Intermediate 3-5 ESL Curriculum

Curriculum Guide

Scranton School District

Scranton, PA



Course Title Here

Prerequisite: Beginning 3rd -5th ESL

Course Description:

English Language Learners have different levels of English Proficiency. ELL Instruction will scaffold instruction for multiple levels of language proficiency. The fourth grade students will use more complex and varied grammatical structures and vocabulary, read texts appropriate for instructional level, write about a variety of topics on instructional level and begin to self monitor and correct as they read and write. Students will listen, point, illustrate, match, choose, name, list, group, categorize, label, demonstrate, compare, contrast, recall, retell, summarize, explain, analyze, debate and justify.

The students will use Concept and Language Goals throughout the themes to develop the big idea. Children will develop concepts and language as they talk about, use and practice; concept vocabulary, academic language, language forms and functions, comprehension skills and grammar skills.

Year-at-a-glance

Subject:	Grade Level	Date Completed:
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1st Quarter

Topic	Resources	ccss
Diversity	Pearson Language Central TE 24-29	CC.1.1.4.D, CC.1.1.14.E, CC.1.2.4.A, CC.1.2.4.C, CC.1.2.4.D, CC.1.3.4.D, CC.1.2.4.E, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.G, C.1.2.4.H, CC.1.2.4.B, CC.1.3.4.D, CC.1.4.4.F, CC.1.4.4.D, CC.1.4.4.D, CC.1.4.4.F, CC.1.4.4.D, CC.1.4.4.D, CC.1.4.C.C.1.4.A.F, CC.1.4.A.D, CC.1.5.A.D, CC.1.5.A.E, CC.1.5.A.E
Opportunities	Pearson Language Central TE 30-35	CC.1.1.4.D, CC.1.1.14.E, CC.1.2.4.A, CC.1.2.4.C, CC.1.2.4.D, CC.1.3.4.D, CC.1.2.4.E, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.G, C.1.2.4.H, CC.1.2.4.B, CC.1.2.4.C, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.B, CC.1.3.4.B, CC.1.3.4.D, CC.1.3.4.D, CC.1.4.4.F, CC.1.4.4.H, CC.1.4.4.D, CC.1.4.4.J, CC.1.4.4.F, CC.1.4.4.M, CC.1.4.4.D, CC.1.4.4.J, CC.1.4.4.B, CC.1.4.4.D, CC.1.4.C, CC.1.5.C, CC.1.5.C
Traveling America	Pearson Language Central TE 36-41	CC.1.1.4.D, CC.1.1.14.E, CC.1.2.4.A, CC.1.2.4.C, CC.1.2.4.D, CC.1.3.4.D, CC.1.2.4.E, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.E, CC.1.2.4.E, CC.1.2.4.E, CC.1.2.4.E, CC.1.2.4.E, CC.1.2.4.E, CC.1.3.4.P, CC.1.2.4.E, CC.1.3.4.P, CC.1.3.4.B, CC.1.3.4.B, CC.1.3.4.B, CC.1.3.4.E, CC.1.3.4.E, CC.1.3.4.E, CC.1.4.E, CC.1.5.E, CC.1.5.
The Southwest	Pearson Language Central TE 42-47	CC.1.1.4.D, CC.1.1.14.E, CC.1.2.4.A, CC.1.2.4.C, CC.1.2.4.D, CC.1.3.4.D, CC.1.2.4.E, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.G, C.1.2.4.H, CC.1.2.4.B, CC.1.2.4.C, CC.1.3.4.D, CC.1.4.4.F, CC.1.4.4.H, CC.1.4.4.D, CC.1.4.4.D, CC.1.4.4.F, CC.1.4.4.F, CC.1.4.4.H, CC.1.4.4.D, CC.1.4.4.D, CC.1.4.4.F, CC.1.4.4.F, CC.1.4.4.T, CC.1.4.A.D, CC.1.4.4.D, CC.1.4.D, CC.1.4.4.D, CC.1.4.4.D, CC.1.4.D, CC.1.D, CC.1.D
The West	Pearson Language Central TE 48-53	CC.1.4.D, CC.1.1.4.E, CC.1.2.4.A, CC.1.2.4.C, CC.1.2.4.D, CC.1.3.4.D, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.C, CC.1.2.4.J, CC.1.2.4.J, CC.1.2.4.J, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.C,
Developing New Understandings	Pearson Language Central TE 56-61	CC.1.4.A), CC.1.1.4.E, CC.1.2.4.A, CC.1.2.4.C, CC.1.2.4.D, CC.1.3.A.D, CC.1.2.4.E, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.C, CC.1.2.4.C, CC.1.2.4.D, CC.1.2.4.D, CC.1.2.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.4.A.D, CC.1.4.A.D, CC.1.4.A.F, CC.1.4.A.F, CC.1.4.A.F, CC.1.4.A.F, CC.1.4.A.D, CC.1.5.A.D, CC.1.5.A.E, CC.1.5.A.E, CC.1.5.

