# Advanced 3<sup>rd</sup>-5<sup>th</sup> ESL Curriculum

**Curriculum Guide** 

**Scranton School District** 

Scranton, PA



### Advanced 3<sup>rd</sup>-5<sup>th</sup> ESL

**Prerequisite**: Intermediate 3<sup>rd</sup>-5<sup>th</sup> ESL

#### Course Description Here:

English Language Learners have different levels of English Proficiency. ELL Instruction will scaffold instruction for multiple levels of English proficiency. The advanced EL 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 be provided with opportunities to publish writing for others to read. The students will make connections between content area materials and literacy activities.

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: ESL 5 <sup>th</sup> Grade	Grade Level: 5 <sup>th</sup>	Date Completed:
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### 1<sup>st</sup> Quarter

Topic	Resources	ccss
	Pearson Language Central TE	Cc125A, Cc125B, Cc125C, Cc125D, Cc125E, Cc125F, Cc125G, Cc125H, Cc125H, Cc125H, Cc125H, Cc125H, Cc125H, Cc135A, Cc135B, Cc135A, Cc135B, Cc135B, Cc135B, Cc135B, Cc135B, Cc135B, Cc135B, Cc135B, Cc125B, Cc125B
	Pearson Language Central TE	C1125A, CC125B, CC125C, CC125D, CC125E, CC125F, CC125G, CC125A, CC135A, CC135B, CC135C, CC135B, CC135C, CC135B, CC135C, CC135C, CC135C, CC135C, CC135C, CC135C, CC125C, CC125C
	Pearson Language Central TE	Cc125A, Cc125B, Cc125C, Cc125D, Cc125E, Cc125F, Cc125G, Cc125H, Cc125H, Cc125H, Cc125H, Cc125H, Cc125H, Cc135A, Cc135B, Cc135A, Cc135B, Cc135B, Cc135B, Cc135B, Cc135B, Cc135B, Cc125B, Cc125B
	Pearson Language Central TE	Cc125A, Cc125B, Cc125C, Cc125D, Cc125E, Cc125F, Cc125G, Cc125H, Cc125H, Cc125H, Cc125H, Cc125H, Cc125H, Cc125H, Cc135B, Cc135B, Cc135B, Cc135B, Cc135B, Cc135B, Cc135B, Cc125H, Cc125H, Cc125B, Cc125B, Cc125H, Cc125B, Cc125B
	Pearson Language Central TE	Cc125A, CC125B, CC125C, CC125D, CC125E, CC125F, CC125G, Cc125H, CC125H, CC125H, CC135A, Cc135A, Cc135A, Cc135A, Cc135A, Cc135A, Cc135B, Cc135B, Cc135B, Cc135B, Cc135B, Cc125B, Cc125B
	Pearson Language Central TE	CC125A, CC125B, CC125C, CC125D, CC125E, CC125F, CC125G, CC125H, CC125H, CC125H, CC125H, CC125H, CC135AB, CC135B, CC135B, CC135B, CC135C, CC135D, CC135B, CC135C, CC135D, CC135C, CC125B, CC125

