Catasauqua Area School District
Planned Course of Study

Course Title: English Language Development, Level 1 and 2 English Learners

Grade Level(s): 3rd, 4th

Text: WIDA Measuring Up Books C/D, Raz ELL

Course Description

The 3rd through 4th grade English Language Development curriculum will focus on supporting students in developing their English language proficiency through direct instruction by the ESL teacher. This course is intended for level 1 and level 2 English Learners. All students will be benchmarked using Raz ELL Benchmarking System three times a school year. The ESL teacher will use these scores and classroom observations to help differentiate the curriculum for high level 2 learners. This differentiation will include flexible grouping with more complex tasks and rigorous assessments, extended academic and social conversation in English, and more advanced vocabulary teaching. The students will begin by learning basic English vocabulary and grammatical structures to successfully communicate with peers and teachers in the 3rd and 4th grade classroom. Students will develop literary and analytical skills that will help them become strong readers, proficient writers, and effective communicators. All English Learner students will build foundational reading, listening, writing, and speaking skills in the English language. This course will especially focus on reading and writing in the English language. 3rd grade will utilize Raz ELL and Measuring Up WIDA Workbook C, and 4th grade will utilize Raz ELL and Measuring Up WIDA Workbook D. The goal for these students is to reclassify and exit the English Language Development Program at CASD. This course is designed using the WIDA ELD Standards and Framework.

WIDA ELD Standards Statements English Language Development

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting English Language Development
Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts English Language Development
Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics English Language Development
Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies

Essential Questions Based on Key Language Uses & Competencies

Third

How do people structure things, and why do people use narrative?
How do I structure my narrative to express experiences and ideas about places and people?
What interactions and reactions would characters have to develop their inner and outer worlds?
What are the differences between imaginative stories and nonfiction informational texts?
How do I do research and build my knowledge?
How are some relationships casual, sequential, and cyclical?
What are my observations of things, and how does it help me understand the world around me?
What diagram or illustration can I create to explain how or why things work?
How do I state my opinion and offer this during class discussions?
What is the difference between claims with and without support?
How do I offer observations to support opinions and claims?
What research can I do to help my claims?
How can I use data from observations as evidence to support my claims?

Fourth

What are the explicit details of the character and settings?
How can I use dialogue to provide insight into the characters' motives and personalities?
What images can I create in my mind through the use of descriptive language?
What narratives can I construct about significant individuals or events?
How can I provide a general description of entities and concepts, both observable and unobservable?
How can I share factual knowledge by moving from familiar topics to unfamiliar topics?
How do I create generalizations of concepts beyond my experiences? i.e., an earthquake
What are the consequences of actions and events?
What are the underlying causes or how something works or why something happens?
What evidence and reasoning do I need to provide to substantiate claims?
What evidence from texts or data supports claims?
How can I consider and engage with other voices, possibilities, and perspectives?
How do I argue about topics that go beyond my measure of immediate contexts and realm of personal experience?

Competencies

Third

ELD-SI.K-3.Narrate ● Share ideas about one's own and others' lived experiences and previous learning ● Connect stories with images and representations to add meaning ● Ask questions about what others have shared ● Recount and restate ideas ● Discuss how stories might end or next steps

ELD-SI.K-3.Inform ● Define and classify objects or concepts ● Describe characteristics, patterns, or behavior ● Describe parts and wholes ● Sort, clarify, and summarize ideas ● Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain ● Share initial thinking with others ● Follow and describe cycles in diagrams, steps in procedures, or causes and effects ● Compare and contrast objects or concepts ● Offer ideas and suggestions ● Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue ● Ask questions about others' opinions ● Support own opinions with reasons ● Clarify and elaborate ideas based on feedback ● Defend change in one's own thinking ● Revise one's own opinions based on new information

Fourth

ELD-SI.4-12.Narrate ● Share ideas about one's own and others' lived experiences and previous learning ● Connect stories with images and representations to add meaning ● Identify and raise questions about what might be unexplained, missing, or left unsaid ● Recount and restate ideas to sustain and move the dialogue forward ● Create closure, recap, and offer next steps

ELD-SI.4-12.Inform ● Define and classify facts and interpretations; determine what is known vs. unknown ● Report on explicit and inferred characteristics, patterns, or behavior ● Describe the parts and wholes of a system ● Sort, clarify, and summarize relationships ● Summarize most important aspects of information

ELD-SI.4-12.Explain ● Generate and convey initial thinking ● Follow and describe cycles and sequences of steps or procedures and their causes and effects ● Compare changing variables, factors, and circumstances ● Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes ● Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12.Argue ● Generate questions about different perspectives ● Support or challenge an opinion, premise, or interpretation ● Clarify and elaborate ideas based on feedback ● Evaluate changes in thinking, identifying trade-offs ● Refine claims and reasoning based on new information or evidence

Career Awareness, Career Education, & Focus on Employability Skills

The goal is for students to acquire English as an L2 or second language. Students are encouraged to remain active in their L1, or native language, at home and, when appropriate, in class so that they become bilingual. Bilingual students may have more career opportunities beyond high school. Employers recognize the importance of hiring talent who can communicate in languages beyond English.