2nd Quarter

Topic	Resources	ccss
Working Together	Pearson Language Central TE 62-67	CC.1.1.4.D, CC.1.1.14.E, CC.1.2.4.D, CC.1.2.4.D, CC.1.2.4.D, CC.1.2.4.E, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.D, CC.1.2.D,
Team Accomplishments	Pearson Language Central TE 68-73	CC.1.1.4.D, CC.1.1.14.E, CC.1.2.4.D, CC.1.2.4.D, CC.1.2.4.D, CC.1.2.4.E, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.D, CC.1.2.D, CC.1.2.
Animals	Pearson Language Central TE 74-79	CC.1.1.4.D, CC.1.2.1.4.E, CC.1.2.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.D, CC
U.S. Government	Pearson Language Central TE 80-85	CC.1.1.4.D, CC.1.1.14.E, CC.1.2.4.D, CC.1.2.4.D, CC.1.2.4.D, CC.1.2.4.E, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.D, CC.1.2.D, CC.1.2.
The Seasons	Pearson Language Central TE 88-93	CC.1.1.4.D, CC.1.2.4.E, CC.1.2.4.A, CC.1.2.4.C, CC.1.2.4.D, CC.1.2.4.D, CC.1.2.4.E, CC.1.2.4.E, CC.1.2.4.E, CC.1.2.4.E, CC.1.2.4.E, CC.1.2.4.C, CC.1.2.4.L, CC.1.2.4.D, CC.1.2.D,

3rd Quarter

Topic	Resources	ccss
Animal Migration	Pearson Language Central TE 94-99	CC.1.1.4.D, CC.1.1.1.4.E, CC.1.2.4.A, CC.1.2.4.C, CC.1.2.4.D, CC.1.3.4.D, CC.1.2.4.E, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.E, CC.1.2.4.E, CC.1.2.4.E, CC.1.2.4.E, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.4.A.P, CC.1.4.4.B, CC.1.4.4.C, CC.1.4.D, CC.1.4.E, CC.1.4.E, CC.1.4.C, CC.1.4.D, CC.1.4.E, CC.1.E, CC.1.E
Day and Night	Pearson Language Central TE 100-105	CC.1.1.4.D, CC.1.1.14.E, CC.1.2.4.D, CC.1.2.4.C, CC.1.2.4.D, CC.1.3.4.D, CC.1.2.4.E, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.F, CC.1.2.4.E, CC.1.2.4.E, CC.1.2.4.E, CC.1.2.4.E, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.E, CC.1.3.4.D, CC.1.3.4.E, CC.1.3.4.D, CC.1.3.4.E, CC.1.3.E, CC.1.2.E, CC.1.3.E, CC.1.3.E, CC.1.3.E, CC.1.3.E, CC.1.3.E, CC.1.3.E, CC.1.3.E, CC.1.3.E,
Storms	Pearson Language Central TE 106-111	CC.1.1.4.D, CC.1.1.14.E, CC.1.2.4.A, CC.1.2.4.C, CC.1.2.4.D, CC.1.3.4.D, CC.1.2.4.E, CC.1.2.4.F, CC.1.2.4.E, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.E, CC.1.4.A.E, CC.1.4.A.E, CC.1.4.A.E, CC.1.4.A.E, CC.1.4.A.E, CC.1.4.A.E, CC.1.4.A.E, CC.1.4.A.E, CC.1.3.E, CC.1.2.E, CC.1.3.E, CC.1.3.E, CC.1.3.E, CC.1.3.E, CC.1.3.E, CC.1.3.E, CC.1.3.E, CC.1.3.E,
Changes in Nature	Pearson Language Central TE 112-117	CC.1.1.4.D, CC.1.1.14.E, CC.1.2.4.A, CC.1.2.4.C, CC.1.2.4.D, CC.1.3.4.D, CC.1.2.4.E, CC.1.2.4.F, CC.1.2.4.E, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.E, CC.1.4.A.D, CC.1.4.A.E, CC.1.5.A.E, CC.1.
Perception	Pearson Language Central TE 120-125	CC.1.1.4.D, CC.1.1.14.E, CC.1.2.4.A, CC.1.2.4.C, CC.1.2.4.D, CC.1.3.4.D, CC.1.2.4.E, CC.1.2.4.F, CC.1.2.4.E, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.E, CC.1.4.A.E, CC.1.5.A.E, CC.1.
Animal Behavior	Pearson Language Central TE 126-131	CC.1.1.4.D, CC.1.1.14.E, CC.1.2.4.A, CC.1.2.4.C, CC.1.2.4.D, CC.1.3.4.D, CC.1.2.4.E, CC.1.2.4.F, CC.1.2.4.E, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.E, CC.1.4.A.D, CC.1.4.4.E, CC.1.4.4.E, CC.1.4.4.E, CC.1.4.4.E, CC.1.4.4.E, CC.1.4.4.E, CC.1.4.E, CC.1.5.E, C