## 2<sup>nd</sup> Quarter

Topic	Resources	ccss
	Pearson Language Central TE	CC125A, CC125B, CC125C, CC125D, CC125E, CC125F, CC125B, CC125B, CC125B, CC125B, CC125B, CC125B, CC125B, CC135B, CC135B, CC135B, CC135B, CC135B, CC135B, CC135B, CC125B, CC125C, CC125B, CC125B
	Pearson Language Central TE	CC125A, CC125B, CC125C, CC125A, CC125E, CC125F, CC125F, CC125C, CC125A, CC125A, CC125C, CC125A, CC125A, CC135B, CC135C, CC135C, CC135C, CC135C, CC135C, CC135C, CC125B, CC125B, CC125C, CC125C
	Pearson Language Central TE	CC.125A, CC.125B, CC.125C, CC.125B, CC.125E, CC.125E, CC.125B, CC.125B, CC.125B, CC.125B, CC.125B, CC.125B, CC.125B, CC.135B, CC.135B, CC.135C, CC.135B, CC.135B, CC.135B, CC.135B, CC.135B, CC.125B, CC.
	Pearson Language Central TE	CC125A, CC125B, CC125C, CC125A, CC125E, CC125F, CC125B, CC125A, CC135B, CC135C, CC125A, CC125A, CC125A, CC135C, CC125A, CC135C, CC125A, CC135C, CC125A, CC135C, CC125C, CC125C
	Pearson Language Central TE	CC1.25A, CC1.25B, CC1.25C, CC1.25A, CC1.25E, CC1.25F, CC1.25B, CC1.25B, CC1.25B, CC1.25B, CC1.25C, CC1.25B, CC1.25C, CC1.25B, CC1.35C, CC1.35B, CC1.35C, CC1.35B, CC1.35C, CC1.25B, CC1
	Pearson Language Central TE	CC.125A, CC.125B, CC.125C, CC.125D, CC.125E, CC.125F, CC.125B, CC.125B, CC.125B, CC.125B, CC.125B, CC.135B, CC.135B, CC.135C, CC.135D, CC.135B, CC.135B, CC.135C, CC.125B, CC.

# 3<sup>rd</sup> Quarter

Topic	Resources	CCSS
	Pearson Language Central TE	CC.1.25.A, CC.1.25.B, CC.1.25.C, CC.1.25.D, CC.1.25.E, CC.1.25.F, CC.1.25.B, CC.1.25.H, CC.1.25.H, CC.1.25.H, CC.1.25.H, CC.1.25.A, CC.1.35.B, CC.1.35.D, CC.1.35.D, CC.1.35.F, CC.1.25.H, CC.1.25.A, CC.1.25.B, CC.1.25.D, CC.1.25.D, CC.1.25.F, CC.1.25.H, CC.1.25.H, CC.1.25.J, CC.1.25.F, CC.1.25.H,
	Pearson Language Central TE	CC.125A, CC.125B, CC.125C, CC.125D, CC.125E, CC.125F, CC.125G, CC.125H, CC.125B, CC.125B, CC.125B, CC.125B, CC.135A, CC.135B, CC.135C, CC.135D, CC.135C, CC.135D, CC.135C, CC.135D, CC.135D, CC.125C, CC.125D, CC.125C, CC.125D, CC.125C, CC.125D, CC.125B, CC.125C, CC.125D, CC.125B, CC.125C, CC.125D, CC.125C, CC.125D, CC.125C, CC.125D, CC.125C, CC.125D, CC.
	Pearson Language Central TE	CC.125A, CC.125B, CC.125C, CC.125D, CC.125E, CC.125F, CC.125G, CC.125H, CC.125C, CC.125B, CC.125C, CC.135B, CC.135B, CC.135C, CC.135D, CC.135B, CC.135B, CC.135B, CC.135B, CC.125C, CC.125D, CC.125E, CC.125F, CC.125F, CC.125F, CC.125B, CC.
	Pearson Language Central TE	CC.125A, CC.125B, CC.125C, CC.125D, CC.125E, CC.125F, CC.125G, CC.125H, CC.125H, CC.125H, CC.125H, CC.125H, CC.125H, CC.125H, CC.135A, CC.135B, CC.135C, CC.135D, CC.135F, CC.135B, CC.125C, CC.125D, CC.125E, CC.
	Pearson Language Central TE	CC1.25A, CC1.25B, CC1.25C, CC1.25D, CC1.25E, CC1.25F, CC1.25G, CC1.25H, CC1.25I, CC1.25C, CC1.25B, CC1.25B, CC1.25B, CC1.25B, CC1.25B, CC1.25B, CC1.25B, CC1.25B, CC1.25B, CC1.25C, CC1.25C, CC1.25D, CC1.25E, CC1.25E, CC1.25B, CC1
	Pearson Language Central TE	CC.1.25A, CC.1.25B, CC.1.25C, CC.1.25D, CC.1.25E, CC.1.25F, CC.1.25G, CC.1.25H, CC.1.25H, CC.1.25H, CC.1.25H, CC.1.25H, CC.1.25H, CC.1.25A, CC.1.25B, CC.1.25B, CC.1.25D, CC.1.25D, CC.1.25D, CC.1.25D, CC.1.25D, CC.1.25D, CC.1.25D, CC.1.25D, CC.1.25B, CC.1.2