Catasauqua Area School District
Course Title: English Language Development, Level 1 and 2 English Learners
Grade Level: 3rd, 4th

Course Syllabus

Course Content	Tentative Timeframe	Assessment Anchors	State Standards
WIDA ACCESS Testing	1 week	N/A	**All grades** Assessment
Introduction to Classroom/Jigsaw Puzzle Piece ● Classroom Expectations ● Jigsaw- Who am I? How do I fit?	1 week	**3rd** E03.D.2 Knowledge of Language **4th** E04.D.2 Knowledge of Language	**3rd** **Standard 1** ● ELD-SI.K-3. Inform ASCA Category 1: Mindset Standards ASCA Category 2: Behavior Standards **4th** **Standard 1** ● ELD-SI.4.12. Inform ASCA Category 1: Mindset Standards ASCA Category 2: Behavior Standards

Social and Instructional Language **3rd- The Language of:** ● Expressing Emotions ● Helping the Earth ● Working with Others ● Feeling Nervous ● Listening to Others ● Diverse Customs ● Nonverbal Communication ● Adult Role Models **4th- The Language of:** ● Being a Good Sport ● Activities with Friends ● Life in Another Country ● Reducing Your Carbon Footprint ● Respecting Adults ● Fights with a Friend ● Responsible Decisions ● Personal Strengths	Throughout Year- Class meets 3x per week/ 36 weeks of instruction Throughout Year- Class meets 3x per week/ 36 weeks of instruction	**3rd** E03.D.2 Knowledge of Language **4th** E04.D.2 Knowledge of Language	**3rd** **Standard 1** ● ELD-SI.K-3.Narrate ● ELD-SI.K-3.Inform ● ELD-SI.K-3.Explain ● ELD-SI.K-3.Argue ASCA Category 1: Mindset Standards ASCA Category 2: Behavior Standards **4th** **Standard 1 `** ● ELD-SI.4-12. Narrate ● ELD-SI.4-12. Inform ● ELD-SI.4-12. Explain ● ELD-SI.4-12. Argue ASCA Category 1: Mindset Standards ASCA Category 2: Behavior Standards
Language for Language Arts **3rd- The Language of:** ● Making Inferences from Images ● Poetry		**3rd**	**3rd** **Standard 2**

● Analyzing a Nonfiction Text ● Point of View ● Sequence in a Story ● Character Traits in Fiction ● Imaginary Setting ● Folklore Stories **4th- The Language of:** ● Fiction Character Analysis ● Nonfiction Text Features ● Problems and Solutions in Non-Fiction ● Greek Mythology ● Cause and Effect ● Interpreting Quotations ● Opinions and Evidence ● Conducting Research	Throughout Year- Class meets 3x per week/ 36 weeks of instruction	**E03.A-K.1** Key Ideas and Details **E03.A-C.2** Craft and Structure **4th** E04.A-K.1 Key Ideas and Details **E04.A-C.2** Craft and Structure	● ELD-LA.2-3.Narrate. Interpretive ● ELD-LA.2-3. Narrate. Expressive ● ELD-LA.2-3. Inform. Interpretive ● ELD-LA.2-3. Inform. Expressive 1.1 Foundational Skills 1.2 Reading Informational Text **4th** **Standard 2** ● ELD-LA.4-5. Narrate. Interpretive ● ELD-LA.4-5. Narrate. Expressive ● ELD-LA.4-5. Inform. Interpretive ● ELD-LA.4-5. Inform. Expressive ● ELD-LA.4-5. Argue. Interpretive ● ELD-LA.4-5. Argue. Expressive 1.1 Foundational Skills 1.2 Reading Informational Text
Language for Mathematics **3rd- The Language of:** ● Recognizing Patterns ● Graphs, Charts, and Maps ● Addition, Subtraction, Multiplication, and Division ● Place Value Properties ● Money ● Identifying Shapes ● World Problems ● Fixing Mathematical Reasoning Errors	Throughout Year- Class meets 3x per week/ 36 weeks of instruction	**3rd** **E03.D.2** Knowledge of Language	**3rd** **Standard 3** ● ELD-MA.2-3. Explain. Interpretive ● ELD-MA.2-3. Explain. Expressive ● ELD-MA.2-3. Argue. Interpretive ● ELD-MA.2-3. Argue. Expressive 2.1 Numbers and Operations

4th- The Language of: ● Numbers and Operations ● Comparing Measurements ● Area and Perimeter ● Symmetry ● Fractions ● Quadrilaterals ● Estimating Products ● Persevering Inward ● Problems	Throughout Year- Class meets 3x per week/ 36 weeks of instruction	**4th** E04.D.2 Knowledge of Language	**4th** **Standard 3** ● ELD-MA. 4-5. Explain. Interpretive ● ELD-MA. 4-5. Explain. Expressive ● ELD-MA. 4-5. Argue. Interpretive ● ELD-MA. 4-5. Argue. Expressive 2.1 Numbers and Operations
Language for Science **3rd- The Language of:** ● Food Chain ● Biomes ● Fossils ● The Moon ● Work and Energy ● Tides and Gravity ● Dangerous Weather ● Engineering Problems and Solutions **4th- The Language of:** ● Dinosaurs ● Solid, Gas, Liquid ● Photosynthesis ● Sound Vibrations ● How Light Travels ● Mammals ● Erosion ● Earthquakes	Throughout Year- Class meets 3x per week/ 36 weeks of instruction	**3rd** **E03.A-K.1** Key Ideas and Details **4th** **E03.A-K.1** Key Ideas and Details	**3rd** **Standard 4** ● ELD-SC.2-3. Explain. Interpretive ● ELD-SC.2-3. Explain. Expressive ● ELD-SC.2-3. Argue. Interpretive ● ELD-SC.2-3. Argue. Expressive 3.1. Biological Sciences 3.3. Earth and Space Sciences **4th** **Standard 4** ● ELD-SC.4-5. Explain. Interpretive ● ELD-SC.4-5. Explain. Expressive ● ELD-SC.4-5. Argue. Interpretive ● ELD-SC.4-5. Argue. Expressive 3.1. Biological Sciences 3.3. Earth and Space Sciences