4th Quarter

Topic	Resources	ccss
Secret Codes	Pearson Language Central TE 132-137	CC.1.1.4.D, CC.1.1.14.E, CC.1.2.4.A, CC.1.2.4.C, CC.1.2.4.D, CC.1.3.4.D, CC.1.2.4.E, CC.1.2.4.F, CC.1.2.4.K, CC.1.2.4.F, CC.1.2.4.G, C.1.2.4.H, CC.1.2.4.J, CC.1.3.4.A, J. CC.1.2.4.E, CC.1.3.4.A, CC.1.3.4.B, CC.1.3.4.B, CC.1.3.4.B, CC.1.3.4.B, CC.1.3.4.C, CC.1.3.4.C, CC.1.3.4.F, CC.1.4.4.F, CC.1.4.4.B, CC.1.4.4.C, CC.1.4.4.D, CC.1.4.4.F, CC.1.4.A.F, CC.1.4.A.H, CC.1.4.A.J, CC.1.4.A.J, CC.1.4.A.J, CC.1.4.A.D, CC.1.4.A.D, CC.1.4.A.D, CC.1.4.B.D, CC.1.5.A.E, CC.
Communication	Pearson Language Central TE 138-143	CC.1.1.4.D, CC.1.1.14.E, CC.1.2.4.A, CC.1.2.4.C, CC.1.2.4.D, CC.1.3.4.D, CC.1.2.4.E, CC.1.2.4.F, CC.1.2.4.K, CC.1.2.4.F, CC.1.2.4.G, C.1.2.4.H, CC.1.2.4.C, CC.1.2.4.C, CC.1.3.4.A, CC.1.3.4.D, CC.1.3.4.B, CC.1.3.4.B, CC.1.3.4.C, CC.1.3.4.C, CC.1.3.4.F, CC.1.3.4.H, CC.1.4.4.B, CC.1.4.4.C, CC.1.4.4.D, CC.1.4.4.E, CC.1.4.4.F, CC.1.4.4.H, CC.1.4.4.I, CC.1.4.4.D, CC.1.4.A.D, CC.1.4.C, CC.1.5.4.E, CC.1.5.E, CC.1.5.4.E, CC.1.5.E, CC.1
Inquiry	Pearson Language Central TE 144-149	CC.1.1.4.D, CC.1.1.14.E, CC.1.2.4.A, CC.1.2.4.C, CC.1.2.4.D, CC.1.3.4.D, CC.1.2.4.E, CC.1.2.4.E, CC.1.2.4.E, CC.1.2.4.E, CC.1.2.4.E, CC.1.2.4.E, CC.1.2.4.E, CC.1.2.4.E, CC.1.3.4.A, CC.1.2.4.E, CC.1.3.4.A, CC.1.3.4.B, CC.1.3.4.B, CC.1.3.4.B, CC.1.3.4.B, CC.1.3.4.B, CC.1.3.4.B, CC.1.3.4.B, CC.1.3.4.B, CC.1.3.4.E, CC.1.3.E, CC.
Emergencies	Pearson Language Central TE 152-157	CC.1.1.4.D, CC.1.1.14.E, CC.1.2.4.A, CC.1.2.4.C, CC.1.2.4.D, CC.1.3.4.D, CC.1.2.4.E, CC.1.2.4.F, CC.1.2.4.K, CC.1.2.4.F, CC.1.2.4.G, C.1.2.4.H, CC.1.2.4.J, CC.1.3.4.J, CC.1.2.4.C, CC.1.3.4.A, CC.1.3.4.B, CC.1.3.4.B, CC.1.3.4.C, CC.1.3.4.C, CC.1.3.4.F, CC.1.4.4.A, CC.1.4.4.B, CC.1.4.4.C, CC.1.4.4.D, CC.1.4.4.F, CC.1.4.4.F, CC.1.4.4.H, CC.1.4.4.J, CC.1.4.A, CC.1.4.A
Ancient Civilizations	Pearson Language Central TE 158-163	CC.1.1.4.D, CC.1.1.14.E, CC.1.2.4.A, CC.1.2.4.C, CC.1.2.4.D, CC.1.3.4.D, CC.1.2.4.E, CC.1.2.4.F, CC.1.2.4.K, CC.1.2.4.F, CC.1.2.4.G, C.1.2.4.H, CC.1.2.4.J, CC.1.2.4.J, CC.1.3.4.J, CC.1.2.4.J, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.3.4.D, CC.1.4.4.D, CC.1.4.4.D, CC.1.4.4.D, CC.1.4.4.D, CC.1.4.4.D, CC.1.4.A.D, CC.1.4.D, CC
Heroism	Pearson Language Central TE 164-169	CC.1.1.4.D, CC.1.1.14.E, CC.1.2.4.A, CC.1.2.4.C, CC.1.2.4.D, CC.1.3.4.D, CC.1.2.4.E, CC.1.2.4.F, CC.1.2.4.K, CC.1.2.4.F, CC.1.2.4.G, C.1.2.4.H, CC.1.2.4.I, CC.1.2.4.J, CC.1.3.4.J, CC.1.2.4.L, CC.1.2.4.K, CC.1.3.4.A, CC.1.3.4.B, CC.1.3.4.C, CC.1.3.4.C, CC.1.3.4.F, CC.1.4.4.F, CC.1.4.4.B, CC.1.4.4.C, CC.1.4.4.D, CC.1.4.4.E, CC.1.4.4.F, CC.1.4.4.H, CC.1.4.4.I, CC.1.4.4.J, CC.1.4.4.J, CC.1.4.4.D, CC.1.4.C, CC.1.5.4.E, CC.1.5.E, CC.1.5

