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# **Intermediate 3-5 ESL Curriculum**

**Curriculum Guide**

**Scranton School District**

**Scranton, PA**



Scranton School District  
Curriculum Guide

**Course Title Here**

**Prerequisite:** Beginning 3<sup>rd</sup> -5<sup>th</sup> 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.

**Scranton School District  
Curriculum Guide**

Year-at-a-glance

<b>Subject:</b>	<b>Grade Level</b>	<b>Date Completed:</b>
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**1<sup>st</sup> Quarter**

<b>Topic</b>	<b>Resources</b>	<b>CCSS</b>
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.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.G, CC.1.3.4.H, CC.1.4.4.A, 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.K, CC.1.4.4.L/CC.1.4.4.R, CC.1.4.4.M, CC.1.4.4.N, CC.1.4.4.O, CC.1.4.4.P, CC.1.4.4.S, CC.1.4.4.T, CC.1.5.4.A, CC.1.5.4.B, CC.1.5.4.C, CC.1.5.4.D, CC.1.5.4.E, CC.1.5.4.E, CC.1.5.4.G
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.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.G, CC.1.3.4.H, CC.1.4.4.A, 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.K, CC.1.4.4.L/CC.1.4.4.R, CC.1.4.4.M, CC.1.4.4.N, CC.1.4.4.O, CC.1.4.4.P, CC.1.4.4.S, CC.1.4.4.T, CC.1.5.4.A, CC.1.5.4.B, CC.1.5.4.C, CC.1.5.4.D, CC.1.5.4.E, CC.1.5.4.E, CC.1.5.4.G
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.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.G, CC.1.3.4.H, CC.1.4.4.A, 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.K, CC.1.4.4.L/CC.1.4.4.R, CC.1.4.4.M, CC.1.4.4.N, CC.1.4.4.O, CC.1.4.4.P, CC.1.4.4.S, CC.1.4.4.T, CC.1.5.4.A, CC.1.5.4.B, CC.1.5.4.C, CC.1.5.4.D, CC.1.5.4.E, CC.1.5.4.E, CC.1.5.4.G
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.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.G, CC.1.3.4.H, CC.1.4.4.A, 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.K, CC.1.4.4.L/CC.1.4.4.R, CC.1.4.4.M, CC.1.4.4.N, CC.1.4.4.O, CC.1.4.4.P, CC.1.4.4.S, CC.1.4.4.T, CC.1.5.4.A, CC.1.5.4.B, CC.1.5.4.C, CC.1.5.4.D, CC.1.5.4.E, CC.1.5.4.E, CC.1.5.4.G
The West	Pearson Language Central TE 48-53	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.G, CC.1.3.4.H, CC.1.4.4.A, 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.K, CC.1.4.4.L/CC.1.4.4.R, CC.1.4.4.M, CC.1.4.4.N, CC.1.4.4.O, CC.1.4.4.P, CC.1.4.4.S, CC.1.4.4.T, CC.1.5.4.A, CC.1.5.4.B, CC.1.5.4.C, CC.1.5.4.D, CC.1.5.4.E, CC.1.5.4.E, CC.1.5.4.G
Developing New Understandings	Pearson Language Central TE 56-61	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.G, CC.1.3.4.H, CC.1.4.4.A, 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.K, CC.1.4.4.L/CC.1.4.4.R, CC.1.4.4.M, CC.1.4.4.N, CC.1.4.4.O, CC.1.4.4.P, CC.1.4.4.S, CC.1.4.4.T, CC.1.5.4.A, CC.1.5.4.B, CC.1.5.4.C, CC.1.5.4.D, CC.1.5.4.E, CC.1.5.4.E, CC.1.5.4.G