Language for Social Studies **3rd- The Language of:** ● Ancient Wonders ● American Hero Harriet Tubman ● Family Trees ● Statue of Liberty ● Life of an Immigrant ● Native American Art ● Local Geography ● Three Branches of Government **4th- The Language of:** ● Jamestown The First Colony ● Rivers and Lakes ● Daily Lives of Native Americans ● Civic Responsibility ● Building the Egyptian Pyramids ● The Constitution ● Analyzing Artifacts ● Rights and Freedoms	Throughout Year- Class meets 3x per week/ 36 weeks of instruction	**3rd** **E03.A-C.3** Integration of Knowledge and Ideas **E03.D.2** Knowledge of Language **4th** **E04.A-C.3** Integration of Knowledge and Ideas **E04.D.2** Knowledge of Language	**3rd** **Standard 5** ● ELD-SS.2-3. Explain. Interpretive ● ELD-SS.2-3. Explain. Expressive ● ELD-SS.2-3. Argue. Interpretive. ● ELD-SS.2-3. Argue. Expressive 8.1. Historical Analysis and Skills Development **4th** **Standard 5** ● ELD-SS.4-5. Explain. Interpretive ● ELD-SS.4-5. Explain. Expressive ● ELD-SS.4-5. Argue. Interpretive ● ELD-SS.4-5. Argue. Expressive 8.1. Historical Analysis and Skills Development
Completion of School Year/ Jigsaw Puzzle Piece ● End of Year Checkout ● Jigsaw Puzzle- Who am I? How have I changed?	1 week	**3rd** E03.D.2 Knowledge of Language **4th** E04.D.2 Knowledge of Language	**3rd** **Standard 1** ● ELD-SI.K-3.Inform ASCA Category 1: Mindset Standards ASCA Category 2: Behavior Standards **4th** **Standard 1** ● ELD-SI.4-12.Inform ● ELD-SI.4-12.Explain

			ASCA Category 1: Mindset Standards ASCA Category 2: Behavior Standards

Teaching Strategies Utilized

Choral Reading
Repetition
I do, We do, You Do
Visuals
Culturally Responsive Teaching
Small Group
Direct Instruction
Differentiated Instruction
Cooperative Learning
Technology (Ipads, Projector)
Teacher Modeling

Catasauqua Area School District
Course Title: English Language Development, Level 1 and 2 English Learners
Grade Level: 3rd, 4th

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assess.	PA Stand.
3rd The student will be able to: **Social Instructional** **Narrate** ● Share ideas about one's own and others' lived experiences and previous learning ● Connect stories with images and representations to add meaning ● Ask questions about what others have shared ● Recount and restate ideas ● Discuss how stories might end or next steps	AF AP AP K M	<u>Measuring Up</u> L1 Expression Emotions/Speaking L7 Helping the Earth/Speaking L12 Working with Others/Listening L18 Feeling Nervous/Listening L21 Listening to Others/Reading L35 Nonverbal Communication/Writing L39 Adult Role Models/Writing Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack	● Warm Ups ● Exit Tickets ● Quizzes ● Tests ● Projects ● Classwork ● Online Modules ● Worksheets ● Observation During Activities ● Class Discussions ● Journaling	SI.K-3 Category 1: Mindset Standards Category 2: Behavior Standards
Social Instructional **Inform** ● Define and classify objects or concepts ● Describe characteristics, patterns, or behavior ● Describe parts and wholes ● Sort, clarify, and summarize ideas ● Summarize information from interaction with others and from learning experiences	M K K K K	<u>Measuring Up</u> L1 Expression Emotions/Speaking L7 Helping the Earth/Speaking L12 Working with Others/Listening L18 Feeling Nervous/Listening L21 Listening to Others/Reading L27 Diverse Customs/ Reading L39 Adult Role Models/Writing Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack		SI.K-3 Category 1: Mindset Standards Category 2: Behavior Standards

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assess.	PA Stand.
3rd The student will be able to: **Social Instructional** **Explain** ● Share initial thinking with others ● Follow and describe cycles in diagrams, steps in procedures, or causes and effects ● Compare and contrast objects or concepts ● Offer ideas and suggestions ● Act on feedback to revise understandings of how or why something works **Social Instructional** **Argue** ● Ask questions about others' opinions ● Support own opinions with reasons ● Clarify and elaborate ideas based on feedback ● Defend change in one's own thinking ● Revise one's own opinions based on new information	AW K AP RE RE AW K AP RE RE	<u>Measuring Up</u> L1 Expression Emotions/Speaking L7 Helping the Earth/Speaking L12 Working with Others/Listening L18 Feeling Nervous/Listening L21 Listening to Others/Reading L35 Nonverbal Communication/Writing L39 Adult Role Models/Writing Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack <u>Measuring Up</u> L1 Expression Emotions/Speaking L7 Helping the Earth/Speaking L12 Working with Others/Listening Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack	● Warm Ups ● Exit Tickets ● Quizzes ● Tests ● Projects ● Classwork ● Online Modules ● Worksheets ● Observation During Activities ● Class Discussions ● Journaling	SI.K-3 Category 1: Mindset Standards Category 2: Behavior Standards SI.K-3 Category 1: Mindset Standards Category 2: Behavior Standards

Resources/Materials

Measuring Up Workbooks/Audio	Ipads/Raz Plus Login	Worksheets
Projector	Scissors/Glue	Paper/Pencil
Journals	Headphones	Markers/Crayons

Interdisciplinary Relationships & 21st Century Skills

Social and Emotional Learning - Expression, Emotions, Helping, Feeling Nervous, Role Models
21st Century Skills - critical thinking, problem solving, creativity, communication & collaboration

