
Advanced 3rd-5th ESL Curriculum

Curriculum Guide

Scranton School District

Scranton, PA



Scranton School District
Curriculum Guide

Advanced 3rd-5th ESL

Prerequisite: Intermediate 3rd-5th 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.

**Scranton School District
Curriculum Guide**

Year-at-a-glance

Subject: ESL 5th Grade	Grade Level: 5th	Date Completed:
--	------------------------------------	------------------------

1st Quarter

Topic	Resources	CCSS
	Pearson Language Central TE	CC.1.2.5.A, CC.1.2.5.B, CC.1.2.5.C, CC.1.2.5.D, CC.1.2.5.E, CC.1.2.5.F, CC.1.2.5.G, CC.1.2.5.H, CC.1.2.5.I, CC.1.2.5.J, CC.1.2.5.K, CC.1.2.5.L, CC.1.3.5.A, CC.1.3.5.B, CC.1.3.5.C, CC.1.3.5.D, CC.1.3.5.E, CC.1.3.5.F, CC.1.3.5.H, CC.1.2.5.A, CC.1.2.5.B, CC.1.2.5.C, CC.1.2.5.D, CC.1.2.5.E, CC.1.2.5.F, CC.1.2.5.H, CC.1.2.5.I, CC.1.2.5.J, CC.1.2.5.K, CC.1.2.5.L, CC.1.2.5.M, CC.1.2.5.O, CC.1.2.5.P, CC.1.2.5.Q, CC.1.2.5.R, CC.1.2.5.T, CC.1.4.5.Q, CC.1.4.5.R, CC.1.4.5.T, CC.1.4.5.V
	Pearson Language Central TE	CC.1.2.5.A, CC.1.2.5.B, CC.1.2.5.C, CC.1.2.5.D, CC.1.2.5.E, CC.1.2.5.F, CC.1.2.5.G, CC.1.2.5.H, CC.1.2.5.I, CC.1.2.5.J, CC.1.2.5.K, CC.1.2.5.L, CC.1.3.5.A, CC.1.3.5.B, CC.1.3.5.C, CC.1.3.5.D, CC.1.3.5.F, CC.1.3.5.H, CC.1.2.5.A, CC.1.2.5.B, CC.1.2.5.C, CC.1.2.5.D, CC.1.2.5.E, CC.1.2.5.F, CC.1.2.5.H, CC.1.2.5.I, CC.1.2.5.J, CC.1.2.5.K, CC.1.2.5.L, CC.1.2.5.M, CC.1.2.5.O, CC.1.2.5.P, CC.1.2.5.Q, CC.1.2.5.R, CC.1.2.5.T, CC.1.4.5.Q, CC.1.4.5.R, CC.1.4.5.T, CC.1.4.5.V
	Pearson Language Central TE	CC.1.2.5.A, CC.1.2.5.B, CC.1.2.5.C, CC.1.2.5.D, CC.1.2.5.F, CC.1.2.5.F, CC.1.2.5.G, CC.1.2.5.H, CC.1.2.5.I, CC.1.2.5.J, CC.1.2.5.K, CC.1.2.5.L, CC.1.3.5.A, CC.1.3.5.B, CC.1.3.5.C, CC.1.3.5.D, CC.1.3.5.F, CC.1.3.5.H, CC.1.2.5.A, CC.1.2.5.B, CC.1.2.5.C, CC.1.2.5.D, CC.1.2.5.E, CC.1.2.5.F, CC.1.2.5.H, CC.1.2.5.I, CC.1.2.5.J, CC.1.2.5.K, CC.1.2.5.L, CC.1.2.5.M, CC.1.2.5.O, CC.1.2.5.P, CC.1.2.5.Q, CC.1.2.5.R, CC.1.2.5.T, CC.1.4.5.Q, CC.1.4.5.R, CC.1.4.5.T, CC.1.4.5.V
	Pearson Language Central TE	CC.1.2.5.A, CC.1.2.5.B, CC.1.2.5.C, CC.1.2.5.D, CC.1.2.5.F, CC.1.2.5.F, CC.1.2.5.G, CC.1.2.5.H, CC.1.2.5.I, CC.1.2.5.J, CC.1.2.5.K, CC.1.2.5.L, CC.1.3.5.A, CC.1.3.5.B, CC.1.3.5.C, CC.1.3.5.D, CC.1.3.5.F, CC.1.3.5.H, CC.1.2.5.A, CC.1.2.5.B, CC.1.2.5.C, CC.1.2.5.D, CC.1.2.5.E, CC.1.2.5.F, CC.1.2.5.H, CC.1.2.5.I, CC.1.2.5.J, CC.1.2.5.K, CC.1.2.5.L, CC.1.2.5.M, CC.1.2.5.O, CC.1.2.5.P, CC.1.2.5.Q, CC.1.2.5.R, CC.1.2.5.T, CC.1.4.5.Q, CC.1.4.5.R, CC.1.4.5.T, CC.1.4.5.V
	Pearson Language Central TE	CC.1.2.5.A, CC.1.2.5.B, CC.1.2.5.C, CC.1.2.5.D, CC.1.2.5.F, CC.1.2.5.F, CC.1.2.5.G, CC.1.2.5.H, CC.1.2.5.I, CC.1.2.5.J, CC.1.2.5.K, CC.1.2.5.L, CC.1.3.5.A, CC.1.3.5.B, CC.1.3.5.C, CC.1.3.5.D, CC.1.3.5.F, CC.1.3.5.H, CC.1.2.5.A, CC.1.2.5.B, CC.1.2.5.C, CC.1.2.5.D, CC.1.2.5.E, CC.1.2.5.F, CC.1.2.5.H, CC.1.2.5.I, CC.1.2.5.J, CC.1.2.5.K, CC.1.2.5.L, CC.1.2.5.M, CC.1.2.5.O, CC.1.2.5.P, CC.1.2.5.Q, CC.1.2.5.R, CC.1.2.5.T, CC.1.4.5.Q, CC.1.4.5.R, CC.1.4.5.T, CC.1.4.5.V
	Pearson Language Central TE	CC.1.2.5.A, CC.1.2.5.B, CC.1.2.5.C, CC.1.2.5.D, CC.1.2.5.F, CC.1.2.5.F, CC.1.2.5.G, CC.1.2.5.H, CC.1.2.5.I, CC.1.2.5.J, CC.1.2.5.K, CC.1.2.5.L, CC.1.3.5.A, CC.1.3.5.B, CC.1.3.5.C, CC.1.3.5.D, CC.1.3.5.F, CC.1.3.5.H, CC.1.2.5.A, CC.1.2.5.B, CC.1.2.5.C, CC.1.2.5.D, CC.1.2.5.E, CC.1.2.5.F, CC.1.2.5.H, CC.1.2.5.I, CC.1.2.5.J, CC.1.2.5.K, CC.1.2.5.L, CC.1.2.5.M, CC.1.2.5.O, CC.1.2.5.P, CC.1.2.5.Q, CC.1.2.5.R, CC.1.2.5.T, CC.1.4.5.Q, CC.1.4.5.R, CC.1.4.5.T, CC.1.4.5.V