## 4<sup>th</sup> Quarter

Topic	Resources	ccss
	Pearson Language Central TE	C125A, CC125B, CC125C, CC125D, CC125E, CC125F, CC125F, CC125A, CC125B,
	Pearson Language Central TE	C1.25A, CC1.25B, CC1.25C, CC1.25B, CC1.25E, CC1.25A, CC1.25A, CC1.25B, CC1.
	Pearson Language Central TE	CC1.25.A, CC1.25.B, CC1.25.C, CC1.25.D, CC1.25.E, CC1.25.F, CC1.25.G, CC1.25.H, CC1.25.I, CC1.25.J, CC1.25.D, CC1.25.E, CC1.25.S, CC1.25.D, CC1.25.D, CC1.25.D, CC1.25.D, CC1.25.D, CC1.25.D, CC1.25.D, CC1.25.E, CC1.25.F, CC1.25.H, CC1.25.J, CC1.25.J, CC1.25.L, CC1.25.J, CC1.25.D, CC1.25
	Pearson Language Central TE	C125A, CC125B, CC125C, CC125D, CC125E, CC125F, CC125G,
	Pearson Language Central TE	CC1.25.A, CC1.25.B, CC1.25.C, CC1.25.D, CC1.25.E, CC1.25.F, CC1.25.G, CC1.25.H, CC1.25.I, CC1.25.J, CC1.25.D, CC1.25.E, CC1.25.S, CC1.25.D, CC1.25.D, CC1.25.D, CC1.25.D, CC1.25.D, CC1.25.D, CC1.25.D, CC1.25.E, CC1.25.F, CC1.25.H, CC1.25.J, CC1.25.J, CC1.25.L, CC1.25.J, CC1.25.D, CC1.25
	Pearson Language Central TE	C1.25A, CC1.25B, CC1.25C, CC1.25D, CC1.25E, CC1.25F, CC1.25G, CC1.25H, CC1.25I, CC1.25I, CC1.25C, CC1.25K, CC1.25S, CC1.25S, CC1.25S, CC1.25S, CC1.25S, CC1.25S, CC1.25S, CC1.25G, CC1.25G, CC1.25G, CC1.25G, CC1.25G, CC1.25F, CC1.25F, CC1.25H, CC1.25J, CC1.25K, CC1.25L, CC1.25M, CC1.25D, CC1.25F, CC1.25F, CC1.25G, CC1.25F, CC1.

General Topic	Academic	Essential Knowledge,	Resources & Activities	Assessments	Suggested Time
	Standard(s)	Skills & Vocabulary			
Unit 2- Decisions	CC.1.2.S.A  Determine two or more main ideas in a text CC.1.2.S.B  Cite textual evidence by quoting CC.1.2.S.C  Explain the interactions between two or more, events, ideas or concepts CC.1.2.S.D  Analyze multiple accounts of the same event or topic CC.1.2.S.E  Use text structure to interpret information Contermine the meaning of words and phrases as they are used in grade level explainment of the contermine the meaning of words and phrases as they are used in grade level explainment of the contermine the meaning of words and phrases as they are used in grade level explainment of the contermine the meaning of words and phrases as they are used in grade level explainment of the contermine the meaning of unknown multiple meaning words CC.1.2.S.L  Read and comprehend literary nonfiction of customs multiple meaning words CC.1.3.S.A  Determine or clarify the meaning of unknown multiple meaning words CC.1.3.S.G  CL 1.3.S.G  CL 1.3.S.G	Speaking- Discuss how heroes inspire us Discuss about changes in nature Discuss survival I the 1850's Discuss how Monica Rivas overcame her challenges to compete Discuss the differences between being an immigrant now and in the 1900's Discuss how telling the truth can lead to good things  Reading- Vocabulary associated with fire fighters Identify words that describe people in a text Identify characters and plot in a story Vocabulary related to challenges in nature Identify cause and effect relationships in a reading Vocabulary related surviving in the wilderness Identify theme and setting in a reading Vocabulary related to personal challenges Identify sequencing in a reading Vocabulary related to life in a new country Vocabulary associated with honesty and it's importance Compare and contrast 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 inspires people to act courageously?" 5 days Week 2- "How can nature challenge us?" 8 days Week 3- "How do people survive in the wilderness?" 8 days Week 4- "How do we face personal challenges?" 8 days Week 5- "What challenges do immigrants encounter?" 8 days Week 1- "Why is honesty important?" 8 days