Catasauqua Area School District
Course Title: English Language Development, Level 1 and 2 English Learners
Grade Level: 3rd, 4th

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assess.	PA Stand.
3rd The student will be able to: **Language for Language Arts Narrate/Interpretive** *Interpret language arts narratives by* ● Identifying a central message from key details ● Identifying how character attributes and actions contribute to event sequences ● Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language	K K A	<u>Measuring Up</u> L10 Poetry/Speaking L19 Point of View/Listening L33 Imaginary Setting/Writing L38 Folklore Stories/Writing Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack	● Warm Ups ● Exit Tickets ● Quizzes ● Tests ● Projects ● Classwork ● Online Modules ● Worksheets ● Observation During Activities ● Class Discussions ● Journaling	LA.2-3 1.1 Foundational Skills 1.3 Reading Literature
Language for Language Arts Narrate/Expressive *Construct language arts narratives that* ● Orient audience to context ● Develop story with time and event sequences, complication, resolution, or ending ● Engage and adjust for audience	AP R AD	<u>Measuring Up</u> L10 Poetry/Speaking L19 Point of View/Listening L33 Imaginary Setting/Writing L38 Folklore Stories/Writing Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack	● Warm Ups ● Exit Tickets ● Quizzes ● Tests ● Projects ● Classwork ● Online Modules ● Worksheets ● Observation During Activities ● Class Discussions ● Journaling	LA.2-3 1.1 Foundational Skills 1.3 Reading Literature

Catasauqua Area School District
Course Title: English Language Development, Level 1 and 2 English Learners
Grade Level: 3rd, 4th

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assess.	PA Stand.
3rd The student will be able to: **Language for Language Arts Inform/Interpretive** *Interpret informational texts in language arts by* ● Identifying the main idea and key details ● Referring explicitly to descriptions for themes and relationships among meanings ● Describing the relationship between a series of events, ideas or concepts, or procedural steps **Language for Language Arts Inform/Expressive** *Construct informational texts in language arts that* ● Introduce and define topic and/or entity for audience ● Add details to define, describe, compare, and classify topic and/or entity ● Develop coherence and cohesion throughout text	K AP R AW K AP	<u>Measuring Up</u> L14 Analyzing a Nonfiction Text/ Listening L22 Sequence in a Story/ Reading Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack <u>Measuring Up</u> L5 Making Inferences from Images/Speaking L10 Poetry/Speaking L19 Point of View/Listening Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack	● Warm Ups ● Exit Tickets ● Quizzes ● Tests ● Projects ● Classwork ● Online Modules ● Worksheets ● Observation During Activities ● Class Discussions ● Journaling	LA.2-3 1.1 Foundational Skills 1.2 Reading Informational Text LA.2-3 1.1 Foundational Skills 1.2 Reading Informational Text

Resources/Materials

Measuring Up Workbooks/Audio	Ipads/Raz Plus Login	Worksheets
Projector	Scissors/Glue	Paper/Pencil
Journals	Headphones	Markers/Crayons

Interdisciplinary Relationships & 21st Century Skills

ELA- Reading/Writing, Making Inferences, Poetry, Point of View, Analyzing Non-Fiction

21st Century Skills - critical thinking, problem-solving, creativity, communication & collaboration

Catasauqua Area School District
Course Title: English Language Development, Level 1 and 2 English Learners
Grade Level: 3rd, 4th

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assess.	PA Stand.
3rd The student will be able to: **Language For Mathematics Explain/Interpretive** *Interpret mathematical explanations by* ● Identifying concept or entity ● Analyzing plan for problem-solving steps ● Evaluating simple pattern or structure	 K A AP	 <u>Measuring Up</u> L15 Addition, Subtraction, Multiplication, Division/Listening L20 Place Value Properties/ Listening L23 Money/Reading L29 Identifying Shapes/Reading Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack	 ● Warm Ups ● Exit Tickets ● Quizzes ● Tests ● Projects ● Classwork ● Online Modules ● Worksheets ● Observation During Activities ● Class Discussions ● Journaling	 MA.2-3 2.1 Numbers and Operations
Language for Mathematics Explain/Expressive *Construct mathematical explanations tha*t ● Introduce concept or entity ● Describe solution and steps used to solve problems with others ● State reasoning used to generate a solution	 K M M	<u>Measuring Up</u> L3 Recognizing Patterns/Speaking L9 Graphics, Charts, Maps/ Speaking L34 Word Problems/Writing L37 Fixing Mathematical Reasoning Errors/Writing Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack		MA.2-3 2.1 Numbers and Operations

Catasauqua Area School District
Course Title: English Language Development, Level 1 and 2 English Learners
Grade Level: 3rd, 4th

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assess.	PA Stand.
3rd The student will be able to: **Language for Mathematics Argue/Interpretive** *Interpret mathematics arguments by* ● Identifying conjectures about what might be true ● Distinguishing connections among ideas in justifications ● Extracting mathematical operations and facts from solution strategies to create generalizations **Language for Mathematics Argue/Expressive** *Construct mathematical arguments that* ● Create conjecture using definitions ● Generalize commonalities across cases ● Justify conclusion steps and strategies in simple patterns ● Identify and respond to others' arguments	K M R AP K M AF	<u>Measuring Up</u> L20 Place Value Properties/Listening L23 Money/Reading Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack <u>Measuring Up</u> L3 Recognizing Patterns/Speaking L9 Graphs, Charts, Maps/Speaking L37 Fixing Mathematical Reasoning Errors/Writing Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack	● Warm Ups ● Exit Tickets ● Quizzes ● Tests ● Projects ● Classwork ● Online Modules ● Worksheets ● Observation During Activities ● Class Discussions ● Journaling	MA.2-3 2.1 Numbers and Operations MA.2-3 2.1 Numbers and Operations

