

Standards Key:

L: Language Standards for Foundational Skills / CC 1.1*

RI: Reading Standards for Informational Text / CC 1.2

RL: Reading Standards for Literature / CC 1.3

W: Writing Standards / CC 1.4

SL: Speaking and Listening Standards / CC1.5

*Is explicitly taught to English Learners in all grade levels, not just K-5

<p>Grade, Subject: English Language Development; grades 9 - 12 Keys to Learning: Newcomer to Developing</p>	
<p>Strand (Unit): Keys to Learning Introduction</p>	<p>Length/Duration of Unit: Approximately 6 - 7 weeks (longer for students who also need to be oriented to using a computer for school purposes)</p>
<p>Big Idea: Getting Started</p>	<p>Key words, academic words, literary words Keywords related to the alphabet, classroom objects, making introductions, classroom commands, basic colors, shapes and weather conditions, numbers and ordinals, phrases for telling time</p>
<p>PA Content Standards: The Alphabet and Introductions; Classroom Objects; Classroom Commands; Colors and Shapes; Weather; Numbers; Time; Days of the Week, Months of the Year; Dates</p> <p>For grades 9-12:</p> <ul style="list-style-type: none"> ● Teaching the standards: <p>L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. L6: acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. RI7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. SL6: adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>ELD Standards:</p> <ul style="list-style-type: none"> ● 1- Social and Instructional ● 2 - Language Arts ● 3 - Math ● 4 - Science ● 5 - Social Studies <p>For grades 9-12:</p> <ul style="list-style-type: none"> ● Practicing the standards: <p>SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly. SL1.c: Pose and respond to specific questions with elaboration and detail</p>
<p>Essential Questions:</p>	<p>Skills (SWBAT...):</p>

<p>What essential English vocabulary is necessary to get started in US schools?</p>	<ul style="list-style-type: none"> ● Write and say letters of the alphabet ● Introduce themselves to another person in English <ul style="list-style-type: none"> ○ Formal vs. Informal greetings: school and jobs vs. family and friends ● Identify classroom objects ● Respond to classroom commands ● Identify colors and shapes ● Describe weather conditions ● Write and say numbers through 100 ● Read and say the time ● Write and say the days of the week, months of the years, and dates ● Using Schoology: logging in, online expectations/etiquette, communication with teachers, accessing grades, understanding grade codes
<p><u>Scope and Sequence:</u> Link to document</p>	<p><u>Adaptations/Modifications:</u> See teacher text pages T7 for differentiation</p>
<p><u>Assessments:</u> Standards-aligned chapter and unit assessments from Pearson Longman Keystone program (reading, writing, speaking, listening)</p> <p>Authentic Tasks/Assessments:</p> <ul style="list-style-type: none"> ● Flags project: use colors and shapes to describe your flag and flags around the world ● Seasons in my country project: weather conditions, activities, clothing ● It's About Time: Create a book about your personalized routine during a school day 	<p><u>Resources:</u></p> <p>Text: Chamot, Anna Uhl, et al. <i>Longman Keys to Learning</i>. Pearson Longman, 2013. Pages 2 - 19</p> <p>Quizlet flashcards with photos:</p> <p>Numbers, Days of week, letters, months</p> <p>Classroom objects and commands</p> <p>Colors and Shapes</p> <p>Weather</p> <p>Time</p>

<p><u>Grade, Subject:</u> English Language Development; grades 9 - 12 Keys to Learning: Newcomer to Developing</p>	<p><u>End of Unit content area focus: Mathematics:</u> Solving Word Problems</p>
<p><u>Strand (Unit):</u> Keys to Learning Unit 1</p>	<p><u>Length/Duration of Unit:</u> Approximately 7 weeks per chapter = 21 weeks</p>