General Topic	Academic	Essential Knowledge,	Resources & Activities	Assessments	Suggested Time
	Standard(s)	Skills & Vocabulary			
Unit 2- Decisions	CC.1.2.5.M  Determine two or more main ideas and explain how they are supported by details  CC.1.2.5.B  Quote accurately from the text to explain what is read  Explain interactions between two or more individuals, events, ideas or concepts  CC.1.2.5.D  CC.1.2.5.D  Use text structure to interpret information  CC.1.2.5.U  Les text structure to interpret information  Determine the meaning of words and phrases as they are used in the text  CC.1.2.5.H  Determine the meaning of words and phrases as they are used in the text  CC.1.2.5.H  Determine the meaning of words and phrases as they are used in the text  CC.1.2.5.H  Determine to the meaning of words and phrases as they are used in the text  CC.1.2.5.H  Determine to the meaning of words and phrases as they are used in the text  CC.1.2.5.F  Determine to call the text of the same topic  CC.1.2.5.C  Determine or calify the meaning of unknown and multiple meaning of unknown and multiple meaning of unknown and multiple meaning words as as a contract of the contract	Writing-  Identify the four types of sentences  Write a description of a courageous person  Write with subject and predicates  Write with independent and dependent clauses  Write a story about surviving in the wilderness  Write a story about how you overcame a personal challenge  Write with common and proper nouns  Write a letter to about what is great about living in the U.S.  Write with regular and irregular nouns  Write about why honesty is important in all aspects of life  Listening-  Listen to a story about extreme weather situations  Listen to a story about a special Olympian  Listen to a story about Ellis Island  Listen to a story about a day at the beach	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 inspires people to act courageously?" 5 days Week 2- "How can nature challenge us?" 8 days Week 3- "How do people survive in the wilderness?" 8 days Week 4- "How do we face personal challenges?" 8 days Week 5- "What challenges do immigrants encounter?" 8 days Week 1- "Why is honesty important?" 8 days

General Topic Acad	nic Essential Knowledge,	Resources & Activities	Assessments	Suggested Time
Stand	d(s) Skills & Vocabulary			
•	Speaking  Discuss how Kate Shelley saved passengers on a train Discuss how a person can be rewarded for kindness Discuss how to work together to save the Bald Eagle Discuss how to promote freedom Discuss how inventions make our lives better  Reading Vocabulary associated with taking risks Retell a reading Identify author's purpose in a story Vocabulary associated with helping others Compare and contrast in a reading Vocabulary associated with protecting animals Identify expressing and supporting opinions in a reading Vocabulary associated with protecting animals Identify fact and opinions in a reading Vocabulary associated with promoting freedom Identify sequencing in a reading Vocabulary associated with promoting freedom Identify sequencing in a reading Vocabulary associated with promoting freedom Identify sequencing in a reading Vocabulary associated with	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- "Why do we help others even if there are risks?" 8 days Week 3- "What are the rewards in helping others?" 8 days Week 4- "What can people do to protect wild animals?" 8 days Week 5- "How can people promote freedom?" 8 days Unit 3- Week 1- "How do inventors inspire our imagination?" 5 days

