2.1.E, CC.1.2.1.F, CC.1.2.1.G, CC.1.2.1.H, CC.1.2.1.I, CC.1.2.1.J, CC.1.2.1.K, CC.1.2.1.L, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.1.D, CC.1.3.1.E, CC.1.3.1.F, CC.1.3.1.G, CC.1.3.1.H, CC.1.3.1.I, CC.1.3.1.J, CC.1.3.1.K, CC.1.4.1.A, CC.1.4.1.B, CC.1.4.1.C, CC.1.4.1.D, CC.1.4.1.E, CC.1.4.1.F, CC.1.4.1.G, CC.1.4.1.H, CC.1.4.1.I, CC.1.4.1.J, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.M, CC.1.4.1.N, CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R, CC.1.4.1.S, CC.1.4.1.T, CC.1.4.1.U, CC.1.4.1.V, CC.1.4.1.W, CC.1.4.1.X, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.F, CC.1.5.1.G

English Language Proficiency Standards:

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

Overview: What Time is It?; Watch It Grow!; Tales Over Time; Now and Then; From Farm to Table

Focus Question(s): How do we measure time? How do plants change as they grow? What is a folktale? How is life different than it was long ago? How do we get our food?

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

Objectives:

Listening: Along with objectives from Grade 1 ELA curriculum, based on Can Do Indicators

1. Students will be able to classify information. (Prof. Level: 1 and 2) (DOK – Level Two)
2. Students will be able to demonstrate understanding of Entering-Level vocabulary. (Prof. Level: 1 and 2) (DOK – Level One)
3. Students will be able to demonstrate understanding of the main idea of oral directions. (Prof. Level: 1 and 2) (DOK – Level One)
4. Students will be able to demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants). (Prof. Level: 1 and 2) (DOK – Level One)
5. Students will be able to understand classroom directions (e.g., schedules, homework assignments). (Prof. Level: 1 and 2) (DOK – Level One)
6. Students will be able to follow and understand rules. (Prof. Level: 1 and 2) (DOK – Level One)
7. Students will be able to understand the rules for conversation. (Prof. Level: 1-5) (DOK – Level One)
8. Students will be able to understand and develop familiar vocabulary and grammar structures. (Prof. Level: 2-5) (DOK – Level Two)

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9. Students will be able to develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint text. (Prof. Level: 2-5) (DOK – Level Four)
10. Student will be able to understand and follow oral directions. (Prof. Level: 2-5) (DOK – Level Two)
11. Students will be able to understand simple questions pertaining to a short passage. (Prof. Level: 2-5) (DOK – Level One)
12. Students will be able to recognize commands. (Prof. Level: 2-5) (DOK – Level One)

Speaking: Along with objectives from Grade 1 ELA curriculum, based on Can Do Indicators

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

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19. Students will be able to formulate simple sentences and simple compound sentences. (Prof. Level 2-5) (DOK – Level 3)
20. Students will be able to use English to develop the skills necessary to use proper grammar in spoken form within content areas. (Prof. Level 2-5) (DOK – Level Two)
21. Students will be able to read written material aloud. (Prof. Level 2-5) (DOK – Level One)
22. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (Prof. Level 2-5) (DOK – Level Three)
23. Students will be able to use appropriate language variety, register and genre according to audience, purpose, and setting. (Prof. Level 2-5) (DOK – Level Two)
24. Students will be able to enhance mathematic vocabulary. (Prof. Level 2-5) (DOK – Level Two)
25. Students will be able to make original conversations using new vocabulary and grammar structures. (Prof. Level 2-5) (DOK – Level Three)
26. Students will be able to discuss personal experiences and evaluate one’s own learning of new vocabulary, grammar, and oral language. (Prof. Level 2-5) (DOK – DOK - Level Three)

Reading: Along with objectives from Grade 1 ELA curriculum, based on Can Do Indicators

1. Students will be able to recognize and name all uppercase and lowercase letters of the alphabet, written in print. (Prof. Level: 1 and 2) (DOK – Level One)
2. Students will be able to use knowledge of letter-sounds correspondence in order to decode words. (Prof. Level: 1 and 2) (DOK – Level One)
3. Students will be able to recognize and name numbers. (Prof. Level: 1 and 2) (DOK – Level One)
4. Students will be able to read aloud personal information. (Prof. Level: 1 and 2) (DOK – Level One)
5. Students will be able to recognize and use grade appropriate and/or content specific vocabulary within the context. (Prof. Level: 1-5) (DOK – Level Two)
6. Students will be able to make inference, state reasonable generalizations and draw conclusions within academic areas. (Prof. Level: 1-4) (DOK – Level Three)
7. Students will be able to activate prior knowledge. (Prof. Level: 1 and 2) (DOK – Level Two)
8. Students will be able to show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in order). (Prof. Level: 1 and 2) (DOK – Level Two)
9. Students will be able to classify and make connections. (Prof. Level: 1 and 2) (DOK – Level Three)
10. Students will be able to evaluate one’s own learning of reading skills and reading comprehension. (Prof. Level: 2-5) (DOK – Level Four)
11. Students will be able to use cooperation with a classmate to practice conversations, read a dialogue, act out a short story, and study new vocabulary (Prof. Level: 2-5) (DOK – Level One, DOK – Level Two, DOK – Level Three)
12. Students will be able to use learned strategies to analyze text (illustrations/pictures, captions, headings and subheadings). (Prof. Level: 2-5) (DOK – Level Three)
13. Students will be able to identify easy and difficult material in a chapter and the different ways to learn the difficult material. (Prof. Level: 2-5) (DOK – Level Four)
14. Students will be able to decode unknown words using previously learned strategies. (Prof. Level: 2-5) (DOK – Level Two)

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15. Students will be able to identify parts of books (e.g., the front cover, back cover, title page, table of contents, and author/illustrator of a book or reading selection). (Prof. Level: 2-5) (DOK – Level One)
16. Students will be able to develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint texts. (Prof. Level: 2-5) (DOK – Level Four)
17. Students will be able to identify differences between types of text. (Prof. Level: 2-5) (DOK – Level Two)
18. Students will be able to preview a text to increase reading comprehension. (Prof. Level: 2-5) (DOK – Level One)
19. Students will be able to enhance mathematic vocabulary. (Prof. Level: 2-5) (DOK – Level One)
20. Students will be able to predict outcomes, state reasonable generalizations and draw conclusions within academic areas. (Prof. Level: 4-5) (DOK – Level Three)

Writing: Along with objectives from Grade 1 ELA curriculum, based on Can Do Indicators

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

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18. Students will be able to edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date. (Prof. Level: 2-5) (DOK – Level Two)
19. Students will be able to use a graphic organizer. (Prof. Level: 2-5) (DOK – Level Two)

Core Activities and Corresponding Instructional Methods:

Reading Wonders: Unit 3 Week 1

- Reading Comprehension: Short Text-“*Nate the Snake is Late*”; Leveled Reader-“*Kate Saves the Date*”; Paired Selection-“*Use a Calendar*”
 - Genre: Fantasy; Non-Fiction
 - Strategy: Make and Confirm Predictions
 - Skill: Character, Setting, Events
- Vocabulary:
 - Oral Vocabulary:
 - Level 1-2 – Have children draw pictures for the words. Say sentences about them for children to repeat.
 - Level 2-4 – Have children use the words in sentences. Provide sentence starters as necessary.
 - Level 4-5 – Challenge partners to use the words in questions and answers.
 - ELL Vocabulary:
 - Level 1-2 – Say a sentence. Have children repeat the sentence and match it to its picture.
 - Level 2-4 – Say sentences but leave out the vocabulary words. Have children repeat the sentences with the words.
 - Level 4-5 – Ask children to draw pictures for the words. Have them write sentences for their pictures.
 - High-Frequency Words:
 - Level 1-2 – Have children choose a card and read the word. Help them use the word in a sentence.
 - Level 2-4 – Have partners take turns choosing a card and saying a sentence for the word.
 - Level 4-5 – Challenge partners to write and answer questions using the words.
- Writing:
 - Writing Trait: Word Choice
 - Level 1-2 – Have children role-play being late. Say sentences with sensory details and have them repeat.
 - Level 2-4 – Provide sentence frames for children to fill in sensory details.
 - Level 4-5 – Ask questions to elicit sensory details. Then have children use the details in sentences.
- Grammar: Verbs
 - Level 1-2 – Have children look at story pictures from the week’s reading and tell what characters can do. Use the verbs in sentences, and have children repeat.
 - Level 2-4 – Have children choose story pictures from the week’s reading. Provide sentence frames to help children tell what the characters can do.
 - Level 4-5 – Challenge children to use story pictures to retell a story from the

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week's reading. Have them identify the verbs in their sentences.

DVOG: Unit 3 Week 1

- Lesson #1 – Contractions with not
- Lesson #2 – Suffix -y
- Red Words – have, says

Reach: Unit 4-Week 1 How Baby Animals Grow and Change

- Language:
 - Language Functions: Retell a Story; Seek Clarification
 - Listening & Speaking: Present in Sequence
 - How to Learn Language: Use and Reuse Language
- Grammar: Singular Subject Pronouns-*I, you, it*; Plural Subject Pronouns-*we, you, they*
- Vocabulary: Science Words; Academic Vocabulary, Basic Vocabulary-Times and Days of the Week
- Reading: Reading Strategy-Determine Importance; Genre-Question Book ("*Guess What I'll Be?*"); Genre-Story ("*Ruby in Her Own Time*"); Text Structure-Identify Plot; Literary Analysis-Characters; Reading Fluency-Expression; Accuracy and Rate
- Writing: Writing Fluency; Personal Response; Writer's Craft-Characters; Describe Characters; Sentences About Plot

Reading Wonders: Unit 3 Week 2

- Reading Comprehension: Short Text-"*Time to Plant!*"; Leveled Reader-"*Yum, Strawberries*"; Paired Selection-"*Strawberry Plant*"
 - Genre: Drama; Play; Non-Fiction
 - Strategy: Make and Confirm Predictions
 - Skill: Plot-Sequence
- Vocabulary:
 - Oral Vocabulary:
 - Level 1-2 – Have children draw their own picture for each word on an index card, then write the word on the back.
 - Level 2-4 – Have children ask a question about each word, then answer it.
 - Level 4-5 – Have children write a sentence for each word.
 - ELL Vocabulary:
 - Level 1-2 – Help children find examples of or act out each word.
 - Level 2-4 – Spell the word and have children identify the word you spelled, then spell it for you.
 - Level 4-5 – Have children use their own words to tell what each word means.
 - High-Frequency Words:
 - Level 1-2 – Have children locate examples for green, pretty, and water. Have them act out grow and together.
 - Level 2-4 – Ask children questions about each word. Have them answer, then repeat the word. For example, What is something green? What can grow?
 - Level 4-5 – Challenge partners to tell a short story using all of the words.
- Writing:

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- Writing Trait: Word Choice
 - Level 1-2 – Provide labeled pictures of vegetables for children to choose from.
 - Level 2-4 – Help children identify vegetables: What vegetable did we have in school for lunch? What vegetables do you eat at home?
 - Level 4-5 – Have children describe the vegetables: for example, green peas, red beets.
- Grammar: Present Tense Verbs
 - Level 1-2 – Help children use the correct present-tense verb form to complete sentences about pictures in one of this week’s selections. For example: The vine quickly. The children in the garden.
 - Level 2-4 – Have children use present-tense verbs to describe actions they see in one of this week’s selections. Support them by providing questions to answer or sentence starters.
 - Level 4-5 – Display pictures from one of this week’s selections and have children retell the story. Ask them to tell about the actions using present-tense verbs.

