

# **PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**English Language Development (ELD)**

**Curriculum writing committee:  
Raycharlyn Krasulski**

**Grade Level: 9-12**

**Date of Board Approval: \_\_\_\_2024\_\_\_\_**

## Course Weighting: ELD

<b>Oral Literacy: Listening &amp; Speaking</b>	<b>30%</b>
<b>Written Literacy: Reading &amp; Writing</b>	<b>30%</b>
<b>Knowledge-Based Assessments</b>	<b>20%</b>
<b>Daily Participation</b>	<b>20%</b>
<b>Total</b>	<b>100%</b>

## Curriculum Map

### Overview:

Course includes individualized instruction and activities based upon the English Learner's (EL) current English proficiency. Students will be classified as Entering (Level 1), Beginning (Level 2), Developing (Level 3), Expanding (Level 4), or Bridging (Level 5). Learning activities focus on four domains: speaking, listening, reading, and writing as students work to acquire social and academic languages. The students' home languages and cultures will be utilized to enhance instruction and build natural links to classroom activities.

**Time/Credit for the course:** Full Academic Year, 180 days; 1 credit; 1 period per day

**Goals:**

**Please note:**

- Language proficiency in listening, speaking, reading, and writing develops at different individual rates due to a variety of factors. It is important to recognize that linguistic complexity, vocabulary usage, and language controls may vary within each proficiency level. The WIDA Can-Do Indicators give information on the language students are able to understand and produce in the classroom at each proficiency level.
- It is essential to have a flexible curriculum map as new students may enroll in the ELD program at different points of the school year.

**LEVEL 1-- ENTERING**

- **FUNDAMENTALS: UNIT 1**

**Understanding of:** All About Me: Who am I?

**VOCABULARY STUDY:** Key vocabulary, relate words, word categories, synonyms & antonyms

**LANGUAGE USE:** Give information, ask & answer questions, ask to for & give information

**GRAMMAR:** Complete sentences, subject pronouns, use the verbs BE, DO, HAVE

**READING STRATEGY:** Visualizing

**WRITING FOCUS:** Poem

- **FUNDAMENTALS: UNIT 2**

**Understanding of:** Wisdom of the Ages: What makes us wise?

**VOCABULARY STUDY:** Key vocabulary, word parts: Compound words, suffixes

**LANGUAGE USE:** Describe actions, express likes & dislikes, express needs & wants

**GRAMMAR:** Action verbs, present progressive verbs, helping verbs, word order, object pronouns

**READING STRATEGY:** Ask questions

**WRITING FOCUS:** Advice column

- **FUNDAMENTALS: UNIT 3**

**Understanding of:** Global Village: What makes us the same? What makes us different?

**VOCABULARY STUDY:** Key vocabulary, word Parts: Prefixes & suffixes

**LANGUAGE USE:** Describe people and places, make comparisons

**GRAMMAR:** Adjectives, possessive nouns, possessive adjectives

**READING STRATEGY:** Determining Importance

**WRITING FOCUS:** Description

- **EDGE A: UNIT 2**

**Understanding of:** Family Matters: How do families affect us?

**VOCABULARY STUDY:** Key vocabulary, academic vocabulary, context clues

**LANGUAGE USE:** Express likes & dislikes, express ideas & feelings, express needs & intentions

**GRAMMAR:** Subject pronouns, action verbs, present tense verbs

**READING STRATEGY:** Nonfiction: Analyze author's purpose, use text evidence & analyze author's viewpoint

**WRITING FOCUS:** News article

- **EDGE A: UNIT 3**

**Understanding of:** True Self: Do we find or create our true selves?

**VOCABULARY STUDY:** Key vocabulary, academic vocabulary, relate Words, word families

**LANGUAGE USE:** Give & respond to commands,

**GRAMMAR:** Present & past verb tenses, pronouns

**READING STRATEGY:** Short stories: First person point of view, make inferences, compare across texts

**WRITING FOCUS:** Short story

### **LEVEL 3—DEVELOPING**

- **EDGE B: UNIT 1**

**Understanding of:** Choices: What influences a person's choices?

**VOCABULARY STUDY:** Key Vocab, academic vocabulary, prefixes, word roots, suffixes

**LANGUAGE USE:** Ask & answer questions, express ideas & opinions, express feelings & interventions

**GRAMMAR:** Complete Sentences: Subjects & predicates, complete sentences, S-V agreement, forms of TO BE, action verbs, verbs with compound subjects, sentences vs. fragments

**READING STRATEGY:** Short Stories: Analyze characterization, setting & plot, analyze text features, theme, use text evidence

**WRITING FOCUS:** Writing Trait: Focus & Unity: Thesis or central idea, write a definition paragraph, write a short comparison essay

- **EDGE B: UNIT 2**

**Understanding of:** The art of expression: Does creativity matter?

**VOCABULARY STUDY:** Key Vocab, academic vocabulary, context clues, context clues for idioms

**LANGUAGE USE:** Describe people, places & things, describe experiences, give & follow commands

**GRAMMAR:** Present Tense: Subject pronouns, pronouns in a compound sentence, action verbs, subject-verb agreement, helping verbs, present progressive verb forms, present tense forms of BE, HAVE, DO & other verbs

**READING STRATEGY:** Kinds of nonfiction: Analyze author's purpose, development of ideas, descriptions & use of text evidence, analyze structure: song lyrics, analyze style: language & word choice, analyze structure: free verse

**WRITING FOCUS:** Writing on demand: Writing a test essay, focus & unity, write a HOW TO paragraph

- **EDGE B: UNIT 3**

**Understanding of:** The hero within: What makes a hero?

**VOCABULARY STUDY:** Key Vocab, academic vocabulary, word families, borrowed words

**LANGUAGE USE:** Ask for & give information, engage in discussion, elaborate during a discussion

**GRAMMAR:** Verb tenses: Subject & object pronouns, present & past tense, regular past tense verbs, past tense of BE & HAVE, use verb tenses, irregular verb past tense verbs, past progress verb forms, future tense verbs, subject & object pronouns, I vs ME

**READING STRATEGY:** Short Stories: Viewpoint, analyze cultural perspectives, analyze text structures, use text evidence, compare character's motives & traits, analyze structure: feature article, analyze development of ideas

**WRITING FOCUS:** Writing Trait: Voice & style, write a test essay, write an opinion paragraph

#### **LEVEL 4 – EXPANDING/Level 5 -- BRIDGING**

- **EDGE C: UNIT 1**

**Understanding of:** Double take: When do you really know someone?

**VOCABULARY STUDY:** Key Vocab, academic vocabulary, prefixes, suffixes, Greek & Latin roots

**LANGUAGE USE:** Express ideas & opinions, ask for & give information, engage in discussion

**GRAMMAR:** Sentences: Subjects & predicates, noun in the subject, verb in the predicate, complete sentences, subject-verb agreement: Forms of BE & actions verbs, verbs with compound subjects, sentence fragments, combine sentences

**READING STRATEGY:** Short Stories: Analyze conflict, analyze structure: news feature, analyze setting, use text evidence, analyze protagonist & antagonist, analyze characters & plot, determine viewpoint, analyze character & theme: static & dynamic