General Topic	Academic	Essential Knowledge,	Resources & Activities	Assessments	Suggested Time
	Standard(s)	Skills & Vocabulary			
Unit 2- Teamwork Unit 2- Teamwork	CC.1.4.0 Income and apply grade-level phonics and word analysis skills in decoding words. Cc.1.1.4.1 Exea with accuracy and fluency os support comprehension in decoding words. Cc.1.2.4.A Determine the main idea of a ext and explain how it is supported by key details, supported	Speaking- Students will discuss how music brings people together Students will discuss opportunities immigrants had in the 1900's Discuss different things people might see as they traveled across Route 66 Students will discuss plants and animals that live in the Southwest Discuss what makes Yosemite unique in the West Discuss an act of teamwork Reading- Vocabulary associated with musical instruments Students will identify sequence words Vocabulary associated with job opportunities for early immigrants Identify author's purpose in reading Vocabulary associated with the American Southwest Students will interpret feelings in reading Vocabulary associated with Yosemite National Park Summarize in a reading Identify main idea and details in a reading Vocabulary associated with teamwork Identify cause and effect relationships in a reading	Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work Pearson Language Central Textbooks and Workbooks Use mime and gestures for meaning Role play to practice new language Use psychomotor skills for understanding Use visual and auditory clues	Formative Assessment Checklist Oral Assessment Journal Drawings Total Physical Response Thumbs up/Thumbs down Summative Series Assessment	Unit 1- Week 1- "What experiences bring diverse people together?" 5 days Week 2- "What opportunities can be found in new photos?" 8 days Week 3- "What can we learn about the United States as we travel?" 8 days Week 4- "What can we discover in the landscape of the South West?" 8 days Week 5- "How does Yosemite reflect the unique qualities of the West?" 8 days Unit 2- Week 1- "How can we learn to appreciate the talents of others?" 8 days