DVOG: Unit 3 Week 2

- Lesson #3 – Prefix: un-
- Lesson #4 – Prefix: non-
- Red Words – been, because

Reach: Unit 4-Week 2 How Baby Animals Grow and Change

- Language:
 - Language Functions: Retell a Story
 - Theme Theater: Retell *“Ruby in Her Own Time”*
- Grammar: Subject Pronoun Agreement-Gender & Number
- Vocabulary: Use Context Clues
- Reading: Reading Strategy-Determine Importance; Genre-Science Article (*“Turtles: From Eggs to Ocean”*); Text Structure-Captions; Reading Fluency-Accuracy and Rate
- Writing: Writing Fluency; Captions; Summary

Reading Wonders: Unit 3 Week 3

- Reading Comprehension: Short Text-*“The Nice Mitten”*; Leveled Reader-*“The Magic Paintbrush”*; Paired Selection-*“Wanted: A Friend”*
 - Genre: Folktale; Poetry/Song
 - Strategy: Make and Confirm Predictions
 - Skill: Plot-Cause and Effect
- Vocabulary:
 - Oral Vocabulary:
 - Level 1-2 – Say sentences about the words for children to repeat. Ask them to illustrate the sentences.
 - Level 2-4 – Provide sentence starters for the words for children to complete. Ask them to repeat the entire sentence.
 - Level 4-5 – Have children use their own words to explain what a hero and a tale are.

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- ELL Vocabulary:
 - Level 1-2 – Point to a picture and have children say the word that goes with the picture.
 - Level 2-4 – Say sentences but leave out the words. Have children repeat the sentences with the words.
 - Level 4-5 – Have children write a sentence about each picture that contains the vocabulary word.
- High-Frequency Words:
 - Level 1-2 – Display several cards face up. Say a word. Have children choose the correct card and repeat the word.
 - Level 2-4 – Give partners several cards. Have them take turns drawing a card and saying the word.
 - Level 4-5 – Challenge partners to write sentences for three words.
- Writing:
 - Writing Trait: Word Choice
 - Level 1-2 – Have children act out being the hedgehog going in to sleep. Suggest words they can use. Have them choose a word and repeat the sentence with the word.
 - Level 2-4 – Read the sentence and underline *went*. Help children write or dictate a list of strong verbs with a similar meaning.
 - Level 4-5 – Have partners list the other verbs in the selection. Then challenge them to come up with stronger verbs.
- Grammar: Verbs
 - Level 1-2 – Use past- and future-tense verbs in simple sentences to tell about pictures in a selection they've read this week. Have children repeat the sentences.
 - Level 2-4 – Display pictures from one of this week's selections and have children use past- and present-tense verbs to retell the story.
 - Level 4-5 – Challenge partners to write a short story about something a character will do in the future and something that character has done in the past.

DVOG: Unit 3 Week 3

- Lesson #5 – Soft c
- Lesson #6 – Soft g
- Red Words – again, they

Reach: Unit 4-Week 3 Animal Life Cycles

- Language:
 - Language Functions: Restate an Idea; Seek Clarification
 - Listen & Speaking: Listen for the Main Idea
 - How to Learn Language: Use and Reuse Language
- Grammar: Singular Possessive Adjectives-*my, your, its*; Plural Possessive Adjectives-*our, their*
- Vocabulary: Science Vocabulary; Academic Vocabulary; Basic Vocabulary-Food

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- Reading: Reading Strategy-Determine Importance; Genre-Science Article (“*A Butterfly is Born*”); Text Structure-Identify Main Idea and Details; Diagrams; Reading Fluency-Phrasing; Accuracy and Rate
- Writing: Writing Fluency; Personal Response; Writer’s Craft-Characters; Describe Characters; Sentences About Plot

Reading Wonders: Unit 3 Week 4

- Reading Comprehension: Short Text-“*Life at Home*”; Leveled Reader-“*Schools Then and Now*”; Paired Selection-“*School Days*”
 - Genre: Non-Fiction
 - Strategy: Reread
 - Skill: Connections Between Texts-Compare and Contrast
- Vocabulary:
 - Oral Vocabulary:
 - Level 1-2 – Display the pictures. Say a sentence about a picture that uses the word. Have children point to the picture and repeat the sentence.
 - Level 2-4 – Provide sentence starters for the words. Have children repeat and complete each sentence.
 - Level 4-5 – Ask children to use the words in sentences.
 - ELL Vocabulary:
 - Level 1-2 – Have children draw pictures for the words. Say sentences about the pictures.
 - Level 2-4 – Have children explain the pictures in the Leveled Reader using the words.
 - Level 4-5 – Have partners choose a word and use it as a starter for a conversation.
 - High-Frequency Words:
 - Level 1-2 – Have children act out or use gestures to tell about boy, girl, old, and people. Have other children guess the word.
 - Level 2-4 – Give word meanings as questions. Ask children to use the word to answer the question.
 - Level 4-5 – Have partners create sentence starters for the words and trade papers with another pair to complete.
- Writing:
 - Writing Trait: Ideas
 - Level 1-2 – Help children dictate or write a short sentence with an opinion. Provide a sentence frame to help.
 - Level 2-4 – Ask children to give reasons for their opinions. Give sentence frames for them to copy and complete.
 - Level 4-5 – Ask children to write an opinion about a selection from the week and give two reasons for the opinion.
- Grammar: *is* and *are*
 - Level 1-2 – Display a picture from this week's reading and point to something(s) and use *is* or *are* to tell about it. Have children repeat the sentence.
 - Level 2-4 – Have children look at pictures from the week's readings and use *is*

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and are to tell about them. Use sentence starters as needed.

- Level 4-5 – Have children use is and are to tell about things they see in the classroom.

DVOG: Unit 3 Week 4

- Lesson #7 – Suffix -less
- Lesson #8 – Suffix -ness
- Red Words – would, could

Reach: Unit 4-Week 4 Animal Life Cycles

- Language:
 - Language Functions: Restate an Idea
 - Oral Language Project: Informational Presentation
- Grammar: Possessive Adjective Agreement-Gender and Number
- Vocabulary: Use Context Clues
- Reading: Reading Strategy-Determine Importance; Genre-Poem ("*Caterpillar*"); Literary Analysis: Determine Point of View; Reading Fluency-Accuracy and Rate
- Writing: Writing Fluency; Poem; Summary; Writing Project-Story

Reading Wonders: Unit 3 Week 5

- Reading Comprehension: Short Text-"*A Look at Breakfast*"; Leveled Reader-"*Apples from Farm to Table*"; Paired Selection-"*A Dairy Treat*"
 - Genre: Non-Fiction
 - Strategy: Reread
 - Skill: Connections Within Texts-Sequence
- Vocabulary:
 - Oral Vocabulary:
 - Level 1-2 – Have children draw something delicious and something nutritious. Say sentences about the children's pictures for children to repeat.
 - Level 2-4 – Have children draw pictures of something delicious and something nutritious. Then say a sentence frame for children to complete.
 - Level 4-5 – Have children draw pictures of something delicious and something nutritious. Challenge them to tell why the foods are delicious or nutritious.
 - ELL Vocabulary:
 - Level 1-2 – Say a sentence about an image. Have children repeat the sentence as they point to its picture.
 - Level 2-4 – Ask questions about the images and have children answer. Provide sentence frames as necessary.
 - Level 4-5 – Ask children to draw pictures for the words. Help them say sentences for their pictures.
 - High-Frequency Words:
 - Level 1-2 – Have children choose and read a word. Say a sentence for the word, and have children repeat.
 - Level 2-4 – Have one partner say a word and the other use it in a sentence. Then have partners switch roles.

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- Level 4-5 – Have partners take turns using the words to ask and answer questions.
- Writing:
 - Writing Trait: Ideas
 - Level 1-2 – Model giving an opinion. Help children use sentence frames to give opinions.
 - Level 2-4 – Have partners give opinions. Provide sentence frames as needed.
 - Level 4-5 – Have partners ask for and give opinions. Have them give reasons for them.
- Grammar: Contractions with *not*
 - Level 1-2 – Use contractions to tell about pictures in A Look at Breakfast. Have children repeat the sentences.
 - Level 2-4 – Have children use contractions in sentences about A Look at Breakfast. Provide sentence frames as needed.
 - Level 4-5 – Challenge partners to ask and answer questions about A Look at Breakfast. They should try to use contractions in sentences.

DVOG: Unit 3 Week 5

- Lesson #9 – Vowel Team Syllable Type (VV): oo (moon)
- Lesson #10 – Vowel Team Syllable Type (VV): oo (book)
- Red Words – should, only

Reach: Unit 5-Week 1 External Characteristics of Animals

- Language:
 - Language Functions: Compare and Contrast; Summarize
 - Listening & Speaking: Use Gestures and Expressions
 - How to Learn Language: Use Nonverbal Clues
- Grammar: Sentences; Sentence Capitalization
- Vocabulary: Science Vocabulary; Academic Vocabulary; Basic Vocabulary-Clothing
- Reading: Reading Strategy-Make Connections; Genre-Fact Book (*“What Do You Do With a Tail Like This?”*); Genre-Animal Fantasy (*“For Pete’s Sake”*); Text Structure-Compare and Contrast; Literary Analysis-Character; Reading Fluency-Expression, Accuracy and Rate
- Writing: Writing Fluency; Personal Response; Writer’s Craft-Describing Words; Compare and Contrast; Sentences About Characters

Reading Wonders: Unit 3 Week 6

Review and Assessment Week

DVOG: Unit 3 Week 6

- Lesson #11 – Suffix -ly
- Lesson #12 – Suffix -ful
- Red Words – Review: have, says, been, because, again, they, would, could, should, only

Reach: Unit 5-Week 2 External Characteristics of Animals

- Language:

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- Language Functions: Compare and Contrast
 - Theme Theater: Dramatization
- Grammar: Complete Sentences
- Vocabulary: Synonyms
- Reading: Reading Strategy-Make Connections; Genre-Science Article (*"Alligators"*); Literary Analysis-Main Idea and Details; Reading Fluency-Accuracy and Rate
- Writing: Writing Fluency; Detail Sentences; Journal Entry

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Unit: 4 Reading Wonders-Animals Everywhere

Time Range in Days: 25-30 Days

DVOG

Reach-Unit 5 Week 3: Creature Features; Unit 6: Up in the Air

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

PA Core Standards:

CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.A, CC.1.2.1.B, CC.1.2.1.C, CC.1.2.1.E, CC.1.2.1.F, CC.1.2.1.G, CC.1.2.1.H, CC.1.2.1.I, CC.1.2.1.J, CC.1.2.1.K, CC.1.2.1.L, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.1.D, CC.1.3.1.E, CC.1.3.1.F, CC.1.3.1.G, CC.1.3.1.H, CC.1.3.1.I, CC.1.3.1.J, CC.1.3.1.K, CC.1.4.1.A, CC.1.4.1.B, CC.1.4.1.C, CC.1.4.1.D, CC.1.4.1.E, CC.1.4.1.F, CC.1.4.1.G, CC.1.4.1.H, CC.1.4.1.I, CC.1.4.1.J, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.M, CC.1.4.1.N, CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R, CC.1.4.1.S, CC.1.4.1.T, CC.1.4.1.U, CC.1.4.1.V, CC.1.4.1.W, CC.1.4.1.X, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.F, CC.1.5.1.G

English Language Proficiency Standards:

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

Overview: Animal Features; Animals Together; In the Wild; Insects!; Working With Animals

Focus Question(s): How do animals' bodies help them? How do animals help each other? How do animals survive in nature? What insects do you know about? How are they alike and different? How do people work with animals?