**Scranton School District  
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**2<sup>nd</sup> 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.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.G, CC.1.3.4.H, CC.1.4.4.A, 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.K, CC.1.4.4.L/CC.1.4.4.R, CC.1.4.4.M, CC.1.4.4.N, CC.1.4.4.O, CC.1.4.4.P, CC.1.4.4.S, CC.1.4.4.T, CC.1.5.4.A, CC.1.5.4.B, CC.1.5.4.C, CC.1.5.4.D, CC.1.5.4.E, CC.1.5.4.E, CC.1.5.4.G
Team Accomplishments	Pearson Language Central TE 68-73	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.G, CC.1.3.4.H, CC.1.4.4.A, 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.K, CC.1.4.4.L/CC.1.4.4.R, CC.1.4.4.M, CC.1.4.4.N, CC.1.4.4.O, CC.1.4.4.P, CC.1.4.4.S, CC.1.4.4.T, CC.1.5.4.A, CC.1.5.4.B, CC.1.5.4.C, CC.1.5.4.D, CC.1.5.4.E, CC.1.5.4.E, CC.1.5.4.G
Animals	Pearson Language Central TE 74-79	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.G, CC.1.3.4.H, CC.1.4.4.A, 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.K, CC.1.4.4.L/CC.1.4.4.R, CC.1.4.4.M, CC.1.4.4.N, CC.1.4.4.O, CC.1.4.4.P, CC.1.4.4.S, CC.1.4.4.T, CC.1.5.4.A, CC.1.5.4.B, CC.1.5.4.C, CC.1.5.4.D, CC.1.5.4.E, CC.1.5.4.E, CC.1.5.4.G
U.S. Government	Pearson Language Central TE 80-85	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.G, CC.1.3.4.H, CC.1.4.4.A, 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.K, CC.1.4.4.L/CC.1.4.4.R, CC.1.4.4.M, CC.1.4.4.N, CC.1.4.4.O, CC.1.4.4.P, CC.1.4.4.S, CC.1.4.4.T, CC.1.5.4.A, CC.1.5.4.B, CC.1.5.4.C, CC.1.5.4.D, CC.1.5.4.E, CC.1.5.4.E, CC.1.5.4.G
The Seasons	Pearson Language Central TE 88-93	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.G, CC.1.3.4.H, CC.1.4.4.A, 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.K, CC.1.4.4.L/CC.1.4.4.R, CC.1.4.4.M, CC.1.4.4.N, CC.1.4.4.O, CC.1.4.4.P, CC.1.4.4.S, CC.1.4.4.T, CC.1.5.4.A, CC.1.5.4.B, CC.1.5.4.C, CC.1.5.4.D, CC.1.5.4.E, CC.1.5.4.E, CC.1.5.4.G

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**3<sup>rd</sup> Quarter**

Topic	Resources	CCSS
Animal Migration	Pearson Language Central TE 94-99	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.G, CC.1.3.4.H, CC.1.4.4.A, 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.K, CC.1.4.4.L/CC.1.4.4.R, CC.1.4.4.M, CC.1.4.4.N, CC.1.4.4.O, CC.1.4.4.P, CC.1.4.4.S, CC.1.4.4.T, CC.1.5.4.A, CC.1.5.4.B, CC.1.5.4.C, CC.1.5.4.D, CC.1.5.4.E, CC.1.5.4.F, CC.1.5.4.G
Day and Night	Pearson Language Central TE 100-105	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.G, CC.1.3.4.H, CC.1.4.4.A, 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.K, CC.1.4.4.L/CC.1.4.4.R, CC.1.4.4.M, CC.1.4.4.N, CC.1.4.4.O, CC.1.4.4.P, CC.1.4.4.S, CC.1.4.4.T, CC.1.5.4.A, CC.1.5.4.B, CC.1.5.4.C, CC.1.5.4.D, CC.1.5.4.E, CC.1.5.4.F, CC.1.5.4.G
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.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.G, CC.1.3.4.H, CC.1.4.4.A, 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.K, CC.1.4.4.L/CC.1.4.4.R, CC.1.4.4.M, CC.1.4.4.N, CC.1.4.4.O, CC.1.4.4.P, CC.1.4.4.S, CC.1.4.4.T, CC.1.5.4.A, CC.1.5.4.B, CC.1.5.4.C, CC.1.5.4.D, CC.1.5.4.E, CC.1.5.4.F, CC.1.5.4.G
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.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.G, CC.1.3.4.H, CC.1.4.4.A, 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.K, CC.1.4.4.L/CC.1.4.4.R, CC.1.4.4.M, CC.1.4.4.N, CC.1.4.4.O, CC.1.4.4.P, CC.1.4.4.S, CC.1.4.4.T, CC.1.5.4.A, CC.1.5.4.B, CC.1.5.4.C, CC.1.5.4.D, CC.1.5.4.E, CC.1.5.4.F, CC.1.5.4.G
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.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.G, CC.1.3.4.H, CC.1.4.4.A, 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.K, CC.1.4.4.L/CC.1.4.4.R, CC.1.4.4.M, CC.1.4.4.N, CC.1.4.4.O, CC.1.4.4.P, CC.1.4.4.S, CC.1.4.4.T, CC.1.5.4.A, CC.1.5.4.B, CC.1.5.4.C, CC.1.5.4.D, CC.1.5.4.E, CC.1.5.4.F, CC.1.5.4.G
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.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.G, CC.1.3.4.H, CC.1.4.4.A, 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.K, CC.1.4.4.L/CC.1.4.4.R, CC.1.4.4.M, CC.1.4.4.N, CC.1.4.4.O, CC.1.4.4.P, CC.1.4.4.S, CC.1.4.4.T, CC.1.5.4.A, CC.1.5.4.B, CC.1.5.4.C, CC.1.5.4.D, CC.1.5.4.E, CC.1.5.4.F, CC.1.5.4.G