General Topic Academic	Essential Knowledge,	Resources & Activities	Assessments	Suggested Time
Standard(s)	Skills & Vocabulary			
Unit 2- Decisions  CC.1.2.5.A Determine two or more main ideas and explain how they are supported by details CC.1.2.5.B Quote accurately from the text to explain what is read and concepts CC.1.2.5.C Explain interactions between two or more individuals, events, idea or concepts CC.1.2.5.C Loss are unable accounts of the same event or topic CC.1.2.5.E Use text structure to interpret information CC.1.2.5.F Determine the meaning of word and phrases at they are used in the text CC.1.2.5.I Integrate information from seve texts on the same open of the convertational, academic, words and phrases CC.1.2.5.A Acquire and use appropriate conversational, academic, words and phrases CC.1.2.5.I Read and comprehend literary nonfiction and informational text of the conversational, academic, words and phrases CC.1.2.5.A Write narratives to develop real imagined experiences CC.1.2.5.O Use narrative techniques such as dialogue and description to develop experiences CC.1.2.5.O Use narrative techniques such as dialogue and description to develop experiences CC.1.2.5.O Write with an awareness of style CC.1.4.5.Q Communicate in English for social and instructional purposes within its 2.4.5.1.R,S.W Communicate in formation, ideas and concepts necessary for academic success in the content area of language arts in the content area of language and supports from adults develop a quality writing CC.1.4.5.N,S.W Communicate in formation, ideas and concepts necessary for academic success in the content area of language and successory for academic success in the content area of language and successory for academic success in the content area of language and successory for academic success in the content area of language arts	Writing  Write with possessive nouns Write about someone you knew who took a risk to help others Write with action verbs Write about a time you helped another person Write with main and helping verbs Write a letter to a political official about protecting an endangered animal Write with subject verb agreement Write a story about a person who promotes freedom Write with past, present and future tense Write an imaginative story about an invention that will make our lives better  Listening Listen to a story about the Midnight Express Listen to an Indian folk tale Listen to a story about saving Bald Eagles Listen to a historical story about enslaved people Listen to a story about Ben Franklin	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- "Why do we help others even if there are risks?" 8 days Week 3- "What are the rewards in helping others?" 8 days Week 4- "What can people do to protect wild animals?" 8 days Week 5- "How can people promote freedom?" 8 days Unit 3- Week 1- "How do inventors inspire our imagination?" 5 days

Unit 3- Creators  Creators  Discuss how paleontologists' discoveries helped us learn about dinosaurs to concept S CL1.2.5.6 Determine the meaning of words and phrases as they are used in grade level tests CL1.2.5.6 Draw on multiple resources to locate an answer to a questions accurately CL1.2.5.8 Demonstrate how an author Discuss how paleontologists' discoveries helped us learn about dinosaurs  Discuss how maleontologists' discoveries helped us learn about dinosaurs  Discuss how music can inspire you Discuss how different movies would be without special effects  Discuss how music can inspire you Discuss how piloentologists' discoveries helped us learn about dinosaurs  Discuss how music can inspire you Discuss how piloentologists' discoveries helped us learn about dinosaurs  Discuss how music can inspire you Discuss how piloentologists' discoveries helped us learn about dinosaurs  Discuss how different movies would be without special effects  Discuss how different movies would be without special effects  Discuss how different movies would be without special effects  Discuss how paleontologists'  Class D  Technot  Guided  Teacher  Small G  Pearso  Textbo  Use mi	ed Text Book scussion ogy Resources Reading Modeling Scaffolding roup Work  Formative Assessment Checklist Oral Assessment Journal Drawings  Unit 3- Week 2- "How do artists inspire future generations?" 8 days Week 3- "How can
Unit 3- Creators  Discuss how art can inspire others C.1.2.5.8 Creators  Discuss how paleontologists' discoveries helped us learn about dinosaurs Discuss how music can inspire you dinosaurs Discuss how music can inspire you Discuss how music can inspire you Discuss how different movies would be without special effects Discuss how pioneers adapted to life on the wagon trail Discuss how pioneers adapted to life on the wagon trail Discuss facing challenges in your life Reading Vocabulary related to arts and artists  Vocabulary related to arts and artists Use mi	Assessment Checklist Checklist Gral Assessment Future generations?"  Modeling Scaffolding Journal Week 2- "How do artists inspire future generations?" 8 days Week 3-
Unit 4-  Adapting  Cc.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic.  Cc.1.2.5.J/Cc.1.3.5.J/Acquire and use accurately grade appropriate conversational and academic language Cc.1.2.5.K.  Determine or darify the meaning of unknown multiple meaning words.  Determine or darify the meaning of unknown multiple meaning words.  Vocabulary associated with dinosaurs and paleontology ledentify phrases that express and support opinions in the text ledentify fact and opinion in a reading.  Vocabulary associated with dinosaurs and paleontology ledentify phrases that express and support opinions in the text ledentify fact and opinion in a reading.  Vocabulary associated with dinosaurs and paleontology ledentify phrases that express and support opinions in the text ledentify fact and opinion in a reading.  Vocabulary associated with music and musicians.	Language Central  Jotal Physical Response  Response Thumbs Week 4- "How does an artist use music to inspire others?"  Summative Chomotor skills for  Total Physical Response Thumbs Week 4- "How does an artist use music to inspire others?" 8 days Week 5-