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

Objectives:

Listening: Along with objectives from Grade 1 ELA curriculum, based on Can Do Indicators

1. Students will be able to classify information. (Prof. Level: 1 and 2) (DOK – Level Two)
2. Students will be able to demonstrate understanding of Entering-Level vocabulary. (Prof. Level: 1 and 2) (DOK – Level One)
3. Students will be able to demonstrate understanding of the main idea of oral directions. (Prof. Level: 1 and 2) (DOK – Level One)
4. Students will be able to demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants). (Prof. Level: 1 and 2) (DOK – Level One)
5. Students will be able to understand classroom directions (e.g., schedules, homework assignments). (Prof. Level: 1 and 2) (DOK – Level One)
6. Students will be able to follow and understand rules. (Prof. Level: 1 and 2) (DOK – Level One)
7. Students will be able to understand the rules for conversation. (Prof. Level: 1-5) (DOK – Level One)
8. Students will be able to understand and develop familiar vocabulary and grammar structures. (Prof. Level: 2-5) (DOK – Level Two)

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9. Students will be able to develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint text. (Prof. Level: 2-5) (DOK – Level Four)
10. Student will be able to understand and follow oral directions. (Prof. Level: 2-5) (DOK – Level Two)
11. Students will be able to understand simple questions pertaining to a short passage. (Prof. Level: 2-5) (DOK – Level One)
12. Students will be able to recognize commands. (Prof. Level: 2-5) (DOK – Level One)

Speaking: Along with objectives from Grade 1 ELA curriculum, based on Can Do Indicators

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

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18. Students will be able to use spoken English to build vocabulary. (Prof. Level 2-5) (DOK – Level One)
19. Students will be able to formulate simple sentences and simple compound sentences. (Prof. Level 2-5) (DOK – Level 3)
20. Students will be able to use English to develop the skills necessary to use proper grammar in spoken form within content areas. (Prof. Level 2-5) (DOK – Level Two)
21. Students will be able to read written material aloud. (Prof. Level 2-5) (DOK – Level One)
22. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (Prof. Level 2-5) (DOK – Level Three)
23. Students will be able to use appropriate language variety, register and genre according to audience, purpose, and setting. (Prof. Level 2-5) (DOK – Level Two)
24. Students will be able to enhance mathematic vocabulary. (Prof. Level 2-5) (DOK – Level Two)
25. Students will be able to make original conversations using new vocabulary and grammar structures. (Prof. Level 2-5) (DOK – Level Three)
26. Students will be able to discuss personal experiences and evaluate one’s own learning of new vocabulary, grammar, and oral language. (Prof. Level 2-5) (DOK – DOK - Level Three)

Reading: Along with objectives from Grade 1 ELA curriculum, based on Can Do Indicators

1. Students will be able to recognize and name all uppercase and lowercase letters of the alphabet, written in print. (Prof. Level: 1 and 2) (DOK – Level One)
2. Students will be able to use knowledge of letter-sounds correspondence in order to decode words. (Prof. Level: 1 and 2) (DOK – Level One)
3. Students will be able to recognize and name numbers. (Prof. Level: 1 and 2) (DOK – Level One)
4. Students will be able to read aloud personal information. (Prof. Level: 1 and 2) (DOK – Level One)
5. Students will be able to recognize and use grade appropriate and/or content specific vocabulary within the context. (Prof. Level: 1-5) (DOK – Level Two)
6. Students will be able to make inference, state reasonable generalizations and draw conclusions within academic areas. (Prof. Level: 1-4) (DOK – Level Three)
7. Students will be able to activate prior knowledge. (Prof. Level: 1 and 2) (DOK – Level Two)
8. Students will be able to show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in order). (Prof. Level: 1 and 2) (DOK – Level Two)
9. Students will be able to classify and make connections. (Prof. Level: 1 and 2) (DOK – Level Three)
10. Students will be able to evaluate one’s own learning of reading skills and reading comprehension. (Prof. Level: 2-5) (DOK – Level Four)
11. Students will be able to use cooperation with a classmate to practice conversations, read a dialogue, act out a short story, and study new vocabulary (Prof. Level: 2-5) (DOK – Level One, DOK – Level Two, DOK – Level Three)
12. Students will be able to use learned strategies to analyze text (illustrations/pictures, captions, headings and subheadings). (Prof. Level: 2-5) (DOK – Level Three)
13. Students will be able to identify easy and difficult material in a chapter and the different ways to learn the difficult material. (Prof. Level: 2-5) (DOK – Level Four)

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14. Students will be able to decode unknown words using previously learned strategies. (Prof. Level: 2-5) (DOK – Level Two)
15. Students will be able to identify parts of books (e.g., the front cover, back cover, title page, table of contents, and author/illustrator of a book or reading selection). (Prof. Level: 2-5) (DOK – Level One)
16. Students will be able to develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint texts. (Prof. Level: 2-5) (DOK – Level Four)
17. Students will be able to identify differences between types of text. (Prof. Level: 2-5) (DOK – Level Two)
18. Students will be able to preview a text to increase reading comprehension. (Prof. Level: 2-5) (DOK – Level One)
19. Students will be able to enhance mathematic vocabulary. (Prof. Level: 2-5) (DOK – Level One)
20. Students will be able to predict outcomes, state reasonable generalizations and draw conclusions within academic areas. (Prof. Level: 4-5) (DOK – Level Three)

Writing: Along with objectives from Grade 1 ELA curriculum, based on Can Do Indicators

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

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17. Students will be able to use adjectives in appropriate sentence positions. (Prof. Level: 2-5) (DOK – Level One)
18. Students will be able to edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date. (Prof. Level: 2-5) (DOK – Level Two)
19. Students will be able to use a graphic organizer. (Prof. Level: 2-5) (DOK – Level Two)

Core Activities and Corresponding Instructional Methods:

Reading Wonders: Unit 4 Week 1

- Reading Comprehension: Short Text-“*A Tale of a Tail: How Beaver Got its Flat Tail*”; Leveled Reader-“*Fly to the Rescue!*”; Paired Selection-“*Animal Traits*”
 - Genre: Folktale; Non-Fiction
 - Strategy: Ask and Answer Questions
 - Skill: Plot-Sequence
- Vocabulary:
 - Oral Vocabulary:
 - Level 1-2 – Have children choose an animal picture from a story. Use the words in sentences about their animal for children to repeat.
 - Level 2-4 – Have children describe an animal from a story. Model a sentence: One feature of the animal is .
 - Level 4-5 – Challenge partners to use the words to describe animals from stories they have read.
 - ELL Vocabulary:
 - Level 1-2 – Say a sentence about an image. Have children repeat the sentence and match it to its picture.
 - Level 2-4 – Say sentences about the images but leave out the words. Have children repeat the sentences with the words.
 - Level 4-5 – Ask children to use the words to say sentences about the images.
 - High-Frequency Words:
 - Level 1-2 – Say a word. Have children find its picture. Use the word in a sentence, and have children repeat.
 - Level 2-4 – Have children complete sentences frames for the words.
 - Level 4-5 – Have children say sentences but leave out the word. Ask others to tell what word completes the sentence.
- Writing:
 - Writing Trait: Word Choice
 - Level 1-2 – Have children make animal sounds (chirp like a bird, quack like a duck, or meow like a cat). Say sentences with the sounds for them to repeat.
 - Level 2-4 – Provide sound words for children to use in sentences. Words might include vroom, honk, chirp, or buzz.
 - Level 4-5 – Have children look at pictures. Ask them to think of sound words to use in sentences that tell about the pictures.
- Grammar: Verbs
 - Level 1-2 – Help children describe a story picture. Use was and were in sentences to describe the picture and have children repeat.

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- Level 2-4 – Have children use was and were in sentences to tell about story pictures. Provide sentence frames as necessary.
- Level 4-5 – Ask partners to say as many sentences with was and were as they can to describe story pictures.

DVOG: Unit 4 Week 1

- Lesson #1 – Vowel Team Syllable Type (VV): ay
- Lesson #2 – Vowel Team Syllable Type (VV): ai
- Red Words – put; their

Reach: Unit 5-Week 3 How Animals Move

- Language:
 - Language Functions: Give Information; Evaluate
 - Listening & Speaking: Interpret a Speaker’s Message
 - How to Learn Language: Ask for Clarification
- Grammar: Simple Subject; Simple Predicate
- Vocabulary: Science Vocabulary; Academic Vocabulary; Basic Vocabulary-Outdoor Activities and Sports
- Reading: Reading Strategy-Make Connections; Genre-Fact Book (“*Slither, Slide, Hop, and Run*”); Literary Analysis-Categorize; Text Features-Labels; Reading Fluency-Intonation, Accuracy and Rate
- Writing: Writing Fluency; Writer’s Craft-Fact Sentences; Sentences; Writing Project-Science Article

Reading Wonders: Unit 4 Week 2

- Reading Comprehension: Short Text-“*A Team of Fish*”; Leveled Reader-“*Penguins All Around*”; Paired Selection-“*Animal Work Together*”
 - Genre: Non-Fiction
 - Strategy: Ask and Answer Questions
 - Skill: Main Idea and Key Details
 - Text Feature: Captions
- Vocabulary:
 - Oral Vocabulary:
 - Level 1-2 – Provide children with sentence frames: My *behavior* is _____. It is *beneficial* to_____.
 - Level 2-4 – Have children use behavior and instinct in complete sentences to tell about a picture in the week’s selections. Provide sentence starters as needed.
 - Level 4-5 – Have partners give examples of animal behaviors and animal instincts. Tell them to write their responses in complete sentences.
 - ELL Vocabulary:
 - Level 1-2 – Help children find examples of or act out each word.
 - Level 2-4 – Spell the word and have children identify the word you spelled, then spell it for you.
 - Level 4-5 – Have children use their own words to tell what each word means.
 - High-Frequency Words:

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- Level 1-2 – Have children echo read each word while looking at its Visual Vocabulary Card.
- Level 2-4 – Have partners take turns using each word in a question or answer.
- Level 4-5 – Challenge children to write sentences using two high-frequency words.
- Writing:
 - Writing Trait: Organization
 - Level 1-2 – Have children use the last sentence on page 41 of A Team of Fish as a model for their sentence.
 - Level 2-4 – Ask questions to help children identify their topic. Help them orally state the topic before writing it.
 - Level 4-5 – Challenge children to write two different introductory sentences, using a question in at least one.
- Grammar: *Has* and *Have*
 - Level 1-2 – Display photographs from the week's selections and say sentences about the animals for children to repeat: The birds have open beaks. The zebra has stripes.
 - Level 2-4 – Provide sentence starters for children to complete about the photos in the week's selections. The giraffe has/have _____ .
 - Level 4-5 – Have children choose a picture from the week's selections and use has/have to tell about the animals. The birds have open beaks.