**Scranton School District
Curriculum Guide**

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Unit 1- Challenges</p> Unit 2- Decisions	<p>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.D Analyze multiple 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 words and phrases as they are used in the text CC.1.2.5.H Determine how an author supports point of view CC.1.1.5.I Integrate information from several texts on the same topic CC.1.1.5.J Acquire and use appropriate conversational, academic, words and phrases CC.1.1.5.K Determine or clarify the meaning of unknown and multiple meaning words and phrases CC.1.1.5.L Read and comprehend literary nonfiction and informational texts CC.1.1.5.M Write narratives to develop real or imagined experiences CC.1.1.5.O Use narrative techniques such as dialogue and description to develop experiences CC.1.1.5.P Organize a writing using temporal words CC.1.4.5.Q Write with an awareness of style CC.1.4.5.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling CC.1.4.5.T With guidance and support from adults develop a quality writing CC.1.4.5.V Conduct short research projects CC.1.5.5.A Engage effectively in a range of collaborative discussions CC.1.5.5.B Summarize the main points of written text read aloud CC.1.5.5.C Summarize the points a speaker makes in support with evidence CC.1.5.5.D Report on a topic or present an opinion CC.1.5.5.E Adapt a speech to a variety of contexts and tasks CC.1.5.5.F Include visual displays and presentations CC.1.5.5.G Demonstrate command of the conventions of standard English when speaking Academic Standard(s) 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>Writing-</p> <ul style="list-style-type: none"> • 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 with compound and complex sentences • Write a story about how you overcame a personal challenge • Write with common and proper nouns • Write a letter to about what is challenging and 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 <p>Listening-</p> <ul style="list-style-type: none"> • Listen to a story about responding to an emergency • Listen to a story about extreme weather situations • Listen to a story about life on the Oregon Trail • 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 	<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 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</p>