**WRITING FOCUS:** Writing trait: focus & unity, write an opinion paragraph, write a narrative paragraph

- **EDGE C: UNIT 2**

**Understanding of:** Against the odds: How do people change expectations?

**VOCABULARY STUDY:** Key Vocab, academic vocabulary, context clues: definitions, multiple-meaning words & examples

**LANGUAGE USE:** Describe a process, describe people & actions, elaborate in a description

**GRAMMAR:** Subject pronouns & present tense verbs: Subject pronouns, pronouns in a compound subject, pronoun agreement, actions verbs, action verbs in the present tense, subject-verb agreement, helping verbs CAN, COULD, MAY, MIGHT, forms of BE, present progressive verb forms, present tense of HAVE, DO & other verbs

**READING STRATEGY:** Non-fiction: Analyze narrative nonfiction, analyze development of ideas, use text evidence, relate ideas, analyze text structure & author's purpose, analyze style: word choice

**WRITING FOCUS:** Writing trait: Voice & style, write a news feature, write an explanation

- **EDGE C: UNIT 3**

**Understanding of:** The ties that bind: What tests a person's loyalty?

**VOCABULARY STUDY:** Key Vocab, academic vocabulary, relate words: use word families

**LANGUAGE USE:** Make comparisons

**GRAMMAR:** Verb Tenses: Irregular past tense verbs, past progressive verb forms, future tense verbs

**READING STRATEGY:** Make Inferences: Activate prior knowledge, comprehension & critical thinking: compare across texts, analyze, interpret, compare, speculate & synthesize

**WRITING FOCUS:** Writing trait: organization & introductions, write an advice email, write a report

**Big Ideas:**

The WIDA Can Do Descriptors provide examples of what language learners can do at various stages of English language development in listening, speaking, reading, and writing. The WIDA Can Do Descriptors, Key Uses Edition provides examples of academic language use for four specific communicative purposes. These purposes, referred to as Key Uses, were identified based on reviews of literature and a language analysis of college and career readiness standards:

- **Recount:** To display knowledge or narrate experiences or events. Example tasks for the Key Use of Recount include telling or summarizing stories, producing information reports, and sharing past experiences.
- **Explain:** To clarify the “why” or the “how” of ideas, actions, or phenomena. Example tasks for the Key Use of Explain include describing life cycles, sharing why or how things works, stating causes and effects, and sharing results of experiments.
- **Argue:** To persuade by making claims supported by evidence. Example tasks for the Key Use of Argue including stating preferences or opinions and constructing arguments with evidence.
- **Discuss:** To interact with others to build meaning and share knowledge. Example tasks for the Key Use of Discuss include participating in small and large group activities and projects.

**Textbook and Supplemental Resources:**

**Please note:** The selection of text for each EL depends on the student’s current proficiency level and reading Lexile.

EDGE: Reading, Writing & Language—Fundamentals

Textbook ISBN#: 978-1-2854-3960-0

Textbook Publisher and Year of Publication: National Geographic Learning, Cengage Learning, 2014

EDGE: Reading, Writing, & Language—Level A

Textbook ISBN#: 978-1-2854-3948-8

Textbook Publisher and Year of Publication: National Geographic Learning, Cengage Learning, 2014

EDGE: Reading, Writing, & Language—Level B

Textbook ISBN#: 978-1-2854-3958-7

Textbook Publisher and Year of Publication: National Geographic Learning, Cengage Learning, 2014

EDGE: Reading, Writing, & Language—Level C

Textbook ISBN#: 978-1-2854-3959-4

Textbook Publisher and Year of Publication: National Geographic Learning, Cengage Learning, 2014

Supplemental Resources:

- Ready, Set, Go: Newcomers 6-12
- Finishline for ELLs 2.0: English Proficiency Practice

# Curriculum Plan

## Please note:

- Language proficiency in listening, speaking, reading, and writing develops at different individual rates due to a variety of factors. It is important to recognize that linguistic complexity, vocabulary usage, and language controls may vary within each proficiency level. The WIDA Can-Do Indicators give information on the language students are able to understand and produce in the classroom at each proficiency level.
- It is essential to have a flexible curriculum map as new students may enroll in the ELD program at different points of the school year.

## **Unit: 1**      **Level 1-ENTERING**

- **Standard(s):** PDESAS English Language Proficiency  
ELP.1.L.9-12, ELP.1.R.9-12, ELP.1.S.9-12, ELP.1.W.9-12, ELP.2.L.9-12,  
ELP.2.R.9-12, ELP.2.S.9-12, ELP.2.W.9-12
- **Anchor(s):**  
ELP.1.L.9-12.1, ELP.1.R.9-12.1, ELP.1.S.9-12.1, ELP.1.W.9-12.1, ELP.2.L.9-12.1, ELP.2.R.9-12.1, ELP.2.S.9-12.1, ELP.2.W.9-12.1

- **Eligible Content:**

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**Understanding of:** All about me: Who am I?

- Think about your name
- Learn how your family and culture are part of you
- Discover how your body is unique

## **Objectives:**

### **CLUSTER 1:**

- **VOCABULARY & GRAMMAR**
  - To identify basic vocabulary: Body Parts & Color Words (DOK Level 1)
  - To recall and use unit vocabulary (DOK Level 1)
  - To relate words: Word categories (DOK Levels 1, 2)
  - To use complete sentences to give information (DOK Level 1, 2)
  - Use the verb BE (DOK Level 1, 2)
    - Statements with BE
    - Questions with BE
    - Negative Statements with BE
    - Contractions: Isn't, Aren't
    - Singular & Plural Nouns
    - Nouns as Subjects
  - Use complete sentences: Expand a story (DOK Level 1, 2)
- **READING & WRITING**
  - To read self-selected text (DOK Level 1)
  - To develop fluency while reading: Phrasing (DOK Level 1)

- To recognize the reading strategy: Visualize (DOK Level 1)
  - To recognize genre: Characters in a Play (DOK Level 1)
  - To write about literature (DOK Level 1, 2)
- LISTENING & SPEAKING
  - To engage in classroom discussion (DOK Level 1)
  - To understand a speaker's message (DOK Level 1)
  - To respond to questions (DOK Level 1)
  - To respond to and interpret visuals (DOK Levels 1, 2)
  - To give an oral response to visuals (DOK Level 1)
  - To develop oral fluency: Phrasing, accuracy & rate (DOK Level 1)
- COMPREHENSION & CRITICAL THINKING
  - To analyze and interpret photos (DOK Levels 1, 2, 4)
- CLUSTER 2:**
- VOCABULARY & GRAMMAR
  - To use the verb DO (DOK Level 1)
    - Contractions: Don't, Doesn't
    - Questions with DO
    - Questions with DOES
  - To identify key vocabulary (DOK Level 1)
  - To build academic vocabulary: Describe, scene, element, pattern, poetry (DOK Level 1)
  - To relate words: Concept Clusters (DOK Level 1, 2)
  - To use subject pronouns (DOK Level 1)
    - Subject Pronouns: He, She
    - Subject Pronouns: It, They
    - Subject Pronouns in answers
- READING & WRITING
  - To activate prior knowledge (DOK Level 1)
  - To recognize and recall the reading strategy: Visualize (DOK Level 1)
  - To develop reading fluency: Intonation (DOK Level 1)
  - To recognize the reading strategy: Elements of Poetry: Patterns (DOK Level 2)
  - To write a reflection (DOK Level 1, 2)
  - To recognize the form of an interview (DOK Level 1)
- LISTENING & SPEAKING
  - To ask & answer questions (DOK Level 1, 3)
  - To listen actively (DOK Level 2)
  - To participate in conversation ((DOK Level 2)
  - To give an oral response to literature (DOK Level 1)
  - To develop oral fluency: Intonation, accuracy & rate (DOK Level 1)
- COMPREHENSION & CRITICAL THINKING
  - To respond to and interpret visuals (DOK Level 1, 2)
  - To make comparisons across texts (DOK Level 3)
  - To make generalizations (DOK Level 2)