Resources/Materials

Measuring Up Workbooks/Audio	Ipads/Raz Plus Login	Worksheets
Projector	Scissors/Glue	Paper/Pencil
Journals	Headphones	Markers/Crayons

Interdisciplinary Relationships & 21st Century Skills

Math- Patterns, Graphs, Charts, Maps, Place Value

21st Century Skills - critical thinking, problem solving, creativity, communication & collaboration

Catasauqua Area School District
Course Title: English Language Development, Level 1 and 2 English Learners
Grade Level: 3rd, 4th

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assess.	PA Stand.
3rd The student will be able to: **Language for Science Explain/Interpretive** *Interpret scientific explanations by* ● Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon ● Obtaining and combining information from observations and using evidence to help explain how or why a phenomenon occurs ● Identifying information from observations as well as evidence that supports particular points in explanations **Language for Science Explain/Expressive** *Construct scientific explanations that* ● Describe observations and/or data about a phenomenon ● Develop a logical sequence between data or evidence and claim ● Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution	AP AP K K M R	<u>Measuring Up</u> L13 Fossils/Listening L17 The Moon/Listening L24 Work and Energy/Reading L28 Tides and Gravity/Reading Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack <u>Measuring Up</u> L4 The Food Chain/Speaking L8 Biomes/Speaking L13 Fossils/Listening L17 The Moon/Listening L32 Dangerous Weather/Reading L40 Engineering:Problems and Solutions/Writing Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack	● Warm Ups ● Exit Tickets ● Quizzes ● Tests ● Projects ● Classwork ● Online Modules ● Worksheets ● Observation During Activities ● Class Discussions ● Journaling	SC.2-3 3.1. Biological Sciences 3.3. Earth and Space Sciences SC.2-3 3.1. Biological Sciences 3.3. Earth and Space Sciences

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Course Title: English Language Development, Level 1 and 2 English Learners
Grade Level: 3rd, 4th

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assess.	PA Stand.
3rd The student will be able to: **Language for Science Argue/Interpretive** *Interpret scientific arguments by* ● Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions ● Analyzing whether evidence is relevant or not ● Distinguishing between evidence and opinions **Language for Science Argue/Expressive** *Construct scientific arguments that* ● Introduce topic/phenomenon for an issue related to the natural and designed world(s) ● Make a claim supported by relevant evidence ● Establish a neutral tone ● Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim	K R M AW AP M M	<u>Measuring Up</u> L13 Fossils/Listening L17 The Moon/Listening L24 Work and Energy/Reading L28 Tides and Gravity/Reading Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack <u>Measuring Up</u> L4 The Food Chain/Speaking L8 Biomes/Speaking L40 Engineering:Problems and Solutions/Writing Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack	● Warm Ups ● Exit Tickets ● Quizzes ● Tests ● Projects ● Classwork ● Online Modules ● Worksheets ● Observation During Activities ● Class Discussions ● Journaling	SC.2-3 3.1. Biological Sciences 3.3. Earth and Space Sciences SC.2-3 3.1. Biological Sciences 3.3. Earth and Space Sciences

Resources/Materials		
Measuring Up Workbooks/Audio	Ipads/Raz Plus Login	Worksheets
Projector	Scissors/Glue	Paper/Pencil
Journals	Headphones	Markers/Crayons

Interdisciplinary Relationships & 21st Century Skills

Science- Fossils, Space, Biomes, Food Chain, Tides, Energy
21st Century Skills - critical thinking, problem-solving, creativity, communication & collaboration

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assess.	PA Stand.
3rd The student will be able to: **Language for Social Studies Explain/Interpretive** *Interpret social studies explanations by* ● Determining types of sources for answering compelling and supporting questions about phenomena or events ● Analyzing sources for event sequences and/or causes/effects ● Evaluating disciplinary concepts and ideas associated with a compelling or supporting question	AP M R	<u>Measuring Up</u> L11 Family Trees/Listening L16 The Statue of Liberty/Listening L25 The Life of an Immigrant/Reading L30 Native American Art/Reading Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack	● Warm Ups ● Exit Tickets ● Quizzes ● Tests ● Projects ● Classwork ● Online Modules ● Worksheets ● Observation During Activities ● Class Discussions ● Journaling	SS.2-3 8.1. Historical Analysis and Skills Development
Language for Social Studies Explain/Expressive *Construct social studies explanations that* ● Introduce phenomena or events ● Describe components, order, causes, or cycles ● Generalize possible reasons for a development or event	AW K R	<u>Measuring Up</u> L2 Ancient Wonders/Speaking L6 American Hero:Harriet Tubman/Speaking L11 Family Trees/Listening L31 Local Geography/Writing L36 Three Branches of Government/ Writing Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack		SS.2-3 8.1. Historical Analysis and Skills Development

Catasauqua Area School District
Course Title: English Language Development, Level 1 and 2 English Learners
Grade Level: 3rd, 4th