**Scranton School District
Curriculum Guide**

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Unit 2- Decisions</p>	<p>CC.1.2.5.A Determine two or more main ideas in a text CC.1.2.5.B Cite textual evidence by quoting CC.1.2.5.C Explain the interactions between two or more, events, ideas or concepts CC.1.2.5.D Analyze multiple 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 words and phrases as they are used in grade level texts CC.1.2.5.G Draw on multiple resources to locate an answer to a questions accurately CC.1.2.5.H Demonstrate how an author supports particular points in a text 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 clarify the meaning of unknown multiple meaning words CC.1.2.5.L Read and comprehend literary nonfiction CC.1.3.5.A Determine a theme of a text from details in the text CC.1.3.5.B Cite textual evidence by quoting accurately from the text CC.1.3.5.C Compare and contrast two or more characters, settings, or events in a story CC.1.3.5.D Analyze multiple accounts of the same topic or event CC.1.3.5.F Determine the meaning or words and phrases as they are used in the text CC.1.3.5.H Compare and contrast texts in the same genre with similar themes CC.1.3.5.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases</p>	<p>Speaking</p> <ul style="list-style-type: none"> • 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 <p>Reading</p> <ul style="list-style-type: none"> • 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 • Identify fact and opinions in a reading • Vocabulary associated with promoting freedom • Identify sequencing in a reading • Vocabulary associated with inventors and inventions • Identify words in the reading that tell how we feel about something 	<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- “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</p>
<p>Unit 3- Creators</p>	<p>CC.1.2.5.A Determine two or more main ideas in a text CC.1.2.5.B Cite textual evidence by quoting CC.1.2.5.C Explain the interactions between two or more, events, ideas or concepts CC.1.2.5.D Analyze multiple 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 words and phrases as they are used in grade level texts CC.1.2.5.G Draw on multiple resources to locate an answer to a questions accurately CC.1.2.5.H Demonstrate how an author supports particular points in a text 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 clarify the meaning of unknown multiple meaning words CC.1.2.5.L Read and comprehend literary nonfiction CC.1.3.5.A Determine a theme of a text from details in the text CC.1.3.5.B Cite textual evidence by quoting accurately from the text CC.1.3.5.C Compare and contrast two or more characters, settings, or events in a story CC.1.3.5.D Analyze multiple accounts of the same topic or event CC.1.3.5.F Determine the meaning or words and phrases as they are used in the text CC.1.3.5.H Compare and contrast texts in the same genre with similar themes CC.1.3.5.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases</p>	<p>Speaking</p> <ul style="list-style-type: none"> • 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 <p>Reading</p> <ul style="list-style-type: none"> • 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 • Identify fact and opinions in a reading • Vocabulary associated with promoting freedom • Identify sequencing in a reading • Vocabulary associated with inventors and inventions • Identify words in the reading that tell how we feel about something 	<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- “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</p>

**Scranton School District
Curriculum Guide**

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Unit 2- Decisions</p>	<p>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.D Analyze multiple 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 words and phrases as they are used in the text CC.1.2.5.H Determine how an author supports point of view CC.1.2.5.I Integrate information from several texts on the same topic CC.1.2.5.J Acquire and use appropriate conversational, academic, words and phrases CC.1.2.5.K Determine or clarify the meaning of unknown and multiple meaning words and phrases CC.1.2.5.L 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.O Use narrative techniques such as dialogue and description to develop experiences CC.1.2.5.P Organize a writing using temporal words CC.1.4.5.Q Write with an awareness of style CC.1.4.5.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling CC.1.4.5.T With guidance and support from adults develop a quality writing CC.1.4.5.V Conduct short research projects</p> <p style="text-align: center;">Academic Standard(s)</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>Writing</p> <ul style="list-style-type: none"> • 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 <p>Listening</p> <ul style="list-style-type: none"> • 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 	<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 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</p>
<p>Unit 3- Creators</p>	<p>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.D Analyze multiple 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 words and phrases as they are used in the text CC.1.2.5.H Determine how an author supports point of view CC.1.2.5.I Integrate information from several texts on the same topic CC.1.2.5.J Acquire and use appropriate conversational, academic, words and phrases CC.1.2.5.K Determine or clarify the meaning of unknown and multiple meaning words and phrases CC.1.2.5.L 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.O Use narrative techniques such as dialogue and description to develop experiences CC.1.2.5.P Organize a writing using temporal words CC.1.4.5.Q Write with an awareness of style CC.1.4.5.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling CC.1.4.5.T With guidance and support from adults develop a quality writing CC.1.4.5.V Conduct short research projects</p> <p style="text-align: center;">Academic Standard(s)</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>Writing</p> <ul style="list-style-type: none"> • 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 <p>Listening</p> <ul style="list-style-type: none"> • 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 	<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 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</p>