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**4<sup>th</sup> 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.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.G, CC.1.3.4.H, CC.1.4.4.A, 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.K, CC.1.4.4.L/CC.1.4.4.R, CC.1.4.4.M, CC.1.4.4.N, CC.1.4.4.O, CC.1.4.4.P, CC.1.4.4.S, CC.1.4.4.T, CC.1.5.4.A, CC.1.5.4.B, CC.1.5.4.C, CC.1.5.4.D, CC.1.5.4.E, CC.1.5.4.F, CC.1.5.4.G
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.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.G, CC.1.3.4.H, CC.1.4.4.A, 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.K, CC.1.4.4.L/CC.1.4.4.R, CC.1.4.4.M, CC.1.4.4.N, CC.1.4.4.O, CC.1.4.4.P, CC.1.4.4.S, CC.1.4.4.T, CC.1.5.4.A, CC.1.5.4.B, CC.1.5.4.C, CC.1.5.4.D, CC.1.5.4.E, CC.1.5.4.F, CC.1.5.4.G
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.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.G, CC.1.3.4.H, CC.1.4.4.A, 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.K, CC.1.4.4.L/CC.1.4.4.R, CC.1.4.4.M, CC.1.4.4.N, CC.1.4.4.O, CC.1.4.4.P, CC.1.4.4.S, CC.1.4.4.T, CC.1.5.4.A, CC.1.5.4.B, CC.1.5.4.C, CC.1.5.4.D, CC.1.5.4.E, CC.1.5.4.F, CC.1.5.4.G
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.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.G, CC.1.3.4.H, CC.1.4.4.A, 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.K, CC.1.4.4.L/CC.1.4.4.R, CC.1.4.4.M, CC.1.4.4.N, CC.1.4.4.O, CC.1.4.4.P, CC.1.4.4.S, CC.1.4.4.T, CC.1.5.4.A, CC.1.5.4.B, CC.1.5.4.C, CC.1.5.4.D, CC.1.5.4.E, CC.1.5.4.F, CC.1.5.4.G
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.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.G, CC.1.3.4.H, CC.1.4.4.A, 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.K, CC.1.4.4.L/CC.1.4.4.R, CC.1.4.4.M, CC.1.4.4.N, CC.1.4.4.O, CC.1.4.4.P, CC.1.4.4.S, CC.1.4.4.T, CC.1.5.4.A, CC.1.5.4.B, CC.1.5.4.C, CC.1.5.4.D, CC.1.5.4.E, CC.1.5.4.F, CC.1.5.4.G
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.G, CC.1.3.4.H, CC.1.4.4.A, 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.K, CC.1.4.4.L/CC.1.4.4.R, CC.1.4.4.M, CC.1.4.4.N, CC.1.4.4.O, CC.1.4.4.P, CC.1.4.4.S, CC.1.4.4.T, CC.1.5.4.A, CC.1.5.4.B, CC.1.5.4.C, CC.1.5.4.D, CC.1.5.4.E, CC.1.5.4.F, CC.1.5.4.G