General Topic Academic	Essential Knowledge,	Resources & Activities	Assessments	Suggested Time
Standard(s	Skills & Vocabulary			
•	Skills & Vocabulary	Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work Pearson Language Central Textbooks and Workbooks Use mime and gestures for meaning Role play to practice new language Use psychomotor skills for understanding Use visual and auditory clues	Formative Assessment Checklist Oral Assessment Journal Drawings Total Physical Response Thumbs up/Thumbs down Summative Series Assessment	Unit 1- Week 1- "What experiences bring diverse people together?" 5 days Week 2- "What opportunities can be found in new photos?" 8 days Week 3- "What can we learn about the United States as we travel?" 8 days Week 4- "What can we discover in the landscape of the South West?" 8 days Week 5- "How does Yosemite reflect the unique qualities of the West?" 8 days Unit 2- Week 1- "How can we learn to appreciate the talents of others?" 8 days

General Topic	Academic	Essential Knowledge,	Resources & Activities	Assessments	Suggested Time
	Standard(s)	Skills & Vocabulary			
Unit 2- Teamwork Unit 3- Nature	CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words CC.1.1.4.E Read with accuracy and fluency to support comprehension CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details, summarize the text CC.1.2.4.D (Explain events, procedures, ideas, or concepts in a text CC.1.2.4.D (CC.1.3.4.D Compare and contrast an event or topic told from two different points of the compare and contrast an event or topic told from two different points of the compare and contrast an event or topic told from two different points of the compare and contrast an event or topic told from two different points of the compare and contrast an event or topic told from two different points of the compare and contrast and event of the compare and contrast and event of the compare and contrast and evidence to support points in a text CC.1.2.4.H Explain how an author uses reason and evidence to support points in a text CC.1.2.4.I (CC.1.3.4.I) Acquire and use accurate conversational, general academic and domain specific words and phrases CC.1.2.4.I/ (CC.1.3.4.I) Acquire and use accurate conversational general academic and domain specific words and phrases CC.1.2.4.I/ (CC.1.3.4.I) Read and comprehend nonfiction, informational text and fictional text and fictional text and fictional text and evisual or or all presentation of the text CC.1.3.4.A Cherreine and contrast similar themest, topics and patterns of events in literature CC.1.3.4.A Compare and contrast similar themest, topics and patterns of events in literature CC.1.3.4.I Determine of clarify the meaning of unknown and multiple meaning or unknown and multiple meaning or unknown and multiple meaning or unknown and	Speaking- Discuss how ranchers work together to solve a problem Discuss how a team raised money for a common goal Discuss how guide animals help blind people Discuss how the president helps the country Discuss activities you like to do in autumn Discuss changes that take place in the fall Reading- Vocabulary associated with working together to achieve a goal Draw conclusions from a reading Vocabulary associated with obstacles in teamwork Draw conclusions from a reading Vocabulary associated with service animals Identify expressing and supporting opinions in writing Vocabulary associated with American politics Define words in a reading Identify main idea and details in a reading Vocabulary associated with the change of seasons Cause and effect relationships between the weather and what we wear	Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work Pearson Language Central Textbooks and Workbooks Use mime and gestures for meaning Role play to practice new language Use psychomotor skills for understanding Use visual and auditory clues	Formative Assessment Checklist Oral Assessment Journal Drawings Total Physical Response Thumbs up/Thumbs down Summative Series Assessment	Unit 2- Week 2 "How can we work together to achieve a goal?" 9 days Week 3- "What obstacles stand in the way of teamwork?" 9 days Week 4- "How do animals help with our work?" 9 days Week 5- "What is the job of the President of the United States?" 9 days Unit 3- Week 1 "What changes in nature take place in the fall?" 6 days