DVOG: Unit 4 Week 2

- Lesson #3 – Vowel Team Syllable Type (VV): ee
- Lesson #4 – Vowel Team Syllable Type (VV): ea
- Red Words – people, does

Reach: Unit 5-Week 4 How Animals Move

- Language:
 - Language Functions: Give Information
 - Oral Language Project: News Report
- Grammar: Subject-Verb Agreement
- Vocabulary: Antonyms
- Reading: Reading Strategy-Make Connections; Genre-Photo Journal (“My Crittercam Journal”); Literary Analysis-Determine Author’s Purpose; Reading Fluency-Accuracy and Rate
- Writing: Writing Fluency; Writing Project-Science Article

Reading Wonders: Unit 4 Week 3

- Reading Comprehension: Short Text-“Go Wild!”; Leveled Reader-“Go, Gator!”; Paired Selection-“Ducklings”
 - Genre: Non-Fiction; Poetry
 - Strategy: Ask and Answer Questions
 - Skill: Main Idea and Key Details
 - Text Feature: Illustrations/Photographs
- Vocabulary:

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- Oral Vocabulary:
 - Level 1-2 – Have children use picture books to find pictures that represent each word.
 - Level 2-4 – Provide sentence starters for children to use to tell about each word.
 - Level 4-5 – Have partners ask each other a question using the word. The partner answers the question.
- ELL Vocabulary:
 - Level 1-2 – Write each word on two index cards. Mix the cards and place them in a grid. Have children match the cards and define the word.
 - Level 2-4 – List the words. Then write a word with two missing letters. Have children complete the word and use it in a sentence.
 - Level 4-5 – Have children write each word and a sentence on one side of a card and drawing a picture for the word on the other.
- High-Frequency Words:
 - Level 1-2 – Have children match the word on the Visual Vocabulary Card with the word on the High-Frequency Word Card.
 - Level 2-4 – Display the cards. Say a sentence frame that can be completed with a word. Have children find the card and say the sentence.
 - Level 4-5 – Have children draw a picture that represents two or more words and label the pictures. Provide an example, such as: more food.
- Writing:
 - Writing Trait: Organization
 - Level 1-2 – Have children draw a picture about the selection and say a sentence about it.
 - Level 2-4 – Provide a sentence frame for children to complete.
 - Level 4-5 – Have children write their own sentence. Remind them that the sentence can conclude the paragraph or the whole book.
- Grammar: *Go and Do*
 - Level 1-2 – Use *go, do, went,* and *did* to tell about photos from *Go Wild!* Have children repeat the sentences.
 - Level 2-4 – Use *go, do, went,* and *did* in questions about photos in *Go Wild!* Have children use the words in their answers.
 - Level 4-5 – Display photos from *Go Wild!* and have children use *go, do, went,* and *did* to tell about them.

DVOG: Unit 4 Week 3

- Lesson #5 – Vowel Team Syllable Type (VV): ow (snow)
- Lesson #6 – Vowel Team Syllable Type (VV): oa
- Red Words – give, other

Reach: Unit 6-Week 1 Up in the Air

- Language:
 - Language Functions: Explain; Express Likes and Dislikes
 - Listening & Speaking: Use Correct Speech
 - How to Learn Language: Use Language Patterns

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- Grammar: Statements, Exclamations, and Commands; Negative Sentences/Questions
- Vocabulary: Science Vocabulary; Academic Vocabulary; Basic Vocabulary-Weather
- Reading: Reading Strategy-Make Inferences; Genre-Story ("*Storm is Coming*"); Genre-Science Non-Fiction ("*I Face the Wind*"); Text Structure: Cause and Effect; Reading Fluency-Expression, Accuracy and Rate
- Writing: Writing Fluency; Personal Response; Writer's Craft-Ask and Answer Questions; Retell Steps; Sentences About the Wind

Reading Wonders: Unit 4 Week 4

- Reading Comprehension: Short Text-"*Creep Low, Fly High*"; Leveled Reader-"*The Hat*"; Paired Selection-"*Let's Look at Insects!*"
 - Genre: Fantasy; Non-Fiction
 - Strategy: Visualize
 - Skill: Point of View
- Vocabulary:
 - Oral Vocabulary:
 - Level 1-2 – Use each word in a sentence. Have children point to the image.
 - Level 2-4 – Provide oral sentence starters with the words for children to complete.
 - Level 4-5 – Have children use each word in a sentence.
 - ELL Vocabulary:
 - Level 1-2 – Say a sentence using the word for children to repeat.
 - Level 2-4 – Say a word. Then ask children to spell the word and repeat it.
 - Level 4-5 – Have children use each word in a written sentence.
 - High-Frequency Words:
 - Level 1-2 – Make cards for the words.
 - Level 2-4 – Display High-Frequency Word Cards. Say a sentence that includes a word. Have children find the card and say the word.
 - Level 4-5 – Have partners write a short story using the words.
- Writing:
 - Writing Trait: Organization
 - Level 1-2 – Have children draw a picture of the boys. Then provide a concluding statement sentence frame: The boys_____ .
 - Level 2-4 – Ask questions to help children focus on a conclusion: What did the boys do next? Did the boys have fun? Do they like to play?
 - Level 4-5 – Ask partners to read and compare their concluding statements.
- Grammar: *See* and *Saw*
 - Level 1-2 – Choose a picture from a book and have children say what they see in the picture. Have them say a sentence about what they saw in another book they read.
 - Level 2-4 – Play "I See" with a picture chosen from a book. Give children clues until they guess the correct object: I see the_____ !
 - Level 4-5 – Have partners take turns asking and answering questions that include *see* and *saw*.

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DVOG: Unit 4 Week 4

- Lesson #7 – Vowel Trigraph: igh
- Lesson #8 – Vowel Team Syllable Type (VV): ie
- Red Words – here, move

Reach: Unit 6-Week 2 Up in the Air

- Language:
 - Language Functions: Explain
 - Oral Language Project: Conduct an Experiment
- Grammar: Sentence Types
- Vocabulary: Compound Words
- Reading: Reading Strategy-Make Inferences; Genre-Legend (*“Wind Eagle: A Native American Legend”*); Literary Analysis-Character’s Actions; Reading Fluency-Accuracy and Rate
- Writing: Writing Fluency; Story; Summary

Reading Wonders: Unit 4 Week 5

- Reading Comprehension: Short Text-*“Time for Kids: From Puppy to Guide Dog”*; Leveled Reader-*“Teach a Dog!”*; Paired Selection-*“Working With Dolphins”*
 - Genre: Non-Fiction
 - Strategy: Visualize
 - Skill: Connections Within Text-Sequence
 - Text Feature: Captions
- Vocabulary:
 - Oral Vocabulary:
 - Level 1-2 – Show children pictures of people with careers.
 - Level 2-4 – Have children draw pictures of people with careers.
 - Level 4-5 – Challenge partners to give clues about careers and to guess them.
 - ELL Vocabulary:
 - Level 1-2 – Say a sentence about an image. Have children repeat the sentence and match it to its picture.
 - Level 2-4 – Say sentences about the images but leave out the words. Have children repeat sentences with the words.
 - Level 4-5 – Ask children to use the words to ask and answer questions about the images.
 - High-Frequency Words:
 - Level 1-2 – Say a word. Have children find its picture. Use the word in a sentence, and have children repeat.
 - Level 2-4 – Have children complete sentence frames for the words.
 - Level 4-5 – Have children say a sentence but leave out the word. Ask others to tell what word completes the sentence.
- Writing:
 - Writing Trait: Word Choice
 - Level 1-2 – Say sentences with order words for them to repeat: *First, I stand up. Next, I walk to the board. Then, I pick up the chalk. Last, I write my name.*
 - Level 2-4 – Give children a task that takes four steps to do. Model with sentence

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frames as necessary: *First I _____ . Next I _____ .*

- Level 4-5 – Have partners give each other directions to do something. Remind them to use words that tell order in their sentences.
- Grammar: *Adverbs That Tell When*
 - Level 1-2 – Help children describe a selection picture. Use adverbs that tell when in and have children repeat.
 - Level 2-4 – Have children use adverbs that tell when in sentences to tell about selection pictures. Provide sentence frames as necessary.
 - Level 4-5 – Ask partners to say as many sentences with adverbs that tell when to describe selection pictures.

DVOG: Unit 4 Week 5

- Lesson #9 – Vowel Team Syllable Type (VV): ey
- Lesson #10 – Final c
- Red Words – friend, sure

Reach: Unit 6-Week 3 How Weather Changes

- Language:
 - Language Functions: Express Ideas; Engage in Conversation
 - Listening & Speaking: Listen and Make Comments
 - How to Learn Language: Relate to Personal Experience
- Grammar: Yes/No Questions; More Ways to Start a Question
- Vocabulary: Science Vocabulary; Academic Vocabulary; Basic Vocabulary-Weather
- Reading: Reading Strategy-Make Inferences; Genre-Realistic Fiction (“*A Year for Kiko*”); Text Structure-Classify Details; Literary Analysis-Sensory Details; Reading Fluency-Expression, Accuracy and Rate
- Writing: Writing Fluency; Personal Response; Writer’s Craft-Ask and Answer Questions; Retell Steps; Sentences About the Wind

Reading Wonders: Unit 4 Week 6

Review and Assessment Week

DVOG: Unit 4 Week 6

- Lesson #11 – Spelling Rule: Rabbit Rule
- Lesson #12 – a = /au/ (ball)
- Red Words – Review: put, their, people, does, give, other, here, move, friend, sure

Reach: Unit 6-Week 4 How Weather Changes

- Language:
 - Language Functions: Express Ideas
 - Theme Theater: Puppet Show
- Grammar: Ask Questions to Get Information
- Vocabulary: Compound Words
- Reading: Reading Strategy-Make Inferences; Genre-Interview (“*Chasing Storms with Tim Samaras*”); Literary Analysis-Text Features; Reading Fluency-Accuracy and Rate
- Writing: Writing Fluency; Questions; Journal Entry; Writing Project-Nonfiction Paragraph.