<b>General Topic</b>	Academic	Writing	Identify and advantage	Essential Knowledge,	Assessments	Suggested Time
	Standard(s)	•	regular verbs	Skills & Vocabulary		
Unit 3- Creators		writing .	Write about art that has inspired you Identify the principal parts of irregular verbs Write about the importance of a paleontologists work Write with troublesome verbs Write about what kind of music inspires you Write with prepositions Write a story about your favorite movie that used special effects Write with subject nouns Write about how you would adapt to living away from	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	Formative Assessment Checklist Oral Assessment Journal Drawings Total Physical Response Thumbs up/Thumbs down	Unit 3- Week 2- "How do artists inspire future generations?" 8 days Week 3- "How can paleontologists help us understand the past?" 8 days
Unit 4-	CC.1.2.5.K Determine or clarify the meaning		civilization Write with propouns and	Role play to practice new	<u>Summative</u>	Week 4-
Adapting	Determine or clarify the meaning of unknown and multiple meaning words and phrases CC.1.2.5.1. Read and comprehend literary nonfiction and informational texts CC.1.2.5.M. Write narratives to develop real or imagined experiences CC.1.2.5.D. Use narrative techniques such as dialogue and description to develop experiences CC.1.2.5.P. Or of the comprehences CC.1.4.5.Q. Write with an avareness of style CC.1.4.5.R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capatellazition, punctuation and spelling CC.1.4.5.T. With guidance and support from adults develop a quality writing CC.1.4.5.T. With guidance and support from adults develop a quality writing CC.1.4.5.V. Conduct short research projects  Academic Standard(s)  English Language Development 16.1.4-5.1.R.S.W. Communicate in English for social and instructional purposes within the school setting 16.2.4-5.1.R.S.W. Communicate in English for social and instructional purposes within the school setting 16.2.4-5.1.R.S.W. Communicate in English Communicate in Communi	Listening	Write with pronouns and antecedents Write about a person who has faced challenges  Listen to a story about being in nature Listen to a nonfiction story about a paleontologist Listen to a non fiction story about a musical figure Listen to a non fiction story about a special effect movie Listen to a story about people traveling West in the 1800's Listen to a story about facing challenges	language Use psychomotor skills for understanding Use visual and auditory clues	Series Assessment	"How does an artist use music to inspire others?" 8 days Week 5- "How do artists create special effects to entertain us?" 8 days Unit 4- Week 1- "How do people adapt to difficult situations?" 5 days Week 2- "How do people adapt to face challenges?" 8 days