- To evaluate literature (DOK Level 3)
- To identify sequence (DOK Level 2)

**CLUSTER 3:**

- VOCABULARY & GRAMMAR
  - To recognize and recall: Key Vocabulary (DOK Level 1)
  - To relate words: Synonyms & antonyms (DOK Level 1)
  - To ask for and give information (DOK Level 1, 3)
  - To use the verb HAVE (DOK Level 1)
    - Questions with DO and DOES
    - Negative Statements with DO
  - To use subject pronouns (DOK Level 1)
    - Subject Pronouns: I, We, You
    - Subject Pronouns: I, You, He, She, It
    - Contractions: I'm, He's, She's...
- READING & WRITING
  - To visualize: Form mental images (DOK Level 1)
  - To identify text structure: Sequence (DOK Level 2)
  - To write about literature: Explanation (DOK Level 2)
- LISTENING & SPEAKING
  - To listen actively (DOK level 2)
  - To develop oral fluency: Intonation, accuracy & rate (DOK Level 1)
  - To recognize long vowels (DOK Level 1)
- COMPREHENSION & CRITICAL THINKING
  - To respond to and interpret visuals (DOK Level 1, 2)
  - To summarize (DOK Level 2)
  - To speculate (DOK Level 2)
  - To explain (DOK Level 2)
  - To sequence events (DOK Level 2)

**Core Activities and Corresponding Instructional Methods:**

**CLUSTER 1:**

- READING, WRITING & LANGUAGE
  - Think-Pair-Share: Understand proverbs
  - Activity: Create a Self-Silhouette
  - Graphic Organizer: Word Webs: Body Parts & Color Words
  - Guided Discussion: Study the photos
  - Sentence Frames: Discuss the photos
  - Unit Vocabulary: Vocab Trees
  - Unit Vocabulary: Word Categories
  - Sentence Frames: How to give information
  - Modeling the Language: Listen to a conversation: How to give information
  - Sentence Frames: Use the Verb BE
  - Research Skills: Create a chart to record information

- Activity: Interview Peers
- Reading Strategy: Visualize and sketch people they read about
- Reading Selection: “First Names” by Greta Gilbert
- Reading Selection: Excerpt from “Romeo & Juliet” by William Shakespeare
- Accessing the Text: Reading Selection Recordings
- Accessing the Text: Oral cloze
- Fluency Passages: Develop Fluency: Phrasing, Accuracy & Rate
- Discussion: First names around the world
- Visualize: Form mental images
- Phonics Review: Use Short Vowel Sounds
- Write about Literature: Quickwrite
- Writing Composition: Write a Postcard
- Listen to a Conversation: Expand a story

**CLUSTER 2:**

- **READING, WRITING & LANGUAGE**
  - Accessing Language: Modeling
  - Accessing Language: Sentence Frames
  - Graphic Organizer: Word Webs: Use the verb DO
  - Unit Vocabulary: Word Web
  - Unit Vocabulary: Word Maps
  - Reading Strategy: Visualize
  - Reading Selection: “Growing Together” by Carmen Agra Deedy
  - Reading Selection: “My People” by Langston Hughes
  - Accessing the Text: Reading Selection Recordings
  - Phonics Review: Initial & Final Blends
  - Unit Vocabulary: Concept Clusters
  - Develop fluency: Intonation
  - Activity: Dear Abby advice column
  - Cooperative Learning: Think-Pair-Share
  - Write an interview

**CLUSTER 3:**

- **READING, WRITING & LANGUAGE**
  - Accessing Language: Modeling
  - Accessing Language: Sentence Frames
  - Game: Guessing Game
  - Unit Vocabulary: Word Maps
  - Accessing the Text: Choral Reading
  - Accessing the Text: Read Alouds
  - Reading Strategy: Preview the text
  - Reading Selection: “Ways to Know You” by Mimi Mortezai
  - Phonics Review: Long vowels: o, e, i, u
  - Unit Vocabulary: Word Walls
  - Learning activity: Hangman

- Develop fluency: Intonation
- Vocabulary Strategy: Relate Words: Synonyms & antonyms
- Discussion: Patterns
- Cooperative Learning: Three-Step Interview
- Reading Strategy: Text Structure: Sequence
- Project: Introduce a Classmate: Partner Profile
- Review Game: Tic-Tac-Toe
- Writing Project: Write a Poem

**Assessments:**

- **Diagnostic:**
  - WIDA Screener (when applicable)
  - WIDA ACCESS
  - Reading Lexile Placement Test
- **Formative:**
  - EDGE Fundamentals Cluster Assessments
  - EDGE Fundamentals Oral Reading Fluency Passages
  - Daily Observation Journal
- **Summative:**
  - EDGE Fundamentals Unit Assessments
  - EDGE Project Based Assessment

**Extensions:**

- Introduce a Classmate
- Write a Poem
- Research Part-Time Jobs and Possible Careers

**Correctives:**

- EDGE Fundamentals Reteaching Prescriptions
- FINISH LINE for ELLs: English Proficiency Practice

**Materials and Resources:**

- Teaching Resource: Ready, Set, Go Newcomers Grades 6-12
- EDGE Fundamentals Library
- Scholastic Reading Workshop Libraries
- Website: newsela.com

**Unit: 2**            **Level 1-ENTERING**

- **Standard(s):** PDESAS English Language Proficiency  
ELP.1.L.9-12, ELP.4.R.9-12, ELP.1.S.9-12, ELP.1.W.9-12, ELP.2.L.9-12,  
ELP.2.R.9-12, ELP.2.S.9-12, ELP.2.W.9-12
- **Anchor(s):**  
ELP.1.L.9-12.1, ELP.4.R.9-12.1, ELP.1.S.9-12.1, ELP.1.W.9-12.1, ELP.2.L.9-12.1, ELP.2.R.9-12.1, ELP.2.S.9-12.1, ELP.2.W.9-12.1
- **Eligible Content:**

**Understanding of:** Wisdom of the Ages: What makes us wise?

- Find out how taking good advice makes us wise
- Think about the wisdom of elders and mentors
- Thing about different kinds of wisdom