<p>Big Idea: New Friends: Meeting people and making friends in a new school</p>	<p>Key words, academic words, literary words</p> <ul style="list-style-type: none"> • Word Study: Chapter 1: Alphabet, consonant, vowel, alphabetical order, using a dictionary; Chapter 2: Short and Long vowel sounds, syllables; Chapter 3: Short vowel sounds /a/, /i/, and /o/, word families with /a/, /i/, and /o/ • Grammar: Chapter 1: Subject pronouns, present tense of <i>be</i> statements, Present tense of <i>be</i> yes/no questions
<p>PA Content Standards: Grades 9-12: Teaching the Standards: L1, 1.b, 2, 2.b, 3, 4, 4.c, 6; Demonstrate command of the conventions of standard English grammar and usage when writing or Speaking; Use intensive pronouns (e.g., myself, ourselves); demonstrate command of the conventions of standard English capitalization, punctuation, and spelling; Spell correctly. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. RL2, 3, 4, 10 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. Analyze the impact of an author’s choices regarding how to develop and relate elements of a story or drama (e.g., setting, how the action is ordered, how the characters are introduced and developed) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. By the end of the year, read and comprehend literature,</p>	<p>ELD Standards:</p> <ul style="list-style-type: none"> • 1- Social and Instructional • 2 - Language Arts • 3 - Math <hr/> <p>PA Content Standards: Grades 9-12: Practicing the Standards: L1, 1.b, 2, 2.c, 3, 4, 4.a; Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use verbs in the active and passive voice. L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Spell correctly. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. RL1 Cite strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

including stories, dramas, and poems independently and proficiently

W2, 2.a, 2.b, 4, 5, 10

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SL2, 4, 6;

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Essential Questions:

- How do you introduce yourself and start conversations in English?
- How do you discuss your class schedule?
- What are classroom expectations for students in our school?
- What is your favorite class and why?
- How do you solve basic word problems in math class?

<p><u>Scope and Sequence: Link to document</u></p>	<p><u>Skills (SWBAT...):</u></p> <ul style="list-style-type: none"> ● Learning Strategies: personalize, use a graphic organizer, Sound out (phonemic awareness) ● Writing: Write a paragraph about yourself using a model and graphic organizer; Write a paragraph about your favorite class, Write a paragraph about things in your backpack and your friend’s backpack ● Listening and Speaking Workshops: Give a presentation introducing yourself to your classmates; Give a presentation about your class schedule and your favorite class; Give a presentation about things in your backpack; Listen as classmates give presentations; Evaluate your presentation and listening skills
<p><u>Assessments:</u></p> <p>Standards-aligned chapter and unit assessments from Pearson Longman Keystone program (reading, writing, speaking, listening)</p> <ul style="list-style-type: none"> ● Speaking Assessment: Discuss personal schedule; Compare and contrast semesters (<u>Newcomers 1-2</u>) (<u>Level 3+</u>) <p>Authentic Tasks/Assessments:</p> <ul style="list-style-type: none"> ● Writing and Speaking Workshop (Productive language): Introducing Me: my background information and class schedule <ul style="list-style-type: none"> ○ <u>Flipgrid Practice</u> ● Writing and Speaking Workshop (Productive language): My favorite class ● Writing and Speaking Workshop: Compare and contrast my backpack and contents with friend’s backpack (school vs. personal items) <p><u>Adaptations/Modifications:</u></p> <p>See teacher text pages T22, T29, T33, T38, T45, T49, T54, T61, T65, T71 for differentiation</p>	<p><u>Resources:</u></p> <p>Text: Chamot, Anna Uhl, et al. <i>Longman Keys to Learning</i>. Pearson Longman, 2013. Pages 20 - 75</p> <p>Quizlet Flashcards:</p> <p>KTL Unit 1 Chapter 1</p> <p>KTL Unit 1 Chapter 2</p> <p>KTL Unit 1 Chapter 3</p> <p><u>Razlog Simplified</u>: Select books, summarize, identify elements of fiction and nonfiction using a visual checklist</p>