General Topic	Academic	Essential Knowledge,	Resources & Activities	Assessments	Suggested Time
	Standard(s)	Skills & Vocabulary			
General Topic  Week 4- Adapting  Week 5- Adventures	Standard(s)  C1.2.5.A  Determine two or more main ideas in a text C1.2.5.B  C1.2.5.B  C1.2.5.C  Explain the interactions between two or more, events, ideas or concepts C1.2.5.C  Analyze multiple accounts of the same event or topic C1.2.5.E  Use text structure to interpret information C1.2.5.F  Use text structure to interpret information C1.2.5.F  Determine the meaning of words and phrases as they are used in grade level texts C1.2.5.G  Draw on multiple resources to locate an answer to a questions accurately C1.2.5.H  Demonstrate how an author supports particular points in a text Categorie information from several texts on the same topic to demonstrate understanding of that topic C1.2.5.J C2.1.3.5.J  Acquire and use accurately grade appropriate understanding of that topic C1.2.5.J C2.1.3.5.J  Acquire and use accurately grade appropriate conversational and academic language C1.2.5.S.	— ·	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	Week 4- "How do people adapt to a new school?" 8 days Week 5- "Why do people try to change themselves?" 8 days Unit 5- Week 1- "How can we find adventure in ordinary events?" 5 days Week 2- "How does technology help adventures reach new places?" 8 days Week 3- "What is life like for an astronaut?" 8 days Week 4- "What adventures helped drive

General Topic	Academic	Essential Knowledge,	Resources & Activities	Assessments	Suggested Time
	Standard(s)	Skills & Vocabulary			
Week 4- Adapting  Week 5- Adventures	CC.1.2.5.A  Determine two or more main ideas and explain how they are supported by details CC.1.2.5.B  Quote accurately from the text to explain what is read CC.1.2.5.C  Explain interactions between two or more individuals, events, ideas or concepts  CC.1.2.5.C  List of the same event or topic CC.1.2.5.E  Use text structure to interpret main the same event or topic CC.1.2.5.F  Determine the meaning of words and phrases as they are used in the text  CC.1.2.5.F  Determine the meaning of words and phrases as they are used in the text  CC.1.2.5.I integrate information from several texts on the same topic CC.1.2.5.I integrate information from several texts on the same topic CC.1.2.5.I integrate information from several texts on the same topic CC.1.2.5.I conversational, academic, words and phrases  CC.1.2.5.A  Acquire and use appropriate conversational, academic, words and phrases  CC.1.2.5.A  Determine or clarify the meaning of unknown and multiple meaning words and phrases  CC.1.2.5.A  Determine or clarify the meaning words and phrases  CC.1.2.5.D  Use narratives to develop real or imagined experiences  CC.1.2.5.D  Use narrative to develop real or imagined experiences  CC.1.2.5.D  Granite a writing using temporal words  CC.1.4.5.G  CC.1.4.5.G  Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling  CC.1.4.5.M  Communicate in English for social and instructional purposes within the school setting  16.2.4-5.1.8.5,W  Communicate in English for social and instructional purposes within the school setting  16.2.4-5.1.8.5,W  Communicate in English for social and instructional purposes within the school setting  16.2.4-5.1.8.5,W  Communicate in the content area of language arts	Writing Write with indefinite pronouns Write about how you adapt to a new place Write with adverbs Distinguishing when to use who and whom in writing Write about a change you have made to improve yourself Write with contractions Write a story about how an ordinary day can become an adventure Write with adjectives and articles Write about how exploration may use technology Write with words that identify nouns Write about space adventure Write with comparative superlative adjectives Write about space adventure Write with comparative Superlative adjectives Write a story about taking a journey to the Earth's center Write broad statements about a group Write with adverbs Write about adventure in a mining camp  Listen to a story about a student starting at a new school Listen to a story about early immigration Listen to a story with a problem and solution Listen to a story about technology aiding in adventures Listen to story about the Earth's layers Listen to story about the Earth's layers Listen to story about the Earth's layers Listen to story about the gold rush	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	Week 4- "How do people adapt to a new school?" 8 days Week 5- "Why do people try to change themselves?" 8 days Unit 5- Week 1- "How can we find adventure in ordinary events?" 5 days Week 2- "How does technology help adventures reach new places?" 8 days Week 3- "What is life like for an astronaut?" 8 days Week 4- "What adventures helped drive westward expansion?" 8 days