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Unit: 5 Reading Wonders-Figure it Out
DVOG

Time Range in Days: 25-30 Days

Reach-Unit 7: Then and Now; Unit 8 Weeks 1 & 2: Get Out the Map!

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

PA Core Standards:

CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.A, CC.1.2.1.B, CC.1.2.1.C, CC.1.2.1.E, CC.1.2.1.F, CC.1.2.1.G, CC.1.2.1.H, CC.1.2.1.I, CC.1.2.1.J, CC.1.2.1.K, CC.1.2.1.L, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.1.D, CC.1.3.1.E, CC.1.3.1.F, CC.1.3.1.G, CC.1.3.1.H, CC.1.3.1.I, CC.1.3.1.J, CC.1.3.1.K, CC.1.4.1.A, CC.1.4.1.B, CC.1.4.1.C, CC.1.4.1.D, CC.1.4.1.E, CC.1.4.1.F, CC.1.4.1.G, CC.1.4.1.H, CC.1.4.1.I, CC.1.4.1.J, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.M, CC.1.4.1.N, CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R, CC.1.4.1.S, CC.1.4.1.T, CC.1.4.1.U, CC.1.4.1.V, CC.1.4.1.W, CC.1.4.1.X, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.F, CC.1.5.1.G

English Language Proficiency Standards:

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

Overview: See it, Sort it; Up in the Sky; Great Inventions; Sounds All Around; Build It!

Focus Question(s): How can we classify and categorize things? What can you see in the sky? What inventions do you know about? What sounds can you hear? How are they made? How do things get built?

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

Objectives:

Listening: Along with objectives from Grade 1 ELA curriculum, based on Can Do Indicators

1. Students will be able to classify information. (Prof. Level: 1 and 2) (DOK – Level Two)
2. Students will be able to demonstrate understanding of Entering-Level vocabulary. (Prof. Level: 1 and 2) (DOK – Level One)
3. Students will be able to demonstrate understanding of the main idea of oral directions. (Prof. Level: 1 and 2) (DOK – Level One)
4. Students will be able to demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants). (Prof. Level: 1 and 2) (DOK – Level One)
5. Students will be able to understand classroom directions (e.g., schedules, homework assignments). (Prof. Level: 1 and 2) (DOK – Level One)
6. Students will be able to follow and understand rules. (Prof. Level: 1 and 2) (DOK – Level One)
7. Students will be able to understand the rules for conversation. (Prof. Level: 1-5) (DOK – Level One)
8. Students will be able to understand and develop familiar vocabulary and grammar structures. (Prof. Level: 2-5) (DOK – Level Two)

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9. Students will be able to develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint text. (Prof. Level: 2-5) (DOK – Level Four)
10. Student will be able to understand and follow oral directions. (Prof. Level: 2-5) (DOK – Level Two)
11. Students will be able to understand simple questions pertaining to a short passage. (Prof. Level: 2-5) (DOK – Level One)
12. Students will be able to recognize commands. (Prof. Level: 2-5) (DOK – Level One)

Speaking: Along with objectives from Grade 1 ELA curriculum, based on Can Do Indicators

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

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19. Students will be able to formulate simple sentences and simple compound sentences. (Prof. Level 2-5) (DOK – Level 3)
20. Students will be able to use English to develop the skills necessary to use proper grammar in spoken form within content areas. (Prof. Level 2-5) (DOK – Level Two)
21. Students will be able to read written material aloud. (Prof. Level 2-5) (DOK – Level One)
22. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (Prof. Level 2-5) (DOK – Level Three)
23. Students will be able to use appropriate language variety, register and genre according to audience, purpose, and setting. (Prof. Level 2-5) (DOK – Level Two)
24. Students will be able to enhance mathematic vocabulary. (Prof. Level 2-5) (DOK – Level Two)
25. Students will be able to make original conversations using new vocabulary and grammar structures. (Prof. Level 2-5) (DOK – Level Three)
26. Students will be able to discuss personal experiences and evaluate one’s own learning of new vocabulary, grammar, and oral language. (Prof. Level 2-5) (DOK – DOK - Level Three)

Reading: Along with objectives from Grade 1 ELA curriculum, based on Can Do Indicators

1. Students will be able to recognize and name all uppercase and lowercase letters of the alphabet, written in print. (Prof. Level: 1 and 2) (DOK – Level One)
2. Students will be able to use knowledge of letter-sounds correspondence in order to decode words. (Prof. Level: 1 and 2) (DOK – Level One)
3. Students will be able to recognize and name numbers. (Prof. Level: 1 and 2) (DOK – Level One)
4. Students will be able to read aloud personal information. (Prof. Level: 1 and 2) (DOK – Level One)
5. Students will be able to recognize and use grade appropriate and/or content specific vocabulary within the context. (Prof. Level: 1-5) (DOK – Level Two)
6. Students will be able to make inference, state reasonable generalizations and draw conclusions within academic areas. (Prof. Level: 1-4) (DOK – Level Three)
7. Students will be able to activate prior knowledge. (Prof. Level: 1 and 2) (DOK – Level Two)
8. Students will be able to show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in order). (Prof. Level: 1 and 2) (DOK – Level Two)
9. Students will be able to classify and make connections. (Prof. Level: 1 and 2) (DOK – Level Three)
10. Students will be able to evaluate one’s own learning of reading skills and reading comprehension. (Prof. Level: 2-5) (DOK – Level Four)
11. Students will be able to use cooperation with a classmate to practice conversations, read a dialogue, act out a short story, and study new vocabulary (Prof. Level: 2-5) (DOK – Level One, DOK – Level Two, DOK – Level Three)
12. Students will be able to use learned strategies to analyze text (illustrations/pictures, captions, headings and subheadings). (Prof. Level: 2-5) (DOK – Level Three)
13. Students will be able to identify easy and difficult material in a chapter and the different ways to learn the difficult material. (Prof. Level: 2-5) (DOK – Level Four)
14. Students will be able to decode unknown words using previously learned strategies. (Prof. Level: 2-5) (DOK – Level Two)

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15. Students will be able to identify parts of books (e.g., the front cover, back cover, title page, table of contents, and author/illustrator of a book or reading selection). (Prof. Level: 2-5) (DOK – Level One)
16. Students will be able to develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint texts. (Prof. Level: 2-5) (DOK – Level Four)
17. Students will be able to identify differences between types of text. (Prof. Level: 2-5) (DOK – Level Two)
18. Students will be able to preview a text to increase reading comprehension. (Prof. Level: 2-5) (DOK – Level One)
19. Students will be able to enhance mathematic vocabulary. (Prof. Level: 2-5) (DOK – Level One)
20. Students will be able to predict outcomes, state reasonable generalizations and draw conclusions within academic areas. (Prof. Level: 4-5) (DOK – Level Three)

Writing: Along with objectives from Grade 1 ELA curriculum, based on Can Do Indicators

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

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18. Students will be able to edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date. (Prof. Level: 2-5) (DOK – Level Two)
19. Students will be able to use a graphic organizer. (Prof. Level: 2-5) (DOK – Level Two)

Core Activities and Corresponding Instructional Methods:

Reading Wonders: Unit 5 Week 1

- Reading Comprehension: Short Text-“*A Barn Full of Hats*”; Leveled Reader-“*Dog Bones*”; Paired Selection-“*Sorting Balls*”
 - Genre: Fantasy; Non-Fiction
 - Strategy: Make and Confirm Predictions
 - Skill: Point of View
- Vocabulary:
 - Oral Vocabulary:
 - Level 1-2 – Arrange or sort some colored blocks and use the words in sentences about them. Have children repeat.
 - Level 2-4 – Have partners sort colored blocks and use the words to describe what they did.
 - Level 4-5 – Have partners sort colored blocks and use the words to ask and answer questions about the arrangements.
 - ELL Vocabulary:
 - Level 1-2 – Say a sentence about an image. Have children repeat the sentence and match it to its picture.
 - Level 2-4 – Say sentences about the images, but leave out the words. Have children repeat the sentences and complete them with the correct words.
 - Level 4-5 – Ask children to use the words to say sentences about the images.
 - High-Frequency Words:
 - Level 1-2 – Say a word. Have children find its picture. Use the word in a sentence and have children repeat.
 - Level 2-4 – Have children complete sentences frames for the words.
 - Level 4-5 – Have children say a sentence but leave out the word. Ask others to tell what word completes the sentence.
- Writing:
 - Writing Trait: Sentence Fluency
 - Level 1-2 – Have children complete these sentences to tell about animals: live on a farm. live in the woods. live in the sea.
 - Level 2-4 – Have children find pictures of animals in this week’s stories. Have them tell where the animal lives: The ___ lives ___ .
 - Level 4-5 – Have children write sentences that tell what animals swim, fly, and run on land.
- Grammar: Verbs
 - Level 1-2 – Help children describe a picture from one of this week’s stories. Say short sentences and give a joining word. Have children repeat the sentences with the joining word.
 - Level 2-4 – Help children describe a picture from one of this week’s stories. Say

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the first part of a sentence and a joining word. Have children complete the sentence.

- Level 4-5 – Ask partners to use conjunctions in sentences about pictures from one of this week’s stories.

DVOG: Unit 5 Week 1

- Lesson #1 – R-controlled Syllable Type (Vr): ar
- Lesson #2 – R-controlled Syllable Type (Vr): or
- Red Words – or; buy

Reach: Unit 7-Week 1 How Our Wo0rld Keeps Changing

- Language:
 - Language Functions: Express Opinions; Agree and Disagree
 - Listening & Speaking: Adjust Your Language for Your Audience
 - How to Learn Language: Say it Another Way
- Grammar: Regular Past Tense *-ed*; Irregular Past Tense *-was, were, go, went, do, did*
- Vocabulary: Social Studies Vocabulary; Academic Vocabulary; Basic Vocabulary-Technology
- Reading: Reading Strategy-Visualize; Genre-Biography (*“Now and Ben: The Modern Inventions of Benjamin Franklin”*); Genre-History Article (*“Communication Then and Now”*); Literary Analysis-Main Idea and Details; Text Features-Time Line; Reading Fluency-Intonation, Accuracy and Rate
- Writing: Writing Fluency; Personal Response; Writer’s Craft-Letter Writing; Sentences; Sentences About Communication Then and Now

Reading Wonders: Unit 5 Week 2

- Reading Comprehension: Short Text-*“A Bird Named Fern”*; Leveled Reader-*“Hide and Seek”*; Paired Selection-*“Our Sun is a Star”*
 - Genre: Fantasy; Non-Fiction
 - Strategy: Make and Confirm Prediction
 - Skill: Plot-Cause and Effect
- Vocabulary:
 - Oral Vocabulary:
 - Level 1-2 – Have children use gestures to demonstrate each word while saying the word.
 - Level 2-4 – Help children use the words vast and observe in complete sentences to tell about the images on the cards.
 - Level 4-5 – Have children tell about something they've seen that is vast or something they observe.
 - ELL Vocabulary:
 - Level 1-2 – Help children find examples of or act out each word.
 - Level 2-4 – Spell the word and have children identify the word you spelled, then spell it for you.
 - Level 4-5 – Have children use their own words to tell what each word means.
 - High-Frequency Words:
 - Level 1-2 – Have children echo read each word while looking at its Visual

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Vocabulary card.