<p>Grade, Subject: English Language Development; grades 9 - 12 Keys to Learning: Newcomer to Developing</p>	
<p>Strand (Unit): Keys to Learning Unit 2</p>	<p>Length/Duration of Unit: Approximately 5 weeks per chapter = 15 weeks</p>
<p>Big Idea: At school: places, students, and friends</p>	<p>End of unit content focus: Social Studies: Reading and Understanding maps</p>
<p>PA Content Standards:</p> <p>Grades 9 - 12</p> <p>Teaching the Standards:</p> <p>L1, 3, 4, 6 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing flexibly from a range of strategies. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>RL 2, 3, 4, 10 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. Analyze the impact of an author's choices regarding how to develop and relate elements of a story or drama (e.g., setting, how the action is ordered, how the characters are introduced and developed) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. By the end of the year, read and comprehend literature, including stories, dramas, and poems independently and proficiently</p> <p>W2, 2.a,b,c,d,e,f 3,3c,d,e 4, 5, 7, 8, 9, 10 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings),</p>	<p>PA Content Standards:</p> <p>Practicing the PA Content Standards:</p> <p>L1, 1.b, 1.c, 2, 2.c, 3, 4, 4.a; RL1,3 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Spell correctly. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Cite strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Analyze the impact of an author's choices regarding how to develop and relate elements of a story or drama (e.g., setting, how the action is ordered, how the characters are introduced and developed)</p>

graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. use appropriate transitions to clarify the relationships among ideas and concepts

d. Use precise language and domain-specific vocabulary to inform about or explain the topic

e. Establish and maintain a formal style

f. Provide a concluding statement or section that follows from the information or explanation presented

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another

d. use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events

e. provide a conclusion that follows from the narrated experiences or events

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate

Gather relevant information from multiple sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources

Draw evidence from informational texts to support analysis, reflection, and research

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).

SL2, 4, 6;

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

:Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	
<p>Essential Questions: How do I find places in my school? How do I describe locations? What is my favorite place in school? What is my address? What are the rules for working in the US? How do I complete forms, including job applications?</p>	<p>ELD Standards:</p> <ul style="list-style-type: none"> ● 1- Social and Instructional ● 2 - Language Arts ● 5 - Social Studies
<p>Scope and Sequence: Link to document</p> <p>Key words, academic words, literary words</p> <ul style="list-style-type: none"> ● Word Study: Chapter 4: Short vowel sounds /e/ and /u/; Word families with /e/ and /u/; Chapter 5: consonant digraphs /th/ (voiced and unvoiced), /hw/ and /f/; Chapter 6: Long vowel sounds with silent 'e', Word families with long vowel sounds ● Grammar: Chapter 4: Prepositions of location, Where questions with <i>be</i>, there is/there are; Chapter 5: What questions with <i>be</i>, present tense of regular verbs: statements and yes/no questions; statements with <i>can</i>, yes/no questions with <i>can</i>; Chapter 6: What questions with <i>do</i>, what + noun; past tense of <i>be</i> statements and yes/no questions 	<p>Skills (SWBAT...):</p> <ul style="list-style-type: none"> ● Learning Strategies: Sound Out, Make Predictions, Use a graphic organizer, Use selective attention; Brainstorm ● Writing Strategies: Write a paragraph about your school, fill out a form with your personal information, write a paragraph in your journal about your day yesterday ● Speaking and Listening Workshop: Give a presentation about your favorite place in the school, Give a presentation about your favorite place in the community, Give a presentation about your day yesterday, Listen as classmates give presentations; Evaluate your presentation and listening skills
<p>Assessments:</p> <p>Standards-aligned chapter and unit assessments from Pearson Longman Keystone program (reading, writing, speaking, listening)</p> <p>Authentic tasks/assessments:</p> <ul style="list-style-type: none"> ● Writing and Speaking Workshop: My Favorite place in school ● Completing a Job application ● Recording Practice: My Day ● Writing a Journal Entry <p>Adaptations/Modifications: See teacher text pages T83, T87, T88, T97, T100, T102, T108, T111, T116, T119 for differentiation</p>	<p>Resources:</p> <p>Text: Chamot, Anna Uhl, et al. <i>Longman Keys to Learning</i>. Pearson Longman, 2013. Pages 76 - 123</p> <p>Quizlet Flashcards:</p> <p>Unit 2 Chapter 4</p> <p>Unit 2 Chapter 5</p> <p>Unit 2 Chapter 6</p> <p>GoogleForm: Practice Job Application for Food Preparation Worker</p>