**Objectives:**

**CLUSTER 1:**

- VOCABULARY & GRAMMAR
  - To identify basic vocabulary: Family relationships (DOK Level 1)
  - To describe actions (DOK Level 1, 2)
  - To use action verbs (DOK Level 1)
  - To use word parts: Compound words (DOK Level 1, 2)
  - To recall and use unit vocabulary (DOK Level 1)
  - To use actions verbs in the present tense (DOK Level 1)
- READING & WRITING
  - To read self-selected text (DOK Level 1)
  - To describe actions (DOK Level 1, 2)
  - To activate prior knowledge (DOK Level 1)
  - To ask questions (DOK Level 1)
  - To develop fluency while reading: Phrasing (DOK Level 1)
  - To respond to and interpret visuals (DOK Level 2)
  - To identify text structure: Problem & solution (DOK Level 2)
  - To connect across texts (DOK Level 2, 3)
  - To evaluate literature (DOK Level 3)
  - To recognize form: Paragraph (DOK Level 1, 2)
  - To write a problem and solution paragraph (DOK Level 1, 2)
- LISTENING & SPEAKING
  - To engage in classroom discussion (DOK Level 1)
  - To understand a speaker's message (DOK Level 1)
  - To respond to and interpret visuals (DOK Levels 1, 2)
  - To respond to questions (DOK Level 1)
  - To listen actively (DOK Level 1, 2)
  - To listen to an interview (DOK Level 1, 2)
  - To give an oral response to visuals (DOK Level 1, 2)

- To develop oral fluency: Phrasing, accuracy & rate, long vowel patterns (DOK Level 1)
- COMPREHENSION & CRITICAL THINKING
  - To study and interpret a photo (DOK Levels 1, 2, 4)
  - To explain, analyze and compare (DOK Levels 3, 4)
- CLUSTER 2:**
- VOCABULARY & GRAMMAR
  - To express likes & dislikes (DOK Level 1, 2)
  - To identify key vocabulary (DOK Level 1)
  - To relate words: Use Word Parts: Suffixes (DOK Level 1, 2)
  - To use helping verbs (DOK Level 1)
    - Helping Verbs: CAN, MAY
    - Helping Verbs: MUST, SHOULD
    - Questions with CAN, MAY, SHOULD
  - To use present progressive verbs (DOK Level 1)
    - Present Progressive Verbs
    - Present Progressive Questions
    - Present Progressive Negative Statements
- READING & WRITING
  - To activate prior knowledge (DOK Level 1)
  - To recognize the reading strategy: Ask questions (DOK Level 1, 2)
  - To develop reading fluency: Expression (DOK Level 1)
  - To recognize the reading strategy: Connect across texts (DOK Level 1, 2)
  - To write a comic strip (DOK Level 1, 2)
- LISTENING & SPEAKING
  - To listen actively (DOK Level 2)
  - To listen to a conversation (DOK Level 1, 2)
  - To use present progressive verbs (DOK Level 1)
  - To give an oral response to literature (DOK Level 1)
  - To develop oral fluency: Intonation, accuracy & rate: Digraphs (DOK Level 1)
- COMPREHENSION & CRITICAL THINKING
  - To respond to and interpret visuals (DOK Level 1, 2)
  - To analyze story elements: Character (DOK Level 4)
  - To generalize (DOK Level 2)
  - To evaluate literature (DOK Level 3)
  - To relate cause & effect (DOK Level 3)
- CLUSTER 3:**
- VOCABULARY & GRAMMAR
  - To relate words: Use Word Parts: Suffixes & Compound words (DOK Level 1, 2)
  - To express needs & wants (DOK Level 1, 2)
  - To use nouns and verbs in sentences (DOK Level 1, 2)
    - Nouns as subjects
    - Plural nouns

- Subject nouns and pronouns
  - Subject and object pronouns
  - I vs. me
- **READING & WRITING**
  - To recall the reading strategy: To activate prior knowledge (DOK Level 1)
  - To recall the reading strategy: To ask questions (DOK Level 1)
  - To appreciate elements of a poem: Repetition (DOK Level 1)
  - To write about literature: Journal Entry (DOK Level 1, 2)
- **LISTENING & SPEAKING**
  - To ask questions (DOK Level 1)
  - To listen actively (DOK level 2)
  - To develop oral fluency: Expression, accuracy and rate, Digraphs (DOK Level 1)
  - To listen to a poem (DOK Level 1)
  - To participate in a poem (DOK Level 2)
  - To develop oral fluency: Expression (DOK Level 2)
  - To give an oral response to literature (DOK Level 1, 2)
- **COMPREHENSION & CRITICAL THINKING**
  - To explain (DOK Level 2)
  - To visualize (DOK Level 2)
  - To make comparisons (DOK Level 2)
  - To respond to and interpret visuals (DOK Level 1, 2)

**Core Activities and Corresponding Instructional Methods:**

**CLUSTER 1:**

- **READING, WRITING & LANGUAGE**
  - Sentence Frames: Essential Question: Share Wisdom
  - Graphic Organizer: Team Word Webbing
  - Unit Vocabulary: Family Relationships
  - Academic Language Frames: Discuss the Photos
  - Unit Vocabulary: Word Maps
  - Modeling the Language: How to describe actions
  - Activity: Guess the action
  - Reading Strategy: Make Predictions
  - Cultural Perspectives: Compare folktales across literature
  - Academic Language Frames: Describe cause & effect
  - Reading Selection: “How Ananse Gave Wisdom to the World” by Kofi Opoku
  - Reading Selection: “Good Advice from Teens” by Various Teens
  - Accessing the Text: Reading Selection Recordings
  - Access the Text: Choral Reading
  - Academic Language Frames: Giving Advice
  - Pair Activity: Describe actions: What do you see?
  - Vocabulary Study: Compound Words: Chart
  - Writing Workshop: Write about a Folktale

**CLUSTER 2:**

- **READING, WRITING & LANGUAGE**
  - Accessing Language: Modeling
  - Accessing Language: Sentence Frames: Expressing likes & dislikes
  - Activity: Talk about a sport: Charades
  - Graphic Organizer: Word Webs: Use the verb Do
  - Unit Vocabulary: Word Web
  - Unit Vocabulary: Word Maps
  - Reading Selection: From “Be Water, My Friend, The Early Years of Bruce Lee” by Ken Mochizuki
  - Reading Selection: “Hands” by An Na
  - Accessing the Text: Choral Reading
  - Accessing the Text: Reading Selection Recordings
  - Unit Vocabulary: Concept Clusters
  - Phonics Review: Digraphs: ch, tch
  - Activity: Word Poems: Use key vocabulary
  - Content Area Connection: Find places on a map
  - Cooperative Learning: Think, Pair, Share: Expressing likes & dislikes
  - Academic Language Frames: Reread & retell
  - Cultural Perspectives: Guessing the Future
  - Visual Arts: Hands Collage
  - Writing: Write a comic strip

**CLUSTER 3:**

- **READING, WRITING & LANGUAGE**
  - Accessing Language: Modeling: How to express needs & wants
  - Accessing Language: Sentence Frames
  - Accessing Language: Activate Prior Knowledge: Discussion & Images
  - Activity: Group Activity: For That, you need this
  - Unit Vocabulary: Word Maps
  - Unit Vocabulary: Illustrations: Vocab Drawings
  - Reading Selection: “Mathematics” by Alma Flor Ada
  - Reading Selection: “Remember” by Joy Harjo
  - Accessing the Text: Choral Reading
  - Accessing the Text: Read Alouds
  - Accessing the Text: Selection Recordings
  - Reading Strategy: Preview the text
  - Phonics Review: Digraphs: sh, th, wh, ng, ck
  - Oral Fluency Practice: Fluency Passage
  - Cooperative Learning: TPS: Express needs & wants
  - Cultural Perspective: Compare gift giving across cultures
  - Analyze text features: Symbolism in Art
  - Reading Strategy: Identify repetition
  - Activity: Appreciate Nature Posters