- Level 2-4 – Have partners come up with oral sentences for each word.
- Level 4-5 – Challenge children to write a sentence for each word.
- Writing:
 - Writing Trait: Word Choice
 - Level 1-2 – Brainstorm words to describe the sky and have children complete the sentence: The sky is_____ .
 - Level 2-4 – Have children answer with complete sentences: What does the night sky look like? What do you see in it?
 - Level 4-5 – Have children say more than one sentence to describe the sky.
- Grammar: Adjectives
 - Level 1-2 – Display pictures from A Bird Named Fern and point to objects. Say sentences with adjectives to describe the objects. Have children repeat the sentences.
 - Level 2-4 – Have children choose a picture from A Bird Named Fern and describe something in the picture. Encourage them to use complete sentences.
 - Level 4-5 – Have children use at least two adjectives in sentences about pictures from A Bird Named Fern.

DVOG: Unit 5 Week 2

- Lesson #3 – R-controlled Syllable Type (Vr): er
- Lesson #4 – Suffix: -er
- Red Words – enough, build

Reach: Unit 7-Week 2 How Our World Keeps Changing

- Language:
 - Language Functions: Express Opinions
 - Oral Language Project: Panel Discussion
- Grammar: Regular and Irregular Past Tense Verbs
- Vocabulary: Alphabetize and Use a Dictionary
- Reading: Reading Strategy-Visualize; Genre-Blog Entry (“*My Space Adventures*”); Literary Analysis-Main Idea and Details; Reading Fluency-Accuracy and Rate
- Writing: Writing Fluency; Blog Entry; Journal Entry

Reading Wonders: Unit 5 Week 3

- Reading Comprehension: Short Text-“*The Story of a Robot Inventor*”; Leveled Reader-“*The Wright Brothers*”; Paired Selection-“*Fly Away, Butterfly*”
 - Genre: Non-Fiction/Biography; Poetry
 - Strategy: Ask and Answer Questions
 - Skill: Connections Within Text-Problem and Solution
- Vocabulary:
 - Oral Vocabulary:
 - Level 1-2 – Ask: What is something unusual you see? Emphasize the vocabulary word and point to the Visual Vocabulary Card.
 - Level 2-4 – Have children find a picture in a classroom book that relates to each

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- word. Help them use the word to describe the picture.
- Level 4-5 – Challenge children to use both words in a sentence. Help them to read and write the sentences.
- ELL Vocabulary:
 - Level 1-2 – Ask children to repeat each word. Say a sentence for them to repeat.
 - Level 2-4 – Have children complete sentence starters using the words.
 - Level 4-5 – Have partners write their own sentence for each word.
- High-Frequency Words:
 - Level 1-2 – Display the High-Frequency Word Cards and read the words. Then hold up a Visual Vocabulary Card and have children find the matching card.
 - Level 2-4 – List the words and read them together. Ask questions to reinforce the meaning of each word.
 - Level 4-5 – Have partners take turns using the words in oral sentences.
- Writing:
 - Writing Trait: Word Choice
 - Level 1-2 – Have children tell what they made. Repeat back using time-order words. Have them repeat the sentences.
 - Level 2-4 – Provide sentence frames for children to complete: First we ___. Then we ___. Have them read the completed sentences.
 - Level 4-5 – Have children write their own sentences. Challenge them to write more than two sentences.
- Grammar: Adjectives That Compare
 - Level 1-2 – Help children use comparison adjectives to describe pictures in this week's stories. Provide sentence frames to help.
 - Level 2-4 – Display pictures from the week's stories and ask children to explain what they see. Help them use comparison adjectives.
 - Level 4-5 – Display a story from the week and guide children to retell the story. Encourage them to use comparison adjectives.

DVOG: Unit 5 Week 3

- Lesson #5 – R-controlled Syllable Type (Vr): ir/ur
- Lesson #6 – Syllable Division: VC/CCV (lob/ster=1st syllable is closed/2nd Syllable begins with a blend)
- Red Words – school, water

Reach: Unit 7-Week 3 Continuity and Change

- Language:
 - Language Functions: Express Needs and Wants; Express Feelings
 - Listening & Speaking: Listen for Important Details
 - How to Learn Language: Create Visuals
- Grammar: Future Tense with *will*; Future Tense with *am/is/are going to*
- Vocabulary: Social Studies Vocabulary; Academic Vocabulary; Basic Vocabulary-Technology
- Reading: Reading Strategy-Visualize; Genre-Realistic Fiction ("*A New Old Tune*"); Literary Analysis-Describe Character's Feelings; Reading Fluency-Expression, Accuracy and Rate

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- Writing: Writing Fluency; Writer’s Craft-Show Character’s Feelings; Sentences; Writing Project-Friendly Letter

Reading Wonders: Unit 5 Week 4

- Reading Comprehension: Short Text-“*Now, What’s That Sound?*”; Leveled Reader-“*Down on the Farm*”; Paired Selection-“*How to Make a Rain Stick*”
 - Genre: Realistic Fiction; How-to
 - Strategy: Ask and Answer Questions
 - Skill: Plot-Problem and Solution
- Vocabulary:
 - Oral Vocabulary:
 - Level 1-2 – Use the words in several oral sentences about the images for children to repeat.
 - Level 2-4 – Have children find a picture in a magazine that relates to each word. Help them think of a sentence that connects to the picture and the word.
 - Level 4-5 – Ask partners to draw a picture to show one of the words. Have them say a sentence about their picture.
 - ELL Vocabulary:
 - Level 1-2 – Guide children to write and say each word. Provide help as needed for them to orally complete the sentence starters.
 - Level 2-4 – Have children independently complete the sentence starters. Ask them to read their completed sentences aloud.
 - Level 4-5 – Have children create their own sentences for each word. Ask them to share their sentences with a partner.
 - High-Frequency Words:
 - Level 1-2 – Help children match each High-Frequency Word Card with the Visual Vocabulary Card.
 - Level 2-4 – Display a Visual Vocabulary Card. Ask partners to use the word in a question, then answer, using the word.
 - Level 4-5 – Challenge children to use two or more words in one sentence.
- Writing:
 - Writing Trait: Sentence Fluency
 - Level 1-2 – Help children complete the sentences by providing choices: Did the dog run or jump? What can the dog do?
 - Level 2-4 – Ask questions to help children complete the sentences: Who is the sentence about? What might the girls have seen?
 - Level 4-5 – Ask partners to read their sentences and explain why it tells a complete thought.
- Grammar: Using *A, An, This* and *That*
 - Level 1-2 – Use *a, an, this, and that* to name objects in a picture from one of this week’s selections. Have children repeat the words.
 - Level 2-4 – Have partners use *a, an, this, and that* in sentences about an illustration from one of this week’s selections.
 - Level 4-5 – Have partners ask each other questions about the illustrations in a selection. Have them use *a, an, this, and that* in the questions and answers.

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DVOG: Unit 5 Week 4

- Lesson #7 – Vowel Team Syllable Type (VV): ou/ow (diphthong)
- Lesson #8 – Syllable Division: VCC/CV (pump/kin=1st syllable ends with a blend/2nd Syllable is a closed syllable.)
- Red Words – laugh, though

Reach: Unit 7-Week 4 Continuity and Change

- Language:
 - Language Functions: Express Feelings
 - Theme Theater: Extend the Story
- Grammar: Future Tense with *will*; Future Tense with *am/is/are going to*
- Vocabulary: Alphabetize and Use a Dictionary
- Reading: Reading Strategy-Visualize; Genre-Poem ("*Invention Poems*"); Literary Analysis-Rhythm; Reading Fluency-Accuracy and Rate
- Writing: Writing Fluency; Poem; Summary; Writing Project-Friendly Letter

Reading Wonders: Unit 5 Week 5

- Reading Comprehension: Short Text-"*Time for Kids: The Joy of a Ship*"; Leveled Reader-"*What is a Yurt?*"; Paired Selection-"*Treehouses*"
 - Genre: Non-Fiction
 - Strategy: Ask and Answer Questions
 - Skill: Plot-Cause and Effect
 - Text Feature: Captions
- Vocabulary:
 - Oral Vocabulary:
 - Level 1-2 – Have children cut out or draw pictures of a structure. Say a sentence, such as: This structure is a house. Have children repeat.
 - Level 2-4 – Have children draw or cut out pictures of structures and tell about each one. Provide a sentence frame: This structure is .
 - Level 4-5 – Challenge partners to tell what type of structure they would build if their project was to build a structure.
 - ELL Vocabulary:
 - Level 1-2 – Say a sentence about an image. Have children repeat the sentence and match it to its picture.
 - Level 2-4 – Say sentences about the images, leaving out the words. Have children repeat the sentences with the words
 - Level 4-5 – Ask children to use the words to ask and answer questions about the images.
 - High-Frequency Words:
 - Level 1-2 – Say a word. Have children find its picture. Use the word in a sentence, and have children repeat.
 - Level 2-4 – Have children complete sentence frames for the words.
 - Level 4-5 – Have children say a sentence but leave out the word. Ask others to tell what word completes the sentence.

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- Writing:
 - Writing Trait: Organization
 - Level 1-2 – Have children follow directions to do something, such as to draw a happy face. Say each step, and have children repeat it as they follow the direction.
 - Level 2-4 – Have children act out steps for making something, such as a sandwich. Ask them to tell what they do in each step. Provide sentence frames as necessary.
 - Level 4-5 – Have partners give each other directions for doing or making something. Remind them to use words that tell order in their steps.
- Grammar: Prepositions and Prepositional Phrases
 - Level 1-2 – Put things in, above, under, or on other things. Say sentences without the prepositions. Have children use the correct preposition to complete each sentence.
 - Level 2-4 – Have children use prepositions in sentences to tell about things they see in the classroom or classmates moving or working.
 - Level 4-5 – Ask partners to say as many sentences with prepositions as they can to describe something they saw on the way to school.