	Raz-kids leveled books, searching with key word ‘careers’: What’s My Job? (Level C); Amazing Places to Work + Caretakers + Community Helpers + Workers (Level D); I’d Like to Be (Level E) There are 75 books total
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<p>Grade, Subject: English Language Development; grades 9 - 12 Keys to Learning: Newcomer to Developing</p>	<p>Length/Duration of Unit: Approximately 6 weeks per chapter = 18 weeks</p>
<p>Strand (Unit): Keys to Learning Unit 3</p>	<p>End of unit content focus: Physical Science: Stars, Meteors, and Constellations</p>
<p>Big Idea: At Home</p>	
<p>PA Content Standards: Grades 9 - 12 Teaching the Standards: L1, 3, 4, 6; Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing flexibly from a range of strategies. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. RL 1, 2, 3, 4, 6, 10; Cite strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. Analyze the impact of an author’s choices regarding how to develop and relate elements of a story or drama (e.g., setting, how the action is ordered, how the characters are introduced and developed) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created</p>	<p>ELD Standards:</p> <ul style="list-style-type: none"> ● 1- Social and Instructional ● 2 - Language Arts ● 4 - Science <p>Practicing the PA Content Standards: L1, 1.b, 1.c, 2, 2.c, 3, 4, 4.a; Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Spell correctly. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. RL 1, 3; Cite strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Analyze the impact of an author’s choices regarding how to develop and relate elements of a story or drama (e.g., setting, how the action is ordered, how the characters are introduced and developed) SL 1.c c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence,</p>

through the use of dramatic irony) create such effects as suspense or humor.

By the end of the year, read and comprehend literature, including stories, dramas, and poems independently and proficiently

W 1c,d,e,f, 3.a, 3.b, 4, 5, 6, 10

1c. Use words, phrases, and clauses to clarify the relationships among claims and reasons

d. establish and maintain a formal style

e. provide a concluding statement or section that follows from the argument presented

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).

SL 2, 4, 6;

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

observations, and ideas.

Essential Questions:

- What activities do you do at home?
- What responsibilities do you have?

<ul style="list-style-type: none"> • What are your preferences for free time activities? • What are some special occasions that your family celebrates? • What are the factors that help Liliana love school while Pablo feels that school is okay? • Why is Maria sad? Reading fluency: Expression: How does the story make you feel (Homesick for family in another country: how do you relate?)? How do you change your voice to add expression? 	
<p><u>Scope and Sequence:</u> Link to document <u>Vocabulary</u> (key words, academic words, literary words)</p> <ul style="list-style-type: none"> • Word Study: Long vowel sound /a/, /e/, and /i/, word families with long vowel sound /a/, /e/, and /i/ • Grammar: Present continuous tense statements, <i>what</i> questions, yes/no questions, object pronouns, simple present tense and present continuous tense; statements, questions, and yes/no questions with <i>like, have, and want</i> + infinitive; past tense of regular and irregular verbs for affirmative and negative statements and yes/no questions 	<p><u>Skills (SWBAT...):</u></p> <ul style="list-style-type: none"> • Learning Strategies: sound out, make inferences, brainstorm, use what you know • Writing Strategies: Write a skit about something that happened on a special day; write interview questions; Write a thank you letter to someone • Listening and Speaking Workshops: Present a skit about a special day, give a presentation about someone you interviewed, give a speech to thank someone, Listen as classmates give presentations; Evaluate your presentation and listening skills
<p><u>Assessments:</u></p> <p>Standards-aligned chapter and unit assessments from Pearson Longman Keystone program (reading, writing, speaking, listening)</p> <p>Authentic Tasks and Assessments:</p> <ul style="list-style-type: none"> • <u>Constructed Response using Text Evidence</u> • <u>Inference Writing</u> • Storytelling Project “Help for Carlos”, using Canva and Loom • Asking and Answering Wh- questions (<u>Level 1-2</u>) (<u>Level 3+</u>) • Writing and Speaking workshop: Write a skit about a special day • Writing and Speaking workshop: Interviewing a classmate, then creating a presentation 	<p><u>Resources:</u></p> <p>Text: Chamot, Anna Uhl, et al. <i>Longman Keys to Learning</i>. Pearson Longman, 2013. Pages 124 - 171</p> <p>Quizlet flashcards:</p> <p>Unit 3 Chapter 7</p> <p>Unit 3 Chapter 8</p> <p>Unit 3 Chapter 9</p>