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<p><b>Unit 1- New Places and People</b></p>	<p>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.C Develop the topic with facts details and examples CC.1.4.4.D Group related information into paragraphs CC.1.4.4.E Use precise language to explain a topic CC.1.4.4.F Demonstrate a grade appropriate command of the English language CC.1.4.4.H Introduce the topic and state an opinion CC.1.4.4.I Provide reasons that are supported by facts and details CC.1.4.4.J Create an organizational structure that includes related ideas in a logical order CC.1.4.4.K Choose words and phrases to convey ideas precisely CC.1.4.4.L/CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling CC.1.4.4.M Write narratives to develop real or imagined experiences or events CC.1.4.4.N Establish a situation and introduce narrator and/or characters CC.1.4.4.O Describe experiences and events CC.1.4.4.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards or literature and informational texts. CC.1.4.4.T Strengthen writing with guidance from adults CC.1.5.4.A Engage effectively in a range of collaborative discussions CC.1.5.4.B Paraphrase portions of a text CC.1.5.4.C Identify details in a speech CC.1.5.4.D Tell a story or an experience in an organized manner CC.1.5.4.E Respond with appropriate oral language for formal and informal situations CC.1.5.4.G Demonstrate a command of the conventions of Standard English when speaking</p> <p style="text-align: center;"><b>Academic Standard(s)</b></p> <p>English Language Development 16.1.4-5.L.R.S.W Communicate in English for social and instructional purposes within the school setting 16.2.4-5.L.R.S.W Communicate information, ideas, and concepts necessary for academic success in the content area of language arts</p>	<p><b>Writing-</b></p> <ul style="list-style-type: none"> <li>• Students will write with sequence words</li> <li>• Write with interrogative and declarative sentences</li> <li>• Write with imperative and exclamatory sentences</li> <li>• Students will write with a subject and a predicate</li> <li>• Students will write with compound sentences</li> <li>• Write about an experience you had when different cultures came together</li> <li>• Write about opportunities immigrants have today</li> <li>• Write about traveling the United States</li> <li>• Write about plants and animals that live in the desert</li> <li>• Write with clauses and complex sentences</li> <li>• Write about an animal, plant, or place in Yosemite</li> <li>• Write with common and proper nouns</li> <li>• Write a letter telling someone that you appreciate his or her talents</li> </ul> <p><b>Listening-</b></p> <ul style="list-style-type: none"> <li>• Listen to stories about how music brings people together</li> <li>• Listen to a story about a cannery</li> <li>• Listen to a story about traveling across the country</li> <li>• Listen to a story about the American Southwest</li> <li>• Listen to a story about Yosemite National Park</li> <li>• Listen to a story about teamwork</li> </ul>	<p>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</p>	<p><u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series</u> Assessment</p>	<p>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</p>
<p><b>Unit 2- Teamwork</b></p>					





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<p><b>Unit 2- Teamwork</b></p>	<p>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.C Develop the topic with facts details and examples CC.1.4.4.D Group related information into paragraphs CC.1.4.4.E Use precise language to explain a topic CC.1.4.4.F Demonstrate a grade appropriate command of the English language CC.1.4.4.H Introduce the topic and state an opinion CC.1.4.4.I Provide reasons that are supported by facts and details CC.1.4.4.J Create an organizational structure that includes related ideas in a logical order CC.1.4.4.K Choose words and phrases to convey ideas precisely CC.1.4.4.L/CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling CC.1.4.4.M Write narratives to develop real or imagined experiences or events CC.1.4.4.N Establish a situation and introduce narrator and/or characters CC.1.4.4.O Describe experiences and events CC.1.4.4.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards or literature and informational texts. CC.1.4.4.T Strengthen writing with guidance from adults CC.1.5.4.A Engage effectively in a range of collaborative discussions CC.1.5.4.B Paraphrase portions of a text CC.1.5.4.C Identify details in a speech CC.1.5.4.D Tell a story or an experience in an organized manner CC.1.5.4.E Respond with appropriate oral language for formal and informal situations CC.1.5.4.G Demonstrate a command of the conventions of Standard English when speaking</p> <p style="text-align: center;"><b>Academic Standard(s)</b></p> <p>English Language Development 16.1.4-5.L,R,S,W Communicate in English for social and instructional purposes within the school setting 16.2.4-5.L,R,S,W Communicate information, ideas, and concepts necessary for academic success in the content area of language arts</p>	<p><b>Writing-</b></p> <ul style="list-style-type: none"> <li>• Write with plural nouns</li> <li>• Write about how people worked together to achieve a goal</li> <li>• Write with irregular plural nouns</li> <li>• Write about how a team used team work to achieve a goal</li> <li>• Write with fact and opinions</li> <li>• Write with singular possessive nouns</li> <li>• Write about how a guide animal helps a person</li> <li>• Write with plural possessive nouns</li> <li>• Write about the job of the president</li> <li>• Write with action verbs and linking verbs</li> <li>• Write about a season and tell about its changes</li> </ul> <p><b>Listening-</b></p> <ul style="list-style-type: none"> <li>• Listen to a story about living and working on a ranch</li> <li>• Listen to a story about a problem a team faced</li> <li>• Listen to a story about the benefits of guide dogs</li> <li>• Listen to a story about the job of the president</li> <li>• Listen to a story about the changes that happen in nature during the fall</li> </ul>	<p>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</p>	<p><u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series Assessment</u></p>	<p>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</p>
<p><b>Unit 3- Nature</b></p>					