General Topic	Academic	Essential Knowledge,	Resources & Activities	Assessments	Suggested Time
	Standard(s)	Skills & Vocabulary			
Unit 2- Teamwork Unit 3- Nature	CC.1.4.4.A Write and explain to examine a topic CC.1.4.4.B Identify and introduce the topic clearly CC.1.4.4.D Coverlop the topic with facts details and examples and examples CC.1.4.4.D Group related information into paragraphs Lube precise language to explain a topic CC.1.4.4.D Demonstrate a grade appropriate coccident of the foliation of the control CC.1.4.4.B Introduce the topic and state an opinion CC.1.4.4.II Introduce the topic and state an opinion CC.1.4.4.II Introduce the topic and state an opinion CC.1.4.4.II Introduce with a complete and topic CC.1.4.A.II Introduce with a complete and topic CC.1.4.A.II Introduce the topic and state an opinion CC.1.4.A.II CC.1.4.A.II CC.1.4.A.II CC.1.4.A.II CC.1.4.A.II CO.1.4.A.II CO.1.	Writing- • Write with plural nouns • Write about how people worked together to achieve a goal • Write with irregular plural nouns • Write about how a team used team work to achieve a goal • Write with fact and opinions • Write with singular possessive nouns • Write with singular possessive nouns • Write about how a guide animal helps a person • Write with plural possessive nouns • Write about the job of the president • Write about the job of the president • Write about a season and tell about its changes Listening- • Listen to a story about living and working on a ranch • Listen to a story about a problem a team faced • Listen to a story about the benefits of guide dogs • Listen to a story about the job of the president • Listen to a story about the benefits of guide dogs • Listen to a story about the job of the president • Listen to a story about the job of the president	Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work Pearson Language Central Textbooks and Workbooks Use mime and gestures for meaning Role play to practice new language Use psychomotor skills for understanding Use visual and auditory clues	Formative Assessment Checklist Oral Assessment Journal Drawings Total Physical Response Thumbs up/Thumbs down Summative Series Assessment	Unit 2- Week 2 "How can we work together to achieve a goal?" 9 days Week 3- "What obstacles stand in the way of teamwork?" 9 days Week 4- "How do animals help with our work?" 9 days Week 5- "What is the job of the President of the United States?" 9 days Unit 3- Week 1 "What changes in nature take place in the fall?" 6 days

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
Unit 4- Explaining Nature	CC.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words CC.1.1.4.E Read with accuracy and fluency to support comprehension CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details, summarize the text CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text and explain how it is supported by key details, summarize the text CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text and explain how the concepts in a text and explain control of the concepts in a text and explain formation CC.1.2.4.F Use text structure to interpret information CC.1.2.4.F CC.1.2.4.F Determine the meaning of words and phrases CC.1.2.4.G CC.1.2.4.G CC.1.2.4.G Interpret various presentations of information CC.1.2.A.F Integrate information from two texts on the same topic CC.1.2.A.J Acquire and use accurate conversational, general academic and domain specific words and phrases CC.1.2.A.J Acquire and use accurate conversational general academic and domain specific words and phrases CC.1.2.A.J. CC.1.3.A.R Read and comprehend nontiction, informational text and fictional texts CC.1.3.A.R Read and comprehend nontiction, informational text and fiction details CC.1.3.A.G Make connection shetween the text for davisual or oral presentation of the text CC.1.3.A.R Conscribe a character, setting or event in a story CC.1.3.A.G on the state of the control of the text of the text of the control of the text of the text of the control of the text of	Speaking- Discuss how the birds migrate to live where there is more food and water Discuss a myth Discuss a myth Discuss how a storm can cause damage Discuss illusions Discuss lilusions Discuss how animals communicate with sounds Reading- Vocabulary associated with bird migrations Express and support opinions in reading Distinguish between fact and opinion Vocabulary related to myths Recognizing abstract nouns in a reading Vocabulary associated with weather patterns Identify describing words in a reading Use graphic sources in a reading to gain information Vocabulary associated with changes in nature Vocabulary associated with magic Compare and contrast in a reading Vocabulary associated with animal behavior Classify and categorize in a reading	Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work Pearson Language Central Textbooks and Workbooks Use mime and gestures for meaning Role play to practice new language Use psychomotor skills for understanding Use visual and auditory clues	Formative Assessment Checklist Oral Assessment Journal Drawings Total Physical Response Thumbs up/Thumbs down Summative Series Assessment	Unit 3- Week 2- "What patterns in nature guide the lives of animals?" 8 days Week 3- "How have people explained the pattern of day and night?" 8 days Week 4- "How do weather patterns affect our lives?" 8 days Week 5- "What causes changes in nature?" 8 days Unit 4- Week 1- "Can you always believe what you see?" 5 days Week 2- "Why do animals behave the way they do?" 8 days