**Scranton School District
Curriculum Guide**

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Unit 3- Creators</p>	<p>CC.1.2.5.A Determine two or more main ideas in a text CC.1.2.5.B Cite textual evidence by quoting CC.1.2.5.C Explain the interactions between two or more, events, ideas or concepts CC.1.2.5.D Analyze multiple 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 words and phrases as they are used in grade level texts CC.1.2.5.G Draw on multiple resources to locate an answer to a questions accurately CC.1.2.5.H Demonstrate how an author supports particular points in a text 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 clarify the meaning of unknown multiple meaning words CC.1.2.5.L Read and comprehend literary nonfiction CC.1.3.5.A Determine a theme of a text from details in the text CC.1.3.5.B Cite textual evidence by quoting accurately from the text CC.1.3.5.C Compare and contrast two or more characters, settings, or events in a story CC.1.3.5.D Analyze multiple accounts of the same topic or event CC.1.3.5.F Determine the meaning or words and phrases as they are used in the text CC.1.3.5.H Compare and contrast texts in the same genre with similar themes CC.1.3.5.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases</p>	<p>Speaking</p> <ul style="list-style-type: none"> Discuss how art can inspire others Discuss how paleontologists’ discoveries helped us learn about dinosaurs 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 facing challenges in your life <p>Reading</p> <ul style="list-style-type: none"> Vocabulary related to arts and artists Summarize a reading Identify the main idea in a story Vocabulary associated with dinosaurs and paleontology Identify phrases that express and support opinions in the text Identify fact and opinion in a reading Vocabulary associated with music and musicians Summarize a story Identify the main idea in the reading Vocabulary associated with artists and special effects Define words in a reading Use graphic sources to tell a story Vocabulary related to how people adapt to different situations Identify comparisons with –er endings Vocabulary related to facing new challenges Identify the author’s viewpoint in the reading 	<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 Checklist</u> Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series Assessment</u></p>	<p>Unit 3- Week 2- “How do artists inspire future generations?” 8 days Week 3- “How can paleontologists help us understand the past?” 8 days Week 4- “How does an artist use music to inspire others?” 8 days Week 5- “How do artists create special effects to entertain us?” 8 days</p>
<p>Unit 4- Adapting</p>	<p>CC.1.2.5.A Determine two or more main ideas in a text CC.1.2.5.B Cite textual evidence by quoting CC.1.2.5.C Explain the interactions between two or more, events, ideas or concepts CC.1.2.5.D Analyze multiple 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 words and phrases as they are used in grade level texts CC.1.2.5.G Draw on multiple resources to locate an answer to a questions accurately CC.1.2.5.H Demonstrate how an author supports particular points in a text 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 clarify the meaning of unknown multiple meaning words CC.1.2.5.L Read and comprehend literary nonfiction CC.1.3.5.A Determine a theme of a text from details in the text CC.1.3.5.B Cite textual evidence by quoting accurately from the text CC.1.3.5.C Compare and contrast two or more characters, settings, or events in a story CC.1.3.5.D Analyze multiple accounts of the same topic or event CC.1.3.5.F Determine the meaning or words and phrases as they are used in the text CC.1.3.5.H Compare and contrast texts in the same genre with similar themes CC.1.3.5.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases</p>	<p>Speaking</p> <ul style="list-style-type: none"> Discuss how art can inspire others Discuss how paleontologists’ discoveries helped us learn about dinosaurs 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 facing challenges in your life <p>Reading</p> <ul style="list-style-type: none"> Vocabulary related to arts and artists Summarize a reading Identify the main idea in a story Vocabulary associated with dinosaurs and paleontology Identify phrases that express and support opinions in the text Identify fact and opinion in a reading Vocabulary associated with music and musicians Summarize a story Identify the main idea in the reading Vocabulary associated with artists and special effects Define words in a reading Use graphic sources to tell a story Vocabulary related to how people adapt to different situations Identify comparisons with –er endings Vocabulary related to facing new challenges Identify the author’s viewpoint in the reading 	<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 Checklist</u> Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series Assessment</u></p>	<p>Unit 3- Week 2- “How do artists inspire future generations?” 8 days Week 3- “How can paleontologists help us understand the past?” 8 days Week 4- “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</p>