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assess.	PA Stand.
3rd The student will be able to: **Language for Social Studies Argue/Interpretive** *Interpret social studies arguments by* ● Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective) ● Analyzing relevant information from one or two sources to develop claims in response to compelling questions ● Evaluating source credibility based on distinctions between fact and opinion **Language for Social Studies Argue/Expressive** *Construct social studies arguments that* ● Introduce topic ● Select relevant information to support claims with evidence from one or more sources ● Show relationships between claim, evidence, and reasoning	M R R AW AP M	<u>Measuring Up</u> L25 The Life of an Immigrant/Reading L30 Native American Art/Reading Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack <u>Measuring Up</u> L2 Ancient Wonders/Speaking L6 American Hero:Harriet Tubman/ Speaking L36 Three Branches of Government/Writing Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack	● Warm Ups ● Exit Tickets ● Quizzes ● Tests ● Projects ● Classwork ● Online Modules ● Worksheets ● Observation During Activities ● Class Discussions ● Journaling	SS.2-3 8.1. Historical Analysis and Skills Development SS.2-3 8.1. Historical Analysis and Skills Development

Resources/Materials		
Measuring Up Workbooks/Audio	Ipads/Raz Plus Login	Worksheets
Projector	Scissors/Glue	Paper/Pencil
Journals	Headphones	Markers/Crayons

Interdisciplinary Relationships & 21st Century Skills

Social Studies- Government, Ancient Wonders, Immigrant Life, Family Trees, Geography
21st Century Skills - critical thinking, problem-solving, creativity, communication & collaboration

Catasauqua Area School District
Course Title: English Language Development, Level 1 and 2 English Learners
Grade Level: 3rd, 4th

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assess.	PA Stand.
4th The student will be able to: **Social Instructional** **Narrate** ● Share ideas about one's own and others' lived experiences and previous learning ● Connect stories with images and representations to add meaning ● Identify and raise questions about what might be unexplained, missing, or left unsaid ● Recount and restate ideas to sustain and move the dialogue forward ● Create closure, recap, and offer next steps	AF AP AP K M	<u>Measuring Up</u> L1 Being a Good Sport L7 Activities with Friends/Speaking L27 Fights with a Friend/Reading L35 Responsible Decisions/Writing L39 Personal Strengths/Writing Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack	● Warm Ups ● Exit Tickets ● Quizzes ● Tests ● Projects ● Classwork ● Online Modules ● Worksheets ● Observation During Activities ● Class Discussions ● Journaling	SI. 4-12 Category 1: Mindset Standards Category 2: Behavior Standards
Social Instructional **Inform** Define and classify facts and interpretations; determine what is known vs. unknown ● Report on explicit and inferred characteristics, patterns, or behavior ● Describe the parts and wholes of a system ● Sort, clarify, and summarize relationships ● Summarize most important aspects of information	AP M K K AP	<u>Measuring Up</u> L12 Life in Another Country/Listening L18 Reducing Your Carbon Footprint/Listening Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack		SI. 4-12 Category 1: Mindset Standards Category 2: Behavior Standards

Catasauqua Area School District
Course Title: English Language Development, Level 1 and 2 English Learners
Grade Level: 3rd, 4th

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assess.	PA Stand.
4th The student will be able to: **Social Instructional** **Explain** ● Generate and convey initial thinking ● Follow and describe cycles and sequences of steps or procedures and their causes and effects ● Compare changing variables, factors, and circumstances ● Offer alternatives to extend or deepen awareness of factors that contribute to a particular outcome ● Act on feedback to revise understandings of how or why something is or works in particular ways **Social Instructional** **Argue** ● Generate questions about different perspectives ● Support or challenge an opinion, premise, or interpretation ● Clarify and elaborate ideas based on feedback ● Evaluate changes in thinking, identifying trade-offs ● Refine claims and reasoning based on new information or evidence	K AP M R AF AP AP AP R R	<u>Measuring Up</u> L7 Activities with Friends/Speaking L18 Reducing Your Carbon Footprint/Listening L21 Respecting Adults/Reading L27 Fights with a Friend/Reading Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack <u>Measuring Up</u> L1 Being a Good Sport/Speaking L7 Activities with Friends/Speaking Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack	● Warm Ups ● Exit Tickets ● Quizzes ● Tests ● Projects ● Classwork ● Online Modules ● Worksheets ● Observation During Activities ● Class Discussions ● Journaling	SI. 4-12 Category 1: Mindset Standards Category 2: Behavior Standards SI.4-12 Category 1: Mindset Standards Category 2: Behavior Standards

Resources/Materials

Measuring Up Workbooks/Audio	Ipads/Raz Plus Login	Worksheets
Projector	Scissors/Glue	Paper/Pencil
Journals	Headphones	Markers/Crayons

Interdisciplinary Relationships & 21st Century Skills

Social- Being a Good Sport, Friends, Being Responsible, Personal Strengths
21st Century Skills - critical thinking, problem-solving, creativity, communication & collaboration

Catasauqua Area School District
Course Title: English Language Development, Level 1 and 2 English Learners
Grade Level: 3rd, 4th

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assess.	PA Stand.
4th The student will be able to: **Language for Language Arts Narrate/Interpretive** *Interpret language arts narratives by* ● Identifying a theme from details ● Analyzing how character attributes and actions develop across event sequences ● Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes **Language for Language Arts Narrate/Expressive** *Construct language arts narratives that* ● Orient audience to context ● Develop and describe characters and their relationships ● Develop a story with complication and resolution, time, and event sequences ● Engage and adjust for the audience **Language for Language Arts Inform/Interpretive** *Interpret informational texts in language arts by* ● Identifying and summarizing main ideas and key details ● Analyzing details and examples for key attributes, qualities, and characteristics ● Evaluating the impact of keyword choices in a text	K AP AP AP M M R K AP M	<u>Measuring Up</u> L19 Greek Mythology/ Listening Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack <u>Measuring Up</u> L5 Fiction Character Analysis/ Speaking Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack <u>Measuring Up</u> L14 Problems and Solutions in Non Fiction/ Listening L22 Cause and Effect/ Reading L26 Interpreting Quotations/ Reading Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack	● Warm Ups ● Exit Tickets ● Quizzes ● Tests ● Projects ● Classwork ● Online Modules ● Worksheets ● Observation During Activities ● Class Discussions ● Journaling	LA.4-5 1.1 Foundational Skills 1.3 Reading Literature LA.4-5 1.1 Foundational Skills 1.3 Reading Literature LA.4-5 1.1 Foundational Skills 1.2 Reading Informational Text