- Writing Project: Journal Entry
- Unit Review Game: BINGO

**Assessments:**

- **Diagnostic:**
  - WIDA Screener (when applicable)
  - WIDA ACCESS
  - Reading Lexile Placement Test
- **Formative:**
  - EDGE Fundamentals Cluster Assessments
  - EDGE Fundamentals Oral Reading Fluency Passages
  - Daily Observation Journal
- **Summative:**
  - EDGE Fundamentals Unit Assessments
  - EDGE Project Based Assessment

**Extensions:**

- Writing Project: Advice Column
- Group Project: Create a book of proverbs
- Research Part-Time Jobs and Possible Careers

**Correctives:**

- EDGE Fundamentals Reteaching Prescriptions
- FINISH LINE for ELLs: English Proficiency Practice

**Materials and Resources:**

- Teaching Resource: Ready, Set, Go Newcomers Grades 6-12
- EDGE Fundamentals Library
- Scholastic Reading Workshop Libraries
- Website: newsela.com



**Unit: 3**      **Level 1-ENTERING**

- **Standard(s):** PDESAS English Language Proficiency

ELP.1.L.9-12, ELP.4.R.9-12, ELP.1.S.9-12, ELP.1.W.9-12, ELP.2.L.9-12,  
ELP.2.R.9-12, ELP.2.S.9-12, ELP.2.W.9-12

- **Anchor(s):**

ELP.1.L.9-12.1, ELP.4.R.9-12.1, ELP.1.S.9-12.1, ELP.1.W.9-12.1, ELP.2.L.9-12.1, ELP.2.R.9-12.1, ELP.2.S.9-12.1, ELP.2.W.9-12.1

- **Eligible Content:**

**Understanding of:** Global Village: What makes us the same? What makes us different?

- Talk about how our environments make us different.
- Talk about how the experiences we share make us the same.
- Find out how our hopes and dreams make us different.

**Objectives:**

**CLUSTER 1:**

- VOCABULARY & GRAMMAR
  - To identify key vocabulary: Meals, Shapes & Facial Features (DOK Level 1)
  - To use word parts: Base words, prefixes, suffixes (DOK Level 1, 2)
  - To describe people and places (DOK Level 1)
  - To use adjectives before nouns (DOK Level 1)
    - Placement of adjectives
    - Predicate adjectives
    - Demonstrative adjectives: Singular
    - Demonstrative adjectives: Plural
- READING & WRITING
  - To read self-selected text (DOK Level 1)
  - To analyze & use text features: Headings (DOK Level 1)
  - To identify the reading strategy: Determine importance (DOK Level 1, 2)
  - To analyze text features: Graphics (DOK Level 1, 2)
  - To activate prior knowledge (DOK Level 1)
  - To develop fluency while reading: Phrasing (DOK Level 1)
  - To connect across texts (DOK Level 2, 3)
  - To write about literature creating an opinion statement (DOK Level 1, 2, 3)
  - To write a photo essay (DOK Level 1, 2)
- LISTENING & SPEAKING
  - To engage in classroom discussion (DOK Level 1)
  - To understand a speaker's message (DOK Level 1)
  - To respond to and interpret visuals (DOK Levels 1, 2)
  - To respond to questions (DOK Level 1)
  - To listen actively (DOK Level 1, 2)

- To give information (DOK Level 1, 2)
- To give an oral response to literature (DOK Level 1, 2)
- To develop oral fluency: Phrasing, accuracy & rate, Long Vowel Sounds (DOK Level 1)
- To listen to a chant (DOK Level 1)
- **COMPREHENSION & CRITICAL THINKING**
  - To make judgements (DOK Level 2, 3)
  - To interpret (DOK Level 2, 3)
  - To draw conclusions (DOK Level 2, 3)
  - To study and interpret a photo (DOK Level 1, 2)
- CLUSTER 2:**
  - **VOCABULARY & GRAMMAR**
    - To identify key vocabulary: Daily Routine (DOK Level 1)
    - To relate words: Use Word Parts: Prefixes & Suffixes (DOK Level 1, 2)
    - To use adjectives to compare (DOK Level 2)
      - Comparative Adjectives
      - Superlative Adjectives
      - Irregular Comparisons
    - To make comparisons (DOK Level 2)
  - **READING & WRITING**
    - To recognize genre: Nonfiction (DOK Level 1)
    - To write an invitation (DOK Level 1, 2)
    - To write a Comparison-Contrast paragraph (DOK Level 2)
    - To activate prior knowledge (DOK Level 1)
    - To develop reading fluency: Expression (DOK Level 1)
    - To recognize the reading strategy: Determine importance (DOK Level 1, 2)
    - To use text features: Globes (DOK 1)
  - **LISTENING & SPEAKING**
    - To summarize a paragraph (DOK Level 2)
    - To reread and retell (DOK Level 1)
    - To listen actively (DOK Level 2)
    - To listen to a description (DOK Level 1)
    - To give an oral response to literature (DOK Level 1)
    - To develop oral fluency: Intonation, accuracy & rate: Verbs with -ed & -ing (DOK Level 1)
  - **COMPREHENSION & CRITICAL THINKING**
    - To make comparisons (DOK Level 2)
    - To make generalizations (DOK Level 2)
    - To analyze a reading selection (DOK Level 3, 4)
    - To respond to and interpret visuals (DOK Level 1, 2)
    - To classify and contrast (DOK Level 2)

**CLUSTER 3:**

- VOCABULARY & GRAMMAR
  - To recognize key vocabulary (DOK Level 1)
  - To relate words: Use Word Parts: Suffixes & compound words (DOK Level 1, 2)
  - To make comparisons (DOK Level 2)
  - To use possessive nouns (DOK Level 1, 2)
    - Possessive nouns: Singular & plural
    - Possessive adjectives: Singular & plural
- READING & WRITING
  - To analyze elements of poetry (DOK Level 4)
  - To analyze setting (DOK Level 4)
  - To implement the reading strategy: To activate prior knowledge (DOK Level 1)
  - To implement the reading strategy: To determine importance (DOK Level 1)
  - To appreciate elements of a poem: Rhythm, rhyme, and repetition (DOK Level 1)
  - To write about literature: Journal entry (DOK Level 1, 2)
- LISTENING & SPEAKING
  - To listen actively (DOK level 2)
  - To develop oral fluency: Expression, accuracy, and rate (DOK Level 1)
  - To listen to a description (DOK Level 1)
  - To give an oral response to literature (DOK Level 1, 2)
  - To present orally (DOK Level 1)
- COMPREHENSION & CRITICAL THINKING
  - To make comparisons, to make judgements and to interpret (DOK Level 2)
  - To respond to and interpret visuals (DOK Level 1, 2)

**Core Activities and Corresponding Instructional Methods:****CLUSTER 1:**

- READING, WRITING & LANGUAGE
  - Accessing Language: T Chart
  - Accessing Language: Cooperative Learning: TPS: Understanding Proverbs
  - Unit Vocabulary: Semantic Map: Shapes & Facial Features
  - Accessing Language: Sentence Frames: Discuss the Photo
  - Accessing Language: Modeling: How to describe people and places
  - Activity: Listen to a chant
  - Activity: Describe a picture
  - Unit Vocabulary: Word Web
  - Unit Vocabulary: Word Maps
  - Reading Selection: "If the World Were a Village" by David J. Smith
  - Reading Selection: "The Same" by Francisco X. Alarcon
  - Reading Selection: "Freaky Food" by Nancy Shepherdson
  - Accessing the Text: Read Aloud
  - Accessing the Text: T-Chart: Build Background Knowledge
  - Phonics Review: Sorting Words