General Topic	Academic	Essential Knowledge,	Resources & Activities	Assessments	Suggested Time
-	Standard(s)	Skills & Vocabulary			
Unit 4- Explaining Nature	CC.1.4.A.A Write and explain to examine a topic CC.1.4.A.B Identify and introduce the topic clearly CC.1.4.A.B. Identify and introduce the topic clearly CC.1.4.A.D. Group related information into paragraphs CC.1.4.A.D. Group related information into paragraphs CC.1.4.A.D. Demonstrate a grade appropriate command of the English language CC.1.4.A.F. Demonstrate a grade appropriate command of the English language CC.1.4.A.F. Demonstrate a grade appropriate command of the English language CC.1.4.A.F. Demonstrate a grade appropriate command of the English language CC.1.4.A.R. Salva and details CC.1.4.A.R. Salva and details CC.1.4.A.R. Demonstrate a grade appropriate command of the Conventions of standard English grammar, usage, didas precision CC.1.4.A.R. Write narratives to develop real or imagined experiences or events CC.1.4.A.O. Demonstrate a grade appropriate command of the Conventions of standard English grammar, usage, and properties of the Conventions of standard English grammar, usage, standard English grammar, usage, standard English, summar, supplies and the Conventions of standard English a situation and introduce narrator and/or characters CC.1.4.A.O. Describe experiences and events CC.1.4.A.D. Selective experiences and events CC.1.A.C. Solution and event sequence that unfolds naturally, using temporal words and phrases to signal event order. CC.1.A.A. Solution and experience in an organized manual control and the conventions of a text CC.1.5.A.C. Identify details in a speech CC.1.5.A.C. Demonstrate a formal and informal informational texts. CC.1.5.A.C. Demonstrate a command of the CO.1.5.A.C. Demonstrate a command of the CC.1.5.A.C. Demonstr	Writing- Write with main and helping verbs Write about why a group of animals migrate Write with subject verb agreement Write with past, present and future tense Write about how a storm can change your life Write with singular and plural nouns Write a story about a time you could not believe what you saw Write with subject and object pronouns Write about how an animal communicates Listening- Listen to a story about bird migration to warmer climates Listen to story based on a myth Listen to a story about a force of nature Listen to a story about how a tornado happened unexpectedly Listen to a nonfiction a story about a historical figure Listen to a non fiction story about animal noises	Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work Pearson Language Central Textbooks and Workbooks Use mime and gestures for meaning Role play to practice new language Use psychomotor skills for understanding Use visual and auditory clues	Formative Assessment Checklist Oral Assessment Journal Drawings Total Physical Response Thumbs up/Thumbs down Summative Series Assessment	Unit 3- Week 2- "What patterns in nature guide the lives of animals?" 8 days Week 3- "How have people explained the pattern of day and night?" 8 days Week 4- "How do weather patterns affect our lives?" 8 days Week 5- "What causes changes in nature?" 8 days Unit 4- Week 1- "Can you always believe what you see?" 5 days Week 2- "Why do animals behave the way they do?" 8 days

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
Unit 4- Explaining Nature Unit 5- Adventures	CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words CC.1.1.4.E Read with accuracy and fluency to support comprehension CC.1.2.A.C Locate the main idea of a text and explain how it is supported by key details, summarize the text CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text CC.1.2.4.D(CC.1.3.4.C) Compare and contrast an event or topic told from two different points of view CC.1.2.4.E Use text structure to interpret information CC.1.2.4.F (CC.1.3.4.C) CC.1.3.4.G Determine the meaning of words and phrases CC.1.2.4.I Explain how an author uses reason and evidence to support points in a text CC.1.2.4.1 (1.2.1.3.d) Acquire and use accurate conversational, general academic and domain specific words and phrases CC.1.2.4.1 (1.2.1.3.d) Acquire and use accurate conversational, general academic and domain specific words and phrases CC.1.2.4.1 (1.2.1.3.d) Acquire and use accurate conversational, general academic and domain specific words and phrases CC.1.3.4.C Describe a character, setting or event in a story CC.1.3.4.G Make connections between the text and visual or oral presentation of the text CC.1.3.4.1 Compare and contrast similar themes, topics and patterns of events in literature CC.1.3.4.1 Determine of clarify the meaning of unknown and multiple meaning words and phrases	Speaking- Discuss abolitionists and the underground railroad Discuss ancient Egypt Discuss how details help you solve a problem Discuss how fire fighters help pilots in an emergency Discuss Aztecs in Mexico Discuss how to be a hero Reading- Vocabulary associated with sensitive information Identify a sequence of events in a story Vocabulary associated with ancient Egypt Retell a story that was previously read Utilize graphic organizers with a text Vocabulary associated with collecting information Identify words and phrases that describe action in a reading Identify plot and theme in a story Vocabulary associated with emergencies Define words in a reading Categorize and classify information in a reading Vocabulary associated with exploring Compare and contrast in a reading Compare and contrast in a reading Vocabulary associated with heroism	Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work Pearson Language Central Textbooks and Workbooks Use mime and gestures for meaning Role play to practice new language Use psychomotor skills for understanding Use visual and auditory clues	Formative Assessment Checklist Oral Assessment Journal Drawings Total Physical Response Thumbs up/Thumbs down Summative Series Assessment	Unit 4- Week 3- "Why are secret codes necessary?" 8 days Week 4- "How can knowing another language create understanding?" 8 days Week 5- "How can attention to detail help solve a problem?" 8 days Unit 5- Week 1- "How can we prepare for emergencies?" 5 days Week 2- "What surprises can happen on an expedition?" 8 days Week 3- "What does it take to be a hero?" 8 days