<ul style="list-style-type: none"> ● <u>Voki Assignment</u>: Character Point of View ● Writing a Thank You Letter <p>Adaptations/Modifications: See teacher text pages T124, T131, T136, T138, T145, T150, T159, T162, T164, T167, T168 for differentiation</p>	
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<p><u>Grade, Subject:</u> English Language Development; grades 9 - 12 Keys to Learning: Newcomer to Developing</p>	<p><u>Length/Duration of Unit:</u> Approximately 5 weeks per chapter = 15 weeks</p>
<p><u>Strand (Unit):</u> Keys to Learning Unit 4</p>	<p>End of unit content area focus: Understanding Poetry</p>
<p><u>Big Idea:</u> Around Town</p>	
<p><u>PA Content Standards:</u> Teaching the Standards: L1, 3, 4, 6 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing flexibly from a range of strategies. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. RL 2, 3, 4, 10; Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. Analyze the impact of an author's choices regarding how to develop and relate elements of a story or drama (e.g., setting, how the action is ordered, how the characters are introduced and developed) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. By the end of the year, read and comprehend literature,</p>	<p>ELD Standards:</p> <ul style="list-style-type: none"> ● 1- Social and Instructional ● 2 - Language Arts ● 3 - Math ● 5 - Social Studies <p>Practicing the PA Content Standards: L1, 1.b, 1.c, 2, 2.c, 3, 4, 4.a; Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Spell correctly. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. RL 1, 3 Cite strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Analyze the impact of an author's choices regarding how to develop and relate elements of a story or drama (e.g., setting,</p>

<p>including stories, dramas, and poems independently and proficiently</p> <p>W4, 5, 10</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).</p> <p>SL 2, 4, 5, 6;</p> <p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>how the action is ordered, how the characters are introduced and developed)</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What activities can you do around town? ● How do you ask how much things cost? ● How do you write a recipe? ● What is a cinquain poem and how do you write one? 	
<p>Scope and Sequence: Link to document</p> <p>Vocabulary (key words, academic words, literary words)</p> <ul style="list-style-type: none"> ● Word Study: Long vowel sound /o/ and /u/, word families with /o/ and /u/; review of all long vowels, initial consonant blends, recognizing initial consonant blends ● Grammar: Information questions with <i>be</i> in present and past tense; information questions with <i>do</i> in present and past tense; questions with <i>how much</i> 	<p>Skills (SWBAT...):</p> <ul style="list-style-type: none"> ● Learning Strategies: Sound out, make predictions, brainstorm, use selective attention, use imagery ● Writing Strategies: Write a script for a fashion show, write a recipe, write a poem ● Speaking and Listening Workshop: Present a fashion show, give a demonstration for a TV show, recite a poem, Listen as classmates give presentations; Evaluate your presentation and listening skills