- Unit Vocabulary: Word Wall
- Content Area Connections: Interpreting Bar Graphs: Learning about World Foods
- Activity: TPS: Describe your favorite place
- Accessing Language: Sentence Frames: Tell the Main Idea
- Cultural Perspectives: Discussion: Explore aspects of different cultures
- Activity: Food Exploration
- Reading Support: Using headings to make predictions
- Writing: Opinion Statement: Are people the same or different?
- Writing: Write a photo essay

**CLUSTER 2:**

- **READING, WRITING & LANGUAGE**
  - Accessing Language: Modeling: How to make comparisons
  - Activity: Play a comparison game
  - Unit Vocabulary: Idea Webs
  - Unit Vocabulary: Word Maps
  - Reading Selection: “Behind the Veil” by Philip DeVitt
  - Reading Selection: “The Simple Sport” by Sara Chiu
  - Accessing the Text: Read Aloud & Selection Readings Recordings
  - Phonics Review: Sorting
  - Activity: Vocabulary: Pictionary or Acting it out
  - Accessing Language: Sentence Frames: Comparisons
  - Modeling: How to use a globe
  - Activity: Study a particular country
  - Writing: Create an invitation
  - Speaking: Making comparisons: Talk about sports
  - Accessing Language: Classify and Compare: Category Diagram
  - Writing: Write a Comparison-Contrast Paragraph

**CLUSTER 3:**

- **READING, WRITING & LANGUAGE**
  - Accessing Language: Modeling: How to make comparisons
  - Activity: You be the Judge: How to make comparisons
  - Unit Vocabulary: Sentence Writing
  - Unit Vocabulary: Word Maps
  - Reading Selection: “Alphabet City Ballet” by Erika Tamar
  - Reading Selection: “You Can Get It if you Really Want” by Jimmy Cliff
  - Accessing the Text: Choral Reading
  - Accessing the Text: Read Alouds
  - Accessing the Text: Selection Readings Recordings
  - Reading Strategy: Preview the text
  - Phonics Review: Words with ‘y’
  - Oral Fluency Practice: Fluency Passage
  - Cooperative Learning: T Charts: Make Comparisons
  - Accessing Language: Sentence Frames: Share Important Details

- Activity: Song Lyrics: Discovering Elements of Poetry
- Activity: Mind Map: Setting Goals
- Writing Project: Journal Entry: Dreams
- Unit Review Game: 30 Questions

**Assessments:**

- **Diagnostic:**
  - WIDA Screener (when applicable)
  - WIDA ACCESS
  - Reading Lexile Placement Test
- **Formative:**
  - EDGE Fundamentals Cluster Assessments
  - EDGE Fundamentals Oral Reading Fluency Passages
  - Daily Observation Journal
- **Summative:**
  - EDGE Fundamentals Unit Assessments
  - EDGE Project Based Assessment

**Extensions:**

- Writing Project: Write a Description
- Group Project: Multimedia Presentation: Book Poster
- Research Part-Time Jobs and Possible Careers

**Correctives:**

- EDGE Fundamentals Reteaching Prescriptions
- FINISH LINE for ELLs: English Proficiency Practice

**Materials and Resources:**

- Teaching Resource: Ready, Set, Go Newcomers Grades 6-12
- EDGE Fundamentals Library
- Scholastic Reading Workshop Libraries
- Website: newsela.com

**Unit: 1**      **Level 2-BEGINNING**

- **Standard(s):** PDESAS English Language Proficiency  
ELP.1.L.9-12, ELP.1.R.9-12, ELP.1.S.9-12, ELP.1.W.9-12, ELP.2.L.9-12,  
ELP.2.R.9-12, ELP.2.S.9-12, ELP.2.W.9-12

- **Anchor(s):**  
ELP.1.L.9-12.2, ELP.1.R.9-12.2, ELP.1.S.9-12.2, ELP.1.W.9-12.2, ELP.2.L.9-12.2, ELP.2.R.9-12.2, ELP.2.S.9-12.2, ELP.2.W.9-12.2

- **Eligible Content:**

**Understanding of:** Think again: What influences how you act?

- Find out how beliefs can affect people.
- Find out how people get to where they want to go.
- Find out how easily people can be fooled.
- Think about how fear influences people's actions.

**Objectives:**

- VOCABULARY & GRAMMAR
  - Build academic vocabulary (DOK Level 1)
  - Recognize vocabulary strategies: Use cognates, relate words (DOK level 1,2)
  - Recognize & identify kinds of sentences (DOK Level 1)
  - Recognize subjects & predicates (DOK Level 1)
    - Recognize nouns in the subject (DOK Level 1)
  - Recognize verbs in the predicate (DOK Level 1)
  - Understand complete sentences (DOK Level 1)
- READING & WRITING
  - Read independently (DOK Level 1)
  - Build reading strategies: (DOK Level 2)
  - Plan & monitor
  - Make connections
  - Visualize
  - Make inferences
  - Synthesize
  - Ask questions
  - Determine importance
  - Write & publish a children's book (DOK Level 2, 4)
  - Activate prior knowledge (DOK Level 1)
  - Use literary analysis: Plot & Setting (DOK Level 4)
  - Develop reading fluency: Expression (DOK Level 2)
  - Respond to Literature: Writing (DOK Level 4)
  - Understand form:
    - Analysis of an Issue (DOK Level 2)
    - Paragraph (DOK Level 2)

- Implement writing process:
  - Create narrative paragraph (DOK Level 2)
- LISTENING & SPEAKING
  - Classroom discussion (DOK Levels 1, 2, 3, 4)
  - Listen actively & respectfully (DOK Level 1, 2)
  - Respond to & interpret visuals (DOK Level 1, 2)
  - Debate (DOK Level 3)
  - Deliver oral report (DOK Level 1, 2, 3)
- COMPREHENSION & CRITICAL THINKING
  - Compare cultures: Customs (DOK Level 3)
  - Read & interpret a survey (DOK Level 2)
  - Use text evidence (DOK Level 3)
  - Connect personal experiences (DOK Level 3, 4)

**Core Activities and Corresponding Instructional Methods:**

- READING, WRITING & LANGUAGE
  - Cooperative Learning: Fishbowl
  - Think-Pair-Share: Understand proverbs
  - Graphic Organizer: Word Webs: Influences
  - Guided Discussion: Study the photos
  - Sentence Frames: Discuss the photos
  - Unit Vocabulary: Word Maps
  - Reading Selection: “The Experiment” by Martin Raim
  - Reading Selection: “Superstitions: The Truth Uncovered” by Jamie Kiffel
  - Reading Selection: “Building Bridges” by Andrea Davis Pinkney
  - Reading Selection: “The Right Words at the Right Time” by John Leguizamo
  - Accessing the Text: Reading Selection Recordings
  - Graphic Organizer: Sequencing of Events
  - Activity: Reading Alternate Endings
  - Fluency Passages: Develop Fluency: Expression
  - Presentation: Superstitions in the Home Culture
  - Writing: Narrative Paragraph
  - Activity: Word Parts
  - Workplace Workshop: At a Television Station
  - Unit Vocabulary: Definition Maps
  - Writing: Create a Memoir
  - Listening & Speaking Workshop: Role-Play
  - Unit Vocabulary: Category Chart
  - Grammar Lessons: Use Grammar Transparencies
  - Writing Workshop: Paragraph Writing: Topic Sentence
  - Project: Create a Children’s Book
  - Project: Write a Personal Narrative