Language for Language Arts Inform/Expressive *Construct informational texts in language arts that* ● Introduce and define topic and/or entity for audience ● Establish objective or neutral stance ● Add precision and details to define, describe, compare, and classify a topic and/or entity ● Develop coherence and cohesion throughout text	K M AP M	<u>Measuring Up</u> L10 Nonfiction of Text Features/ Speaking L33 Conduction Research/ Writing Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack	● Warm Ups ● Exit Tickets ● Quizzes ● Tests ● Projects ● Classwork ● Online Modules ● Worksheets ● Observation During Activities ● Class Discussions ● Journaling	LA.4-5 1.1 Foundational Skills 1.2 Reading Informational Text
Language for Language Arts Argue/Interpretive *Interpret language arts arguments by* ● Identifying main ideas ● Analyzing points of view about the same event or topic ● Evaluating how details, reasons, and evidence support particular points in a text	K AP AP	<u>Measuring Up</u> L26 Interpreting Quotations/Reading Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack		LA.4-5 1.1 Foundational Skills 1.2 Reading Informational Text
		<u>Measuring Up</u>		

Language for Language Arts Argue/Expressive *Construct language arts arguments that* ● Introduce and develop a topic clearly; state an opinion ● Support opinions with reasons and information ● Use a formal style ● Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section	AP M AP R	L38 Opinions and Evidence/Writing Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack		

Resources/Materials

Measuring Up Workbooks/Audio	Ipads/Raz Plus Login	Worksheets
Projector	Scissors/Glue	Paper/Pencil
Journals	Headphones	Markers/Crayons

Interdisciplinary Relationships & 21st Century Skills

ELA- Reading/Writing, Opinions, Quotations, Nonfiction Text, Cause and Effect, Character Analysis

21st Century Skills - critical thinking, problem solving, creativity, communication & collaboration

Catasauqua Area School District
Course Title: English Language Development, Level 1 and 2 English Learners
Grade Level: 3rd, 4th

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assess.	PA Stand.
4th The student will be able to: **Language for Mathematics Explain/Interpretive** *Interpret mathematical explanations by* ● Identifying concept or entity ● Analyzing problem-solving steps ● Evaluating a pattern or structure that follows a given rule **Language for Mathematics Explain/Expressive** *Construct mathematical explanations that* ● Introduce concept or entity ● Share solution with others ● Describe data and/or steps to solve problem ● State reasoning used to generate solution	K AP AP K AP AP M	<u>Measuring Up</u> L15 Area and Perimeter/ Listening L20 Symmetry/ Listening L23 Fractions/Reading L29 Quadrilaterals/ Reading Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack <u>Measuring Up</u> L3 Numbers and Operations/ Speaking L9 Comparing Measurements/ Speaking L34 Estimating Products/ Writing L37 Persevering in Word Problems/ Writing Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack	● Warm Ups ● Exit Tickets ● Quizzes ● Tests ● Projects ● Classwork ● Online Modules ● Worksheets ● Observation During Activities ● Class Discussions ● Journaling	MA.4-5 2.1 Numbers and Operations MA.4-5 2.1 Numbers and Operations

4th The student will be able to: **Language for Mathematics Argue/Interpretive** *Interpret mathematics arguments by* ● Comparing conjectures with patterns, and/or rules ● Distinguishing commonalities and differences among ideas in justifications ● Extracting patterns or rules from solution strategies to create generalizations **Language for Mathematics Argue/Expressive** *Construct mathematical arguments that* ● Create conjecture using definitions, patterns, and rules ● Generalize commonalities and differences across cases ● Justify conclusions with patterns or rules ● Evaluate others' arguments	AP AP M AP AP M R	<u>Measuring Up</u> L29 Quadrilaterals/ Reading Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack <u>Measuring Up</u> L9 Comparing Measurements/ Speaking Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack	● Warm Ups ● Exit Tickets ● Quizzes ● Tests ● Projects ● Classwork ● Online Modules ● Worksheets ● Observation During Activities ● Class Discussions ● Journaling	MA.4-5 2.1 Numbers and Operations MA.4-5 2.1 Numbers and Operations

Resources/Materials

Measuring Up Workbooks/Audio	Ipads/Raz Plus Login	Worksheets
Projector	Scissors/Glue	Paper/Pencil
Journals	Headphones	Markers/Crayons

Interdisciplinary Relationships & 21st Century Skills

Math- Measurements, Symmetry, Numbers and Operations, Quadrilaterals, Fractions, Area, Perimeter
21st Century Skills - critical thinking, problem solving, creativity, communication & collaboration

Catasauqua Area School District
Course Title: English Language Development, Level 1 and 2 English Learners
Grade Level: 3rd, 4th