<p><u>Assessments:</u></p> <p>Standards-aligned chapter and unit assessments from Pearson Longman Keystone program (reading, writing, speaking, listening)</p> <p>Authentic Tasks and Assessments:</p> <ul style="list-style-type: none"> ● Assessment: <u>Types of Sentences</u> (differentiated for multiple proficiency levels) ● Writing and Speaking Workshop: Writing a script for a fashion show ● Writing and Speaking Workshop: Writing a Recipe (Procedural texts), then give a demonstration for a TV food show ● Writing and Speaking Workshop: Writing a cinquain poem ● Ordering food from a menu in English <p>Adaptations/Modifications: See teacher text pages T176,179,T184, T186, T193, T198, T200, T206, T212, T216 for differentiation</p>	<p><u>Resources:</u></p> <p>Text: Chamot, Anna Uhl, et al. <i>Longman Keys to Learning</i>. Pearson Longman, 2013. Pages 172 - 219</p> <p>Quizlet flashcards:</p> <p>Unit 4 Chapter 10</p> <p>Unit 4 Chapter 11</p> <p>Unit 4 Chapter 12</p>
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<p><u>Grade, Subject:</u> English Language Development; grades 9 - 12</p>	<p><u>Length/Duration of Unit:</u> Approximately 6 weeks per chapter = 18 weeks</p>
<p><u>Strand (Unit):</u> Keys to Learning Unit 5</p>	<p>End of unit content area: Life Science: Ecosystems and Food Chains</p>
<p><u>Big Idea:</u> Friends and Family</p>	
<p><u>PA Content Standards:</u> Teaching the standards: L1,3,4,6; Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing flexibly from a range of strategies. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather</p>	<p><u>ELD Standards:</u></p> <ul style="list-style-type: none"> ● 1- Social and Instructional ● 2 - Language Arts ● 4 - Science <p>Practicing the PA Content standards: L1,1b,1c,2, 2c,3,4,4a,5: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RL1,2,3,4,10;

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Analyze the impact of an author's choices regarding how to develop and relate elements of a story or drama (e.g., setting, how the action is ordered, how the characters are introduced and developed)

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

By the end of the year, read and comprehend literature, including stories, dramas, and poems independently and proficiently

W2, 2a, 2b, 4,5,10

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).

SL2,4,5,6;

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

c. Spell correctly.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

RL1,3;

Cite strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Analyze the impact of an author's choices regarding how to develop and relate elements of a story or drama (e.g., setting, how the action is ordered, how the characters are introduced and developed)

SL1c

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

<p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What activities do you do with your friends and families? • What are your future plans? (future tense) • How would you spend \$200? (modal verbs) • How do you report an accident / provide information needed in a 9 1 1 call? • SEL: How can you help family members without formal education and how do they help you? 	
<p>Scope and Sequence: Link to document Vocabulary (key words, academic words, literary words)</p> <ul style="list-style-type: none"> • Word study: final consonant blends, recognizing initial and final consonant blends; vowel sounds /oo/; vowel sound /aw/ and /oi/ • Grammar: Future tense with <i>be going to</i> (statements, yes/no questions, and information questions); commands; past continuous tense (statements, yes/no questions, and information questions); possessive pronouns, questions with <i>whose</i>; future tense with <i>will</i> (statements, yes/no questions, and information questions); statements with <i>may</i> and <i>might</i> 	<p>Skills (SWBAT...):</p> <ul style="list-style-type: none"> • Learning Strategies: Sound out, make inferences, brainstorm • Writing Workshops: Write an essay about how you would spend \$200; write a newspaper report about an accident; write an essay about a personal goal • Speaking and Listening Workshops: Give a presentation about how you would spend \$200; present a TV newscast about an accident; give a presentation about someone you interviewed
<p>Assessments:</p> <p>Standards-aligned chapter and unit assessments from Pearson Longman Keystone program (reading, writing, speaking, listening)</p> <p>Authentic Tasks and Assessments:</p> <ul style="list-style-type: none"> • Writing and Speaking Workshop: Writing an essay to explain how you would spend \$200 • Writing and Speaking Workshop: Writing a newspaper report about an accident 	<p>Resources:</p> <p>Text :Chamot, Anna Uhl, et al. <i>Longman Keys to Learning</i>. Pearson Longman, 2013. 220 - 267</p> <p>Quizlet</p> <p>Unit 5 Chapter 13</p> <p>Unit 5 Chapter 14</p>