**Assessments:**

- **Diagnostic:**
  - WIDA Screener (when applicable)
  - WIDA ACCESS
  - Reading Lexile Placement Test
- **Formative:**
  - EDGE Level A Cluster Assessments
  - EDGE Level A Reading Fluency Passages
  - Daily Observation Journal
- **Summative:**
  - EDGE Level A Unit Assessments
  - EDGE Project Based Assessment

**Extensions:**

- Cultural Comparison Projects
- Research Part-Time Jobs and Possible Careers

**Correctives:**

- EDGE Level A Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice

**Materials and Resources:**

- Teaching Resource: Ready, Set, Go Newcomers Grades 6-12
- EDGE Level A Library
- Scholastic Reading Workshop Libraries
- Website: newsela.com



**Unit: 2**      **Level 2-BEGINNING**

- **Standard(s):** PDESAS English Language Proficiency  
ELP.1.L.9-12, ELP.1.R.9-12, ELP.1.S.9-12, ELP.1.W.9-12, ELP.2.L.9-12, ELP.2.R.9-12,  
ELP.2.S.9-12, ELP.2.W.9-12

- **Anchor(s):**  
ELP.1.L.9-12.2, ELP.1.R.9-12.2, ELP.1.S.9-12.2, ELP.1.W.9-12.2, ELP.2.L.9-12.2,  
ELP.2.R.9-12.2, ELP.2.S.9-12.2, ELP.2.W.9-12.2

- **Eligible Content:**

**Understanding of:** Family matters: How do families affect us?

- Explore the science behind family resemblances.
- Learn about the impact of family meals.
- Read about how the behavior of parents can make a difference.
- Consider what is most important in a family.

**Objectives:**

- VOCABULARY & GRAMMAR
  - Recognize and recall academic vocabulary (DOK Level 1)
  - Recognize and recall key vocabulary (DOK Level 1)
  - Use strategy: Use cognates, relate words (DOK Level 2)
  - Recognize and identify subject pronouns (DOK Level 1)
  - Recognize and identify pronoun agreement (DOK Level 1)
  - Express likes & dislikes (DOK Level 1)
  - Recognize and identify action verbs (DOK Level 1)
  - Action verbs in the Present Tense
  - Subject-Verb Agreement
  - Recognize and identify helping verbs: CAN, COULD, MAY, MIGHT (DOK Level 1)
  - Recognize and identify forms of the Present Tense (DOK Level 1)
  - TO BE
  - TO DO
  - TO HAVE
- READING & WRITING
  - Respond to and interpret visuals (DOK Level 2)
  - Read independently (DOK Level 1)
  - Implement reading strategies
  - Ask questions (DOK Level 2, 3)
  - Review strategies (DOK Level 1)
  - Self-Question (DOK Level 2)
  - Find Question-Answer Relationships (DOK Level 2, 3)
  - Recognize genre: Nonfiction (DOK Level 1)
  - Analyze author's purpose (DOK Levels 3, 4)
  - Activate prior knowledge (DOK Level 4)
  - Analyze historical conditions (DOK Level 3)

- Develop reading fluency (DOK Level 2)
- Intonation (DOK Level 2)
- Respond to Literature (DOK Level 2, 3)
- Analyze descriptive literature
- Implement Writing Form:
- Analysis of an Issue (DOK Level 3, 4)
- Paragraph Writing (DOK Level 2)
- Summarize (DOK Level 2)
- Writing Process (DOK Level 1, 2)
- Expository Paragraph (DOK Level 2, 3)
- Biographical Sketch (DOK Level 3, 4)
- LISTENING & SPEAKING
  - Classroom Discussion (DOK Levels 1, 2, 3, 4)
  - Evaluate a Speaker’s Message (DOK Levels 1, 2, 3)
  - Debate (DOK Levels 1, 2, 3, 4)
  - Conduct an informational interview (DOK Level 2, 3)
  - Listen actively (DOK Level 2, 3)
- COMPREHENSION & CRITICAL THINKING
  - Compare cultures: Customs (DOK Levels 1, 2, 3, 4)
  - Read and interpret a Survey (DOK Level 2)
  - Use text evidence (DOK Level 3)
  - Formulate research questions (DOK Level 3)
  - Use the research process (DOK Level 2)
  - Determine Importance (DOK Level 2)

**Core Activities and Corresponding Instructional Methods:**

- READING, WRITING & LANGUAGE
  - Cooperative Learning: Fishbowl
  - Think-Pair-Share: Understand proverbs
  - Graphic Organizer: Word Webs: Influences
  - Guided Discussion: Study the photos
  - Sentence Frames: Discuss the photos
  - Unit Vocabulary: Word Maps
  - Reading Selection: “The Experiment” by Martin Raim
  - Reading Selection: “Superstitions: The Truth Uncovered” by Jamie Kiffel
  - Reading Selection: “Building Bridges” by Andrea Davis Pinkney
  - Reading Selection: “The Right Words at the Right Time” by John Leguizamo
  - Accessing the Text: Reading Selection Recordings
  - Graphic Organizer: Sequencing of Events
  - Activity: Reading Alternate Endings
  - Fluency Passages: Develop Fluency: Expression
  - Presentation: Superstitions in the Home Culture
  - Writing: Narrative Paragraph
  - Activity: Word Parts
  - Workplace Workshop: At a Television Station

- Unit Vocabulary: Definition Maps
- Writing: Create a Memoir
- Listening & Speaking Workshop: Role-Play
- Unit Vocabulary: Category Chart
- Grammar Lessons: Use Grammar Transparencies
- Writing Workshop: Paragraph Writing: Topic Sentence
- Project: Create a Children's Book
- Project: Write a Personal Narrative

**Assessments:**

- **Diagnostic:**
  - WIDA Screener (when applicable)
  - WIDA ACCESS
  - Reading Lexile Placement Test
- **Formative:**
  - EDGE Level A Cluster Assessments
  - EDGE Level A Reading Fluency Passages
  - Daily Observation Journal
- **Summative:**
  - EDGE Level A Unit Assessments
  - EDGE Project Based Assessment

**Extensions:**

- Independent Readings: Jane Eyre, Finding Miracles, Walking Stars
- Writing Project: News Article
- Unit Project: Documentary

**Correctives:**

- EDGE Level A Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice

**Materials and Resources:**

- Teaching Resource: Ready, Set, Go Newcomers Grades 6-12
- EDGE Level A Library
- Scholastic Reading Workshop Libraries
- Website: newsela.com

**Unit: 3            Level 2-BEGINNING**

- **Standard(s):** PDESAS English Language Proficiency  
ELP.1.L.9-12, ELP.1.R.9-12, ELP.1.S.9-12, ELP.1.W.9-12, ELP.2.L.9-12, ELP.2.R.9-12,  
ELP.2.S.9-12, ELP.2.W.9-12
- **Anchor(s):**  
ELP.1.L.9-12.2, ELP.1.R.9-12.2, ELP.1.S.9-12.2, ELP.1.W.9-12.2, ELP.2.L.9-12.2,  
ELP.2.R.9-12.2, ELP.2.S.9-12.2, ELP.2.W.9-12.2

- **Eligible Content:**

**Understanding of:** True Self: Do we find or create our true selves?

- Explore whether appearance matters.
- Find out about people who put themselves in categories.
- Discover some struggles that people must face about their identity.
- Explore the notion of talent.