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<p><b>Unit 3- Nature</b></p>	<p>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.C Develop the topic with facts details and examples CC.1.4.4.D Group related information into paragraphs CC.1.4.4.E Use precise language to explain a topic CC.1.4.4.F Demonstrate a grade appropriate command of the English language CC.1.4.4.H Introduce the topic and state an opinion CC.1.4.4.I Provide reasons that are supported by facts and details CC.1.4.4.J Create an organizational structure that includes related ideas in a logical order CC.1.4.4.K Choose words and phrases to convey ideas precisely CC.1.4.4.L/CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling CC.1.4.4.M Write narratives to develop real or imagined experiences or events CC.1.4.4.N Establish a situation and introduce narrator and/or characters CC.1.4.4.O Describe experiences and events CC.1.4.4.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards or literature and informational texts. CC.1.4.4.T Strengthen writing with guidance from adults CC.1.5.4.A Engage effectively in a range of collaborative discussions CC.1.5.4.B Paraphrase portions of a text CC.1.5.4.C Identify details in a speech CC.1.5.4.D Tell a story or an experience in an organized manner CC.1.5.4.E Respond with appropriate oral language for formal and informal situations CC.1.5.4.G Demonstrate a command of the conventions of Standard English when speaking</p>	<p><b>Writing-</b></p> <ul style="list-style-type: none"> <li>• Write with main and helping verbs</li> <li>• Write about why a group of animals migrate</li> <li>• Write with subject verb agreement</li> <li>• Write their own myth</li> <li>• Write with past, present and future tense</li> <li>• Write about how a storm can change your life</li> <li>• Write with singular and plural nouns</li> <li>• Write a story about a time you could not believe what you saw</li> <li>• Write with subject and object pronouns</li> <li>• Write about how an animal communicates</li> </ul> <p><b>Listening-</b></p> <ul style="list-style-type: none"> <li>• Listen to a story about bird migration to warmer climates</li> <li>• Listen to story based on a myth</li> <li>• Listen to a story about a force of nature</li> <li>• Listen to a story about how a tornado happened unexpectedly</li> <li>• Listen to a nonfiction a story about a historical figure</li> <li>• Listen to a non fiction story about animal noises</li> </ul>	<p>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</p>	<p><u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series Assessment</u></p>	<p>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</p>
<p><b>Unit 4- Explaining Nature</b></p>	<p><b>Academic Standard(s)</b>  English Language Development 16.1.4-S.L.R.S.W Communicate in English for social and instructional purposes within the school setting. 16.2.4-S.L.R.S.W Communicate information, ideas, and concepts necessary for academic success in the content area of language arts</p>				