General Topic	Academic	Writing-	W 9 91 1	Resources & Activities	Assessments	Suggested Time
-	Standard(s)	•	Write with pronouns and antecedents			
Unit 4-		•	Write about sensitive	Approved Text Book	Formative	Unit 4-
Explaining Nature	CC.1.4.4.A Write and explain to examine a topic CC.1.4.4.B		information Write with possessive nouns	Class Discussion	Assessment	Week 3-
	Identify and introduce the topic clearly CC.1.4.4.C	•	Write about why it is helpful	Technology Resources	Checklist	"Why are secret
	Develop the topic with facts details and examples CC.1.4.4.D		to learn another language Write with negative and	Guided Reading	Oral Assessment	codes necessary?"
	Group related information into paragraphs CC.1.4.4.E		contractions	Teacher Modeling Scaffolding	Journal	8 days
	Use precise language to explain a topic CC.1.4.4.F	•	Write about discovering details	Small Group Work	Drawings	Week 4-
Unit 5-	Demonstrate a grade appropriate command of the English language CC.1.4.4.H	•	Write with adjectives and	Pearson Language Central	Total Physical	"How can knowing
Adventures	Introduce the topic and state an opinion CC.1.4.4.I		articles Write about how to prepare	Textbooks and Workbooks	Response	another language
	Provide reasons that are supported by facts and details CC.1.4.4.J		for an emergency	Use mime and gestures for	Thumbs	create
	Create an organizational structure that includes related ideas in a logical order	•	Write with comparative and superlative adjectives	meaning	up/Thumbs	understanding?" 8 days
	CC.1.4.4.K Choose words and phrases to convey ideas precisely	•	Write about an expedition	Role play to practice new	down	Week 5-
	CC.1.4.4.L/CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of		Write with adverbs Write a poem about someone	language	Summative	"How can attention
	standard English grammar, usage, capitalization, punctuation, and spelling		who is a hero	Use psychomotor skills for	Series	to detail help solve a
	CC.1.4.4.M Write narratives to develop real or imagined experiences or events CC.1.4.4.N			understanding	Assessment	problem?"
	Establish a situation and introduce narrator and/or characters CC:1.4.4.0			Use visual and auditory clues	Assessment	8 days
	Describe experiences and events CC.1.4.4.P Organize an event sequence that			ose visual and additory cides		Unit 5-
	unfolds naturally, using temporal words and phrases to signal event	Listening-	Listanta and fishing stand			Week 1-
	CC.1.4.4.S Draw evidence from literary or informational texts to support	•	Listen to a non fiction story about the underground			"How can we
	analysis, reflection, and research, applying grade level reading standards or literature and		railroad			prepare for
	informational texts. CC.1.4.4.T Strengthen writing with guidance	•	Listen to a non fiction story about King Tut			emergencies?"
	from adults CC.1.5.4.A Engage effectively in a range of	•	Listen to a realistic fiction			5 days
	collaborative discussions CC.1.5.4.B Paraphrase portions of a text		story about solving a crime Listen to a story piloting a			Week 2-
	CC.1.5.4.C Identify details in a speech CC.1.5.4.D		plane			"What surprises can
	Tell a story or an experience in an organized manor CC.1.5.4.E	•	Listen to a non fiction story about explorers and exploring			happen on an expedition?"
	Respond with appropriate oral language for formal and informal situations	•	Listen to a realistic fiction			8 days
	CC.1.5.4.G Demonstrate a command of the conventions of Standard English		story about an unexpected hero			Week 3-
	when speaking Academic Standard(s)					"What does it take
	English Language Development 16.1.4-5.L,R,S,W					to be a hero?"
	Communicate in English for social and instructional purposes within the school setting					8 days
	16.2.4-5.L,R,S,W Communicate information, ideas, and concepts necessary for					o udys
	academic success in the content area of language arts					