DVOG: Unit 5 Week 5

- Lesson #9 – Vowel Team Syllable Type (VV): oy (diphthong)
- Lesson #10 – Vowel Team Syllable Type (VV): oi (diphthong)
- Red Words – tough, rough

Reach: Unit 8-Week 1 How We Use Maps

- Language:
 - Language Functions: Follow Directions; Give and Follow Directions
 - Listening & Speaking: Give Instructions
 - How to Learn Language: Create Visual Maps
- Grammar: Adverbs that Tell How with -ly; Adverbs that Tell *Where, When*
- Vocabulary: Social Studies Vocabulary; Academic Vocabulary; Basic Vocabulary-Signs and Safety
- Reading: Reading Strategy-Review and Reading Strategies; Genre-Story ("*Larry Gets Lost in Seattle*"); Genre-Informational Text ("*If Maps Could Talk*"); Literary Analysis-Use Information; Text Features-Maps; Reading Fluency-Phrasing, Accuracy and Rate
- Writing: Writing Fluency; Personal Response; Writer's Craft-Speaking Directly to Readers; Comment; Sentences About Maps

Reading Wonders: Unit 5 Week 6

Review and Assessment Week

DVOG: Unit 5 Week 6

- Lesson #11 – Suffix: -est
- Lesson #12 – Closed Syllable Exception: kind old ghost rule
- Red Words – Review: of, buy, enough, build, school, water, laugh, though, tough, rough

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Reach: Unit 8-Week 2 How We Use Maps

- Language:
 - Language Functions: Give and Follow Directions
 - Oral Language Project: Scavenger Hunt
- Grammar: Adverbs the Tell *Where, How, and When*
- Vocabulary: Suffixes
- Reading: Reading Strategy-Review All Reading Strategies; Genre-Poem ("*Haiku*"); Literary Analysis-Sensory Language; Reading Fluency-Accuracy and Rate
- Writing: Writing Fluency; Haiku Poem; Journal Entry

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Unit: 6 Reading Wonders-Together We Can!

Time Range in Days: 25-30 Days

DVOG

Reach-Unit 8 Weeks 3 & 4: Get Out the Map!

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

PA Core Standards:

CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.A, CC.1.2.1.B, CC.1.2.1.C, CC.1.2.1.E, CC.1.2.1.F, CC.1.2.1.G, CC.1.2.1.H, CC.1.2.1.I, CC.1.2.1.J, CC.1.2.1.K, CC.1.2.1.L, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.1.D, CC.1.3.1.E, CC.1.3.1.F, CC.1.3.1.G, CC.1.3.1.H, CC.1.3.1.I, CC.1.3.1.J, CC.1.3.1.K, CC.1.4.1.A, CC.1.4.1.B, CC.1.4.1.C, CC.1.4.1.D, CC.1.4.1.E, CC.1.4.1.F, CC.1.4.1.G, CC.1.4.1.H, CC.1.4.1.I, CC.1.4.1.J, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.M, CC.1.4.1.N, CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R, CC.1.4.1.S, CC.1.4.1.T, CC.1.4.1.U, CC.1.4.1.V, CC.1.4.1.W, CC.1.4.1.X, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.F, CC.1.5.1.G

English Language Proficiency Standards:

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

Overview: Taking Action; My Team; Weather Together; Sharing Traditions; Celebrate America!

Focus Question(s): How can we work together to make our lives better? Who helps you? How can weather affect us? What traditions do you know about? Why do we celebrate holidays?

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

Objectives:

Listening: Along with objectives from Grade 1 ELA curriculum, based on Can Do Indicators

1. Students will be able to classify information. (Prof. Level: 1 and 2) (DOK – Level Two)
2. Students will be able to demonstrate understanding of Entering-Level vocabulary. (Prof. Level: 1 and 2) (DOK – Level One)
3. Students will be able to demonstrate understanding of the main idea of oral directions. (Prof. Level: 1 and 2) (DOK – Level One)
4. Students will be able to demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants). (Prof. Level: 1 and 2) (DOK – Level One)
5. Students will be able to understand classroom directions (e.g., schedules, homework assignments). (Prof. Level: 1 and 2) (DOK – Level One)
6. Students will be able to follow and understand rules. (Prof. Level: 1 and 2) (DOK – Level One)
7. Students will be able to understand the rules for conversation. (Prof. Level: 1-5) (DOK – Level One)
8. Students will be able to understand and develop familiar vocabulary and grammar structures. (Prof. Level: 2-5) (DOK – Level Two)

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9. Students will be able to develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint text. (Prof. Level: 2-5) (DOK – Level Four)
10. Student will be able to understand and follow oral directions. (Prof. Level: 2-5) (DOK – Level Two)
11. Students will be able to understand simple questions pertaining to a short passage. (Prof. Level: 2-5) (DOK – Level One)
12. Students will be able to recognize commands. (Prof. Level: 2-5) (DOK – Level One)

Speaking: Along with objectives from Grade 1 ELA curriculum, based on Can Do Indicators

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

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19. Students will be able to formulate simple sentences and simple compound sentences. (Prof. Level 2-5) (DOK – Level 3)
20. Students will be able to use English to develop the skills necessary to use proper grammar in spoken form within content areas. (Prof. Level 2-5) (DOK – Level Two)
21. Students will be able to read written material aloud. (Prof. Level 2-5) (DOK – Level One)
22. Students will be able to use standard English in order to organize and share information, stories, experiences, ideas, and feelings with others. (Prof. Level 2-5) (DOK – Level Three)
23. Students will be able to use appropriate language variety, register and genre according to audience, purpose, and setting. (Prof. Level 2-5) (DOK – Level Two)
24. Students will be able to enhance mathematic vocabulary. (Prof. Level 2-5) (DOK – Level Two)
25. Students will be able to make original conversations using new vocabulary and grammar structures. (Prof. Level 2-5) (DOK – Level Three)
26. Students will be able to discuss personal experiences and evaluate one’s own learning of new vocabulary, grammar, and oral language. (Prof. Level 2-5) (DOK – DOK - Level Three)

Reading: Along with objectives from Grade 1 ELA curriculum, based on Can Do Indicators

1. Students will be able to recognize and name all uppercase and lowercase letters of the alphabet, written in print. (Prof. Level: 1 and 2) (DOK – Level One)
2. Students will be able to use knowledge of letter-sounds correspondence in order to decode words. (Prof. Level: 1 and 2) (DOK – Level One)
3. Students will be able to recognize and name numbers. (Prof. Level: 1 and 2) (DOK – Level One)
4. Students will be able to read aloud personal information. (Prof. Level: 1 and 2) (DOK – Level One)
5. Students will be able to recognize and use grade appropriate and/or content specific vocabulary within the context. (Prof. Level: 1-5) (DOK – Level Two)
6. Students will be able to make inference, state reasonable generalizations and draw conclusions within academic areas. (Prof. Level: 1-4) (DOK – Level Three)
7. Students will be able to activate prior knowledge. (Prof. Level: 1 and 2) (DOK – Level Two)
8. Students will be able to show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in order). (Prof. Level: 1 and 2) (DOK – Level Two)
9. Students will be able to classify and make connections. (Prof. Level: 1 and 2) (DOK – Level Three)
10. Students will be able to evaluate one’s own learning of reading skills and reading comprehension. (Prof. Level: 2-5) (DOK – Level Four)
11. Students will be able to use cooperation with a classmate to practice conversations, read a dialogue, act out a short story, and study new vocabulary (Prof. Level: 2-5) (DOK – Level One, DOK – Level Two, DOK – Level Three)
12. Students will be able to use learned strategies to analyze text (illustrations/pictures, captions, headings and subheadings). (Prof. Level: 2-5) (DOK – Level Three)
13. Students will be able to identify easy and difficult material in a chapter and the different ways to learn the difficult material. (Prof. Level: 2-5) (DOK – Level Four)
14. Students will be able to decode unknown words using previously learned strategies. (Prof. Level: 2-5) (DOK – Level Two)

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15. Students will be able to identify parts of books (e.g., the front cover, back cover, title page, table of contents, and author/illustrator of a book or reading selection). (Prof. Level: 2-5) (DOK – Level One)
16. Students will be able to develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint texts. (Prof. Level: 2-5) (DOK – Level Four)
17. Students will be able to identify differences between types of text. (Prof. Level: 2-5) (DOK – Level Two)
18. Students will be able to preview a text to increase reading comprehension. (Prof. Level: 2-5) (DOK – Level One)
19. Students will be able to enhance mathematic vocabulary. (Prof. Level: 2-5) (DOK – Level One)
20. Students will be able to predict outcomes, state reasonable generalizations and draw conclusions within academic areas. (Prof. Level: 4-5) (DOK – Level Three)

Writing: Along with objectives from Grade 1 ELA curriculum, based on Can Do Indicators

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

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18. Students will be able to edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date. (Prof. Level: 2-5) (DOK – Level Two)
19. Students will be able to use a graphic organizer. (Prof. Level: 2-5) (DOK – Level Two)

Core Activities and Corresponding Instructional Methods:

Reading Wonders: Unit 6 Week 1

- Reading Comprehension: Short Text-“*Super Tools*”; Leveled Reader-“*What a Feast!*”; Paired Selection-“*Helpers Bring Food*”
 - Genre: Fantasy; Non-Fiction
 - Strategy: Reread
 - Skill: Theme
- Vocabulary:
 - Oral Vocabulary:
 - Level 1-2 – Use the words in sentences about a picture from Super Tools and have children repeat.
 - Level 2-4 – Provide sentence frames for children to complete about pictures from Super Tools.
 - Level 4-5 – Challenge partners to use the words to describe pictures from Super Tools or stories they have read.
 - ELL Vocabulary:
 - Level 1-2 – Say a sentence about an image. Have children repeat the sentence and match it to its picture.
 - Level 2-4 – Say sentences about the images, leaving out the words. Have children repeat, inserting the correct words.
 - Level 4-5 – Ask children to use the words to say sentences about the images.
 - High-Frequency Words:
 - Level 1-2 – Say a word. Have children find its picture. Use the word in a sentence and have children repeat.
 - Level 2-4 – Have children complete sentences frames for the words.
 - Level 4-5 – Have children say a sentence but leave out the word. Have others say what word completes it.
- Writing:
 - Writing Trait: Sentence Fluency
 - Level 1-2 – Use sentences of different lengths to tell about Super Tools. Have children repeat the sentences.
 - Level 2-4 – Have children tell about Super Tools. Provide sentence frames of different lengths as necessary.
 - Level 4-5 – Have children write sentences of different lengths about Super Tools or another story they know.
- Grammar: Pronouns
 - Level 1-2 – Help children describe a story picture. Point to a character or object. Use a pronoun in a sentence to tell about it. Have children repeat the sentence as they point to the person or object in the picture the pronoun stands for.
 - Level 2-4 – Help children describe a story picture. Say a sentence with a noun.

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Have children repeat the sentence but substitute a pronoun for the noun.

- Level 4-5 – Ask partners to write or say sentences about story pictures. Have them use a noun in one sentence and the pronoun that stands for it in a second sentence.