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Curriculum Guide**

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p><b>Unit 4- Explaining Nature</b></p> <p><b>Unit 5- Adventures</b></p>	<p>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.C 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 view CC.1.2.4.E Use text structure to interpret information CC.1.2.4.F/ CC.1.2.4.K/ CC.1.3.4.F Determine the meaning of words and phrases CC.1.2.4.G Interpret various presentations of information CC.1.2.4.H Explain how an author uses reason and evidence to support points in a text CC.1.2.4.I Integrate information from two texts on the same topic CC.1.2.4.J/ CC.1.3.4.J Acquire and use accurate conversational, general academic and domain specific words and phrases CC.1.2.4.I/ CC.1.3.4.K Read and comprehend nonfiction, informational text and fictional texts CC.1.3.4.A Determine the theme of the text from details CC.1.3.4.B Cite relevant details from text 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 a visual or oral presentation of the text CC.1.3.4.H Compare and contrast similar themes, topics and patterns of events in literature CC.1.3.4.I Determine or clarify the meaning of unknown and multiple meaning words and phrases</p>	<p><b>Speaking-</b></p> <ul style="list-style-type: none"> <li>• Discuss abolitionists and the underground railroad</li> <li>• Discuss ancient Egypt</li> <li>• Discuss how details help you solve a problem</li> <li>• Discuss how fire fighters help pilots in an emergency</li> <li>• Discuss Aztecs in Mexico</li> <li>• Discuss how to be a hero</li> </ul> <p><b>Reading-</b></p> <ul style="list-style-type: none"> <li>• Vocabulary associated with sensitive information</li> <li>• Identify a sequence of events in a story</li> <li>• Vocabulary associated with ancient Egypt</li> <li>• Retell a story that was previously read</li> <li>• Utilize graphic organizers with a text</li> <li>• Vocabulary associated with collecting information</li> <li>• Identify words and phrases that describe</li> <li>• action in a reading</li> <li>• Identify plot and theme in a story</li> <li>• Vocabulary associated with emergencies</li> <li>• Define words in a reading</li> <li>• Categorize and classify information in a reading</li> <li>• Vocabulary associated with exploring</li> <li>• Compare and contrast in a reading</li> <li>• Vocabulary associated with heroism</li> </ul>	<p>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</p>	<p><u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative</u> Series Assessment</p>	<p>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</p>

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General Topic	Academic Standard(s)	Writing-	Resources & Activities	Assessments	Suggested Time
<p><b>Unit 4- Explaining Nature</b></p>	<p>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.C Develop the topic with facts details and examples CC.1.4.4.D Group related information into paragraphs CC.1.4.4.E Use precise language to explain a topic CC.1.4.4.F Demonstrate a grade appropriate command of the English language CC.1.4.4.H Introduce the topic and state an opinion CC.1.4.4.I Provide reasons that are supported by facts and details CC.1.4.4.J Create an organizational structure that includes related ideas in a logical order CC.1.4.4.K Choose words and phrases to convey ideas precisely CC.1.4.4.L/CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling CC.1.4.4.M Write narratives to develop real or imagined experiences or events CC.1.4.4.N Establish a situation and introduce narrator and/or characters CC.1.4.4.O Describe experiences and events CC.1.4.4.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards or literature and informational texts. CC.1.4.4.T Strengthen writing with guidance from adults CC.1.5.4.A Engage effectively in a range of collaborative discussions CC.1.5.4.B Paraphrase portions of a text CC.1.5.4.C Identify details in a speech CC.1.5.4.D Tell a story or an experience in an organized manner CC.1.5.4.E Respond with appropriate oral language for formal and informal situations CC.1.5.4.G Demonstrate a command of the conventions of Standard English when speaking</p>	<p><b>Writing-</b></p> <ul style="list-style-type: none"> <li>Write with pronouns and antecedents</li> <li>Write about sensitive information</li> <li>Write with possessive nouns</li> <li>Write about why it is helpful to learn another language</li> <li>Write with negative and contractions</li> <li>Write about discovering details</li> <li>Write with adjectives and articles</li> <li>Write about how to prepare for an emergency</li> <li>Write with comparative and superlative adjectives</li> <li>Write about an expedition</li> <li>Write with adverbs</li> <li>Write a poem about someone who is a hero</li> </ul> <p><b>Listening-</b></p> <ul style="list-style-type: none"> <li>Listen to a non fiction story about the underground railroad</li> <li>Listen to a non fiction story about King Tut</li> <li>Listen to a realistic fiction story about solving a crime</li> <li>Listen to a story piloting a plane</li> <li>Listen to a non fiction story about explorers and exploring</li> <li>Listen to a realistic fiction story about an unexpected hero</li> </ul>	<p>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</p>	<p><u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series</u> Assessment</p>	<p>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</p>
<p><b>Unit 5- Adventures</b></p>	<p><b>Academic Standard(s)</b></p> <p><b>English Language Development</b> 16.1.4-5.L.R.S.W Communicate in English for social and instructional purposes within the school setting 16.2.4-5.L.R.S.W Communicate information, ideas, and concepts necessary for academic success in the content area of language arts</p>				