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assess.	PA Stand.
4th The student will be able to: **Language for Science Explain/Interpretive** *Interpret scientific explanations by* ● Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon ● Obtaining and combining evidence and information to help explain how or why a phenomenon occurs ● Identifying evidence that supports particular points in an explanation	AP M AP	<u>Measuring Up</u> L13 Photosynthesis/ Listening L17 Sound and Vibrations/ Listening L24 How Light Travels/ Reading L28 Mammals/ Reading Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack	● Warm Ups ● Exit Tickets ● Quizzes ● Tests ● Projects ● Classwork ● Online Modules ● Worksheets ● Observation During Activities ● Class Discussions ● Journaling	SC.4-5 3.1. Biological Sciences 3.3. Earth and Space Sciences
Language for Science Explain/Expressive *Construct scientific explanations that* ● Describe observations and/or data about a phenomenon ● Establish neutral or objective stance in communicating results ● Develop reasoning to show relationships between evidence and claims ● Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution	AP AP M R	<u>Measuring Up</u> L4 Dinosaurs/ Speaking L8 Solid, Gas, or Liquid/ Speaking L32 Erosion/ Writing L40 Earthquakes/ Writing Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack		SC.4-5 3.1. Biological Sciences 3.3. Earth and Space Sciences

4th The student will be able to: **Language for Science Argue/Interpretive** *Interpret scientific arguments by* ● Identifying relevant evidence from data, models, and/or information from investigations of phenomena or design solutions ● Comparing reasoning and claims based on evidence ● Distinguishing among facts, reasoned judgment based on research findings, and speculation in an explanation **Language for Science Argue/Expressive** *Construct scientific arguments that* ● Introduce topic/phenomenon in issues related to the natural and designed world(s) ● Make and define a claim based on evidence, data, and/or model ● Establish a neutral tone or an objective stance ● Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making a claim	K AP M K AP R AP	<u>Measuring Up</u> L24 How Light Travels/ Reading L28 Mammals/ Reading Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack <u>Measuring Up</u> L4 Dinosaurs/ Speaking L8 Solid, Gas, or Liquid/ Speaking L40 Earthquakes/ Writing Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack	● Warm Ups ● Exit Tickets ● Quizzes ● Tests ● Projects ● Classwork ● Online Modules ● Worksheets ● Observation During Activities ● Class Discussions ● Journaling	SC.4-5 3.3. Earth and Space Sciences SC.4-5 3.3. Earth and Space Sciences

Resources/Materials

Measuring Up Workbooks/Audio	Ipads/Raz Plus Login	Worksheets
Projector	Scissors/Glue	Paper/Pencil
Journals	Headphones	Markers/Crayons

Interdisciplinary Relationships & 21st Century Skills

Science- Dinosaurs, Earthquakes, Light Travels, Mammals, Sound, Photosynthesis

21st Century Skills - critical thinking, problem solving, creativity, communication & collaboration

Catasauqua Area School District
Course Title: English Language Development, Level 1 and 2 English Learners
Grade Level: 3rd, 4th

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assess.	PA Stand.
4th The student will be able to: **Language for Social Studies Explain/Interpretive** *Interpret social studies explanations by* ● Determining different opinions in sources for answering compelling and supporting questions about phenomena or events ● Analyzing sources for a series of contributing factors or causes ● Evaluating disciplinary concepts and ideas that are open to different interpretations **Language for Social Studies Explain/Expressive** *Construct social studies explanations that* ● Introduce phenomena or events ● Describe components, order, causes and effects, or cycles using relevant examples and details ● Generalize probable causes and effects of developments or events	AP AP M K AP M	<u>Measuring Up</u> L11 The Daily Lives of Native Americans/ Listening L16 Civic Responsibility/ Listening L25 Building the Egyptian Pyramids/ Reading L30 The Constitution/ Reading Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack <u>Measuring Up</u> L2 Jamestown: The First Colony/ Speaking L6 Rivers and Lakes: Speaking L31 Analyzing Artifacts/ Writing L36 Rights and Freedoms/ Writing Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack	● Warm Ups ● Exit Tickets ● Quizzes ● Tests ● Projects ● Classwork ● Online Modules ● Worksheets ● Observation During Activities ● Class Discussions ● Journaling	SS.4-5 8.1. Historical Analysis and Skills Development SS.4-5 8.1. Historical Analysis and Skills Development SS.4-5

4th The student will be able to: **Language for Social Studies Argue/Interpretive** *Interpret social studies arguments by* ● Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective) ● Analyzing relevant information from multiple sources to develop claims in response to compelling questions ● Evaluating point of view and credibility of source, based on distinctions between fact and opinion **Language for Social Studies Argue/Expressive** *Construct social studies arguments that* ● Introduce topic ● Select relevant information to support claims with evidence from multiple sources ● Establish perspective ● Show relationships between claims with reasons and multiple sources of evidence	M AP M K AP AP M	<u>Measuring Up</u> L11The Daily Lives of Native Americans/ Listening L16 Civic Responsibility/ Listening L25 Building the Egyptian Pyramids/ Reading L30 The Constitution/ Reading Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack <u>Measuring Up</u> L2 Jamestown: The First Colony/ Speaking L36 Rights and Freedoms/ Writing Raz ELL Vocabulary Power Pack Raz ELL Grammar Power Pack	● Warm Ups ● Exit Tickets ● Quizzes ● Tests ● Projects ● Classwork ● Online Modules ● Worksheets ● Observation During Activities ● Class Discussions ● Journaling	8.1. Historical Analysis and Skills Development SS.4-5 8.1. Historical Analysis and Skills Development

Resources/Materials

Measuring Up Workbooks/Audio	Ipads/Raz Plus Login	Worksheets
Projector	Scissors/Glue	Paper/Pencil
Journals	Headphones	Markers/Crayons

Interdisciplinary Relationships & 21st Century Skills

Social Studies- Jamestown, Rights and Freedoms, Civic Responsibility, Constitution, Native Americans

21st Century Skills - critical thinking, problem-solving, creativity, communication & collaboration