DVOG: Unit 6 Week 1

- Lesson #1 – Syllable Division: VCC/CCV (grandstand=1st Syllable Ends With a Blend/2nd Syllable ends with a blend)
- Lesson #2 – Vowel Team Syllable Type (VV): ew
- Red Words – Review: was, are, very, said, want, one, some, come, you from

Reach: Unit 8-Week 3 Using Maps to Tell Stories

- Language:
 - Language Functions: Tell a Story; Tell an Original Story
 - Listening & Speaking: Restate and Follow Instructions
 - How to Learn Language: Create Visuals
- Grammar: Prepositions Tell Where, Show Direction; Prepositional Phrases
- Vocabulary: Social Studies Vocabulary; Academic Vocabulary; Basic Vocabulary-Signs and Safety
- Reading: Reading Strategy-Review All Reading Strategies; Genre-Modern Fairy Tale (“*Caperucita Roja*”); Literary Analysis-Identify Problem and Solution; Text Structure-Recurring Phrases
Reading Fluency-Expression, Accuracy and Rate
- Writing: Writing Fluency; Problem and Solution Sentences; Writing Project-Literary Response

Reading Wonders: Unit 6 Week 2

- Reading Comprehension: Short Text-“*All Kinds of Helpers*”; Leveled Reader-“*Helping Me, Helping You!*”; Paired Selection-“*Fire!*”
 - Genre: Non-Fiction; Poetry
 - Strategy: Reread
 - Skill: Author’s Purpose
- Vocabulary:
 - Oral Vocabulary:
 - Level 1-2 – Say the word and have children point to the image. Give sentence starters for them to repeat and complete: I respect _____. I admire _____.
 - Level 2-4 – Have children use the words inspire and respect in complete sentences to tell about each image.
 - Level 4-5 – Have partners use the words in questions to ask and answer.
 - ELL Vocabulary:
 - Level 1-2 – Help children find examples of or act out each word.
 - Level 2-4 – Spell each word and have children identify the word you spelled, then spell it for you.
 - Level 4-5 – Have children use their own words to tell what each word means.
 - High-Frequency Words:
 - Level 1-2 – Have children echo read each word while looking at its Visual Vocabulary card.
 - Level 2-4 – Have children say an original oral sentence for each high-frequency

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- word.
- Level 4-5 – Challenge children to write a sentence for each high-frequency word.
- Writing:
 - Writing Trait: Voice
 - Level 1-2 – Have children add voice to simple oral sentences: I like/don't like dogs.
 - Level 2-4 – Have children use voice to complete simple written sentences: Dogs are _____ .
 - Level 4-5 – Encourage children to emphasize their voice to tell about classroom items.
- Grammar: Possessive Pronouns
 - Level 1-2 – Ask yes/no questions using possessive pronouns. Have children answer in complete sentences.
 - Level 2-4 – Ask questions using possessive pronouns. Have children answer in complete sentences.
 - Level 4-5 – Have children create sentences using possessive pronouns to describe characters in selection illustrations.

DVOG: Unit 6 Week 2

- Lesson #3 – Vowel Team Syllable Type (VV): au/aw
- Lesson #4 – Spelling Rule: 1-1-1 Doubling Rule
- Red Words – Review: two, were, done, gone, who, what, any, many, there, where

Reach: Unit 8-Week 4 Using Maps to Tell Stories

- Language:
 - Language Functions: Tell a Story
 - Theme Theater: Readers' Theater
- Grammar: Prepositions and Prepositional Phrases
- Vocabulary: Prefixes
- Reading: Reading Strategy-Review All Reading Strategies; Genre-How-to Article ("*How to Make a Compass*"); Literary Analysis-Text Features; Reading Fluency-Accuracy and Rate
- Writing: Writing Fluency; How-to Sentences; Journal Entry; Writing Project-Literary Response

Reading Wonders: Unit 6 Week 3

- Reading Comprehension: Short Text-"*Wrapped in Ice*"; Leveled Reader-"*Heat Wave*"; Paired Selection-"*Stay Safe When It's Hot*"
 - Genre: Realistic Fiction; Non-Fiction
 - Strategy: Visualize
 - Skill: Plot-Cause and Effect
- Vocabulary:
 - Oral Vocabulary:
 - Level 1-2 – Display the Visual Vocabulary Cards and say the words together. Use each word in a sentence for children to repeat.
 - Level 2-4 – Help children dictate a sentence using each word. Write their sentences. Read the sentences together.

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- Level 4-5 – Have partners each write a sentence for one of the words. Help partners read each other’s sentences.
- ELL Vocabulary:
 - Level 1-2 – Help children find pictures in classroom books that relate to each word. Then have them use the word in a sentence.
 - Level 2-4 – Display the Visual Vocabulary Cards. Ask children to spell and repeat each word.
 - Level 4-5 – Have children explain the meaning of each word.
- High-Frequency Words:
 - Level 1-2 – Write two sets of words on index cards. Mix the cards and place in a grid. Children match cards and read the words.
 - Level 2-4 – Have children draw a picture that illustrates some of the words and label pictures with the words.
 - Level 4-5 – List the words and read them together. Have partners look for the words in classroom books.
- Writing:
 - Writing Trait: Voice
 - Level 1-2 – Name moods. Have children show that mood on their face and repeat the mood name.
 - Level 2-4 – Write a sentence on the board. Name a mood and have children say the sentence in that mood.
 - Level 4-5 – Have children convey the same idea (It is snowing.) in two different moods.
- Grammar: Special Pronouns
 - Level 1-2 – Help children use indefinite pronouns to complete sentences about pictures in a selection read this week.
 - Level 2-4 – Display selection pictures and have children describe what they see. Guide them to use indefinite pronouns.
 - Level 4-5 – Display each picture in a recently read selection and have children retell the story. Encourage them to use indefinite pronouns.

DVOG: Unit 6 Week 3

- Lesson #5 – Silent Letters: *wr, kn, gn*
- Lesson #6 – Prefix: *pre-, re-*
- Red Words – Review: *have, says, been, because, again, they, would, could, should, only*

Reading Wonders: Unit 6 Week 4-Week 6

- Review
- End-of-Year Assessments

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Assessments for all Units:

Diagnostic: (Based on Can Do Indicators)

- Performance on W-APT
- Beginning of the year benchmark as per district plan
- Performance and observations during daily classroom routines
- Performance on Daily Language Activities
- Monitor Reading Comprehension
- Monitor Receptive and Expressive Language Development
- Observation of Discussion Questions
- Performance on Weekly Chapter Assessments
 - Reading Wonders
 - DVOG
 - Reach
- Performance on DIBELS
 - PSF – Phonemic Segmentation Fluency
 - NWF – Nonsense Word Fluency
 - LNF – Letter Naming Fluency
 - ORF – Oral Reading Fluency (Fluency, Accuracy)
- Performance on STAR Reading Assessment

Formative: (Based on Can Do Indicators)

- Performance and observations on classroom/homework assignments
- Progress Monitoring and Benchmark assessments as per district plan
- Completion of Extension/Corrective Activities
- Performance on Written Projects
- Performance on Oral Language Projects
- Performance on DIBELS
 - PSF – Phonemic Segmentation Fluency
 - NWF – Nonsense Word Fluency
 - LNF – Letter Naming Fluency
 - ORF – Oral Reading Fluency (Fluency, Accuracy)
- Benchmark assessments as per district plan
 - Unit assessments
 - Reading Wonders
 - DVOG
 - Reach
- Performance on STAR Reading Assessment

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Summative: (Based on Can Do Indicators)

- Performance on WIDA ACCESS
- Performance on End of Year Benchmark as per district plan
- Performance on DIBELS
 - PSF – Phonemic Segmentation Fluency
 - NWF – Nonsense Word Fluency
 - LNF – Letter Naming Fluency
 - ORF – Oral Reading Fluency (Fluency, Accuracy)
- Benchmark assessments
 - DVOG
 - Reach
- Performance on STAR Reading Assessment

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 Grade 1
- www.connected.mcgraw-hill.com
- ELL Leveled Readers
- ELL Reproducible
- ELL Vocabulary Cards
- English in a Flash
- National Geographic Reach: Language, Literacy, Content – Level B
- DVOG Grade 1 Curriculum
- OG Letter and Concept Cards
- No Glamour Cards

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: *McGraw-Hill Reading Wonders-Grade 1*

Textbook ISBN #: 978-0-02-114256-9

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

Curriculum Textbook is Utilized in: English as a Second Language - Grade 1

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

Textbook ISBN #: 978-1-3371-0343-5

Textbook Publisher & Year of Publication: National Geographic Learning 2017

Curriculum Textbook is utilized in: English as a Second Language - Grade 1

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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

C.C.1.1.1.B Demonstrate understanding of the organization and basic features of print. • Recognize the distinguishing features of a sentence.

C.C.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Distinguish long from short vowel sounds in spoken single-syllable words. • Count, pronounce, blend, and segment syllables in spoken and written words. • Orally produce single-syllable words, including consonant blends and digraphs. • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • Add or substitute individual sounds (phonemes) in one-syllable words to make new words.

C.C.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. • Identify common consonant digraphs, final-e, and common vowel teams. • Decode one and two-syllable words with common patterns. • Read grade level words with inflectional endings. • Read grade-appropriate irregularly spelled words.

C.C.1.1.1.E Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

C.C.1.2.1.A Identify the main idea and retell key details of text.

C.C.1.2.1.E Use various text features and search tools to locate key facts or information in a text.

C.C.1.2.1.G Use the illustrations and details in a text to describe its key ideas.

C.C.1.2.1.H Identify the reasons an author gives to support points in a text. Concepts Analysis Across Texts. Identify basic similarities in and differences between two texts on the same topic.

C.C.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.

C.C.1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. Determine or clarify the meaning of unknown words and phrases based upon Can Do Descriptors.

C.C.1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based

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on grade level reading and content.

C.C.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.

C.C.1.3.1.B Ask and answer questions about key details in a text.

C.C.1.3.1.C Describe characters, settings, and major events in a story, using key details.

C.C.1.3.1.D Identify who is telling the story at various points in a text.

C.C.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.

C.C.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content.

C.C.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events.

C.C.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.

Compare and contrast the adventures and experiences of characters in stories.

C.C.1.3.1.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content

C.C.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently.

C.C.1.4.1.B Identify and write about one specific topic.

C.C.1.4.1.C Develop the topic with two or more facts.

C.C.1.4.1.D Group information and provide some sense of closure.

C.C.1.4.1.E Choose words and phrases for effect.

C.C.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.

C.C.1.4.1.H Form an opinion by choosing among given topics.

C.C.1.4.1.I Support the opinion with reasons related to the opinion.

C.C.1.4.1.J Create an organizational structure that includes reasons and provides some sense of closure.

C.C.1.4.1.K Use a variety of words and phrases.

C.C.1.4.1.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

C.C.1.4.1.N Establish “who” and “what” the narrative will be about.

C.C.1.4.1.O Include thoughts and feelings to describe experiences and events.

C.C.1.4.1.P Recount two or more appropriately sequences events using temporal words to signal event order and provide some sense of closure.

C.C.1.4.1.Q Use a variety of words and phrases.

C.C.1.4.1.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.

C.C.1.4.1.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

C.C.1.4.1.V Participate in individual or shared research and writing projects.

C.C.1.4.1.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes and audiences.

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- C.C.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups.
- C.C.1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- C.C.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- C.C.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- C.C.1.5.1.E Produce complete sentences when appropriate to task and situation.
- C.C.1.5.1.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.
- C.C.1.5.1.G Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.