<ul style="list-style-type: none"> • Writing and Speaking Workshop: Writing an essay about a personal goal • Making a 9-1-1 call <p>Adaptations/Modifications: See teacher text pages T220, TT226, T232, T241, T244, T246, T248, T255, T260, T263, T64 for differentiation</p>	<p>Unit 5 Chapter 15</p>
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<p>Grade, Subject: English Language Development; grades 9 - 12 Keys to Learning: Newcomer to Developing</p>	<p>Length/Duration of Unit: Approximately 6 weeks per chapter = 18 weeks</p>
<p>Strand (Unit): Keys to Learning Unit 6</p>	<p>End of unit content area focus: George Washington, independence and the Constitution</p>
<p>Big Idea: Feelings and Hobbies</p>	
<p>PA Content Standards: Teaching the standards: L1,1a,1c,3,4,6; L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing flexibly from a range of strategies. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. RI: 1,2,3,5,10 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact</p>	<p>ELD Standards:</p> <ul style="list-style-type: none"> • 1- Social and Instructional • 2 - Language Arts • 5 - Social Studies • <p>Practicing the PA Content standards: L1,1b,1c,2, 2c,3,4,4a,5: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Spell correctly. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>RL1 Cite strong textual evidence to support analysis of what the text</p>

and develop over the course of the text

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI10: By the end of the year, read and comprehend literary nonfiction independently and proficiently.

RL:2,3,4,10;

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Analyze the impact of an author's choices regarding how to develop and relate elements of a story or drama (e.g., setting, how the action is ordered, how the characters are introduced and developed)

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

By the end of the year, read and comprehend literature, including stories, dramas, and poems independently and proficiently

W1, 1a,1b,2,2a,2b,3, 3a,3b,4,5,10

W1: Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events,

says explicitly as well as inferences drawn from the text.

<p>and/or characters.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).</p> <p>SL2,4,6,</p> <p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What types of hobbies do you have? ● SEL: How do you talk about problems and your feelings? ● SEL: How do you give advice (gerunds)? 	
<p>Scope and Sequence: Link to document</p> <p>Vocabulary (key words, academic words, literary words)</p> <ul style="list-style-type: none"> ● Word Study: vowel sound /ou/ as in out and now; R-controlled vowel sounds; <i>y</i> as a vowel; syllables with <i>y</i> as a vowel; hard and soft <i>c</i> and <i>g</i>; compound words ● Grammar: adverbs of frequency, adverbs of frequency with <i>be</i>; <i>how often</i> and expressions of frequency; gerunds as objects of verbs; <i>should</i> (statements, yes/no questions); <i>because</i> clauses; comparatives and superlatives: irregular adjectives; <i>too</i> and <i>not enough</i>; <i>used to</i> (statements and yes/no questions) 	<p>Skills (SWBAT...):</p> <ul style="list-style-type: none"> ● Learning Strategies: <i>Sound out, Use what you know</i> ● Writing Workshops: Write an essay about a classmate’s hobby or interest; write a letter giving advice to someone; write a play about a character ● Speaking and Listening Workshops: give a presentation about a classmate’s hobby or interest; present an advice panel to the class; perform a play about a character

Assessments:

Standards-aligned chapter and unit assessments from Pearson Longman Keystone program (reading, writing, speaking, listening)

Authentic Tasks and Assessments;

- Writing and Speaking Workshop: Interviewing a classmate about his/her hobby, writing an essay, then presenting the information orally
- Writing and Speaking Workshop: Writing a letter to a friend who needs advice, presenting an advice panel to the class
- Writing and Speaking Workshop: Writing a play about one of the characters in the text, then performing the play
- Write about an important leader, significant dates and events in this person's life, and explain why this person is important

Adaptations/Modifications:

See teacher text pages T268, T275, T278, T280, T289, T292, T294, T300, T303, T306, T311 for differentiation

Resources:

Text: Chamot, Anna Uhl, et al. *Longman Keys to Learning*. Pearson Longman, 2013. Pages 268 - 313

Quizlet

Unit 6 Chapter 16

Unit 6 Chapter 17

Unit 6 Chapter 18