**Objectives:**

- VOCABULARY & GRAMMAR
  - Recognize and recall academic vocabulary (DOK Level 1)
  - Recognize and recall key vocabulary (DOK Level 1)
  - Use strategy: Use cognates, relate words (DOK Level 2)
  - Use strategy: Contextual analysis (DOK Level 2)
  - Use strategy: Word Families (DOK Level 2)
  - Use strategy: Use Reference Sources (DOK Level 2)
  - Recognize present and past tense (DOK Level 1, 2)
  - Regular Past Tense Verbs
  - Past Tense of Be: Was/Were
  - Past Tense of Have: Had
  - Irregular Past Tense Verbs
  - Past Progressive Verb Forms
  - Recognize future tense verbs (DOK Level 2)
  - Give and respond to commands (DOK Level 2)
  - Recognize direct objects (DOK Level 1)
  - Recognize subject and object pronouns (DOK Level 1)
  - Recognize I versus Me (DOK Level 1)
- READING & WRITING
  - Respond to and interpret visuals (DOK Level 2)
  - Read independently (DOK Level 1)
  - Implement reading strategies
  - Review strategies (DOK Level 1)
  - Make inferences (DOK Level 3)
  - Recognize genre: Short Stories (DOK Level 1)
  - Analyze point of view (DOK Levels 2, 3)
  - Activate prior knowledge (DOK Level 4)

- Identify author’s perspective (DOK Level 4)
- Develop reading fluency (DOK Level 2)
- Intonation (DOK Level 2)
- Expression (DOK Level 2)
- Implement Writing Form:
  - Form: Response to Literature (DOK Level 2)
  - Explanation (DOK Level 2)
  - Paragraph Writing (DOK Level 2)
  - Poetry (DOK Level 2)
  - Journal Entry (DOK Level 2)
  - Comparison & Contrast (DOK Level 2)
  - Cause and Effect Paragraph (DOK Level 2)
  - Write about a viewpoint (DOK Level 2)
  - Write in a variety of forms: Electronic Communication (DOK Level 2)
  - Recognize literary analysis (DOK Level 2)
  - Character
  - Plot
  - Setting
- LISTENING & SPEAKING
  - Classroom Discussion (DOK Levels 1, 2, 3, 4)
  - Evaluate a Speaker’s Message (DOK Levels 1, 2, 3)
  - Debate (DOK Levels 1, 2, 3, 4)
  - Critique (DOK Levels 2, 3)
  - Retell a Story (DOK Level 1)
  - Dramatic Reading (DOK Level 2)
- COMPREHENSION & CRITICAL THINKING
  - Compare cultures: Customs (DOK Levels 1, 2, 3, 4)
  - Read and Interpret a Cartoon (DOK Level 2)
  - Create and deliver a gallery walk (DOK Levels 2, 3, 4)
  - Interpret information from Media (DOK Level 2)
  - Use text evidence (DOK Level 3)
  - Gather and evaluate information (DOK Level 3)
  - Convert Data into Graphics (DOK Level 2)
  - Synthesize Information (DOK Level 4)

**Core Activities and Corresponding Instructional Methods:**

- READING, WRITING & LANGUAGE
  - Graphic Organizer: Mind Map: My True Self
  - Cooperative Learning: Numbered Heads: Understand Proverbs
  - Anticipation Guide: Cultural Perspectives: Beliefs about true self
  - Activity: Interpreting Cartoons
  - Unit Vocabulary: Word Maps
  - Reading: “Heartbeat” by David Yoo
  - Accessing the Text: Reading Selection Recordings
  - Activity: Reading Monologue

- Unit Vocabulary: Definition Maps
- Grammar Teaching Transparencies and Practices
- Graphic Organizer: Cause & Effect
- Graphic Organizer: Point of View
- Reading: “Behind the Bulk” by Cate Bailly
- Accessing the Text: Reading Selection Recordings
- Critique: Art: Illustrations
- Writing Prompt: Trait: Organization
- Workplace Workshop: Inside a Health Club
- Activity: Email Writing: Request Information
- Reading: “I Go Along” by Richard Peck
- Fluency Passages: Develop Fluency: Phrasing
- Graphic Organizer: T-Chart: Effect
- Activity: Connect Identity to Visual Art
- Activity: Making connections to poetry, song lyrics and the media
- Reading: “Theme for English B” by Langston Hughes
- Accessing the Text: Reading Selection Recordings
- Writing: Opinion Statement
- Writing: Write a Comparison/Contrast Piece
- Listening & Speaking Workshop: Retell a Story
- Unit Vocabulary: Key Vocabulary Chart
- Reading: “The Pale Mare” by Marian Flandrick Bray
- Accessing the Text: Reading Selection Recordings
- Reading: “Caged Bird” by Maya Angelou
- Graphic Organizer: See & Think
- Writing: Cause & Effect Paragraph
- Speaking: Give directions to your favorite place
- Speaking: Dramatic Reading: Caged Bird

#### **Assessments:**

- **Diagnostic:**
  - WIDA Screener (when applicable)
  - WIDA ACCESS
  - Reading Lexile Placement Test
- **Formative:**
  - EDGE Level A Cluster Assessments
  - EDGE Level A Reading Fluency Passages
  - Daily Observation Journal
- **Summative:**
  - EDGE Level A Unit Assessments
  - EDGE Project Based Assessment

#### **Extensions:**

- Independent Readings: Dr. Jekyll and Mr. Hyde, Stargirl, Out of War
- Writing Project: Short Story
- Unit Project: Gallery Walk

**Correctives:**

- EDGE Level A Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice

**Materials and Resources:**

- Teaching Resource: Ready, Set, Go Newcomers Grades 6-12
- EDGE Level A Library
- Scholastic Reading Workshop Libraries
- Website: [newsela.com](http://newsela.com)

**Unit: 1            Level 3--DEVELOPING**

- **Standard(s):** PDESAS English Language Proficiency  
ELP.1.L.9-12, ELP.1.R.9-12, ELP.1.S.9-12, ELP.1.W.9-12, ELP.2.L.9-12, ELP.2.R.9-12,  
ELP.2.S.9-12, ELP.2.W.9-12
- **Anchor(s):**  
ELP.1.L.9-12.3, ELP.1.R.9-12.3, ELP.1.S.9-12.3, ELP.1.W.9-12.3, ELP.2.L.9-12.3,  
ELP.2.R.9-12.3, ELP.2.S.9-12.3, ELP.2.W.9-12.3

- **Eligible Content:**

**Understanding of:** What influences a person’s choices?

- Explore the effect of family and friends on choices.
- Find out how certain circumstances affect choices.
- Discover how society influences choices.
- Consider what causes people to change their minds.

**Objectives:**

- VOCABULARY & GRAMMAR
  - Recognize and recall academic vocabulary (DOK Level 1)
  - Recognize and recall key vocabulary (DOK Level 1)
  - Use strategy: Use cognates, relate words (DOK Level 2)
  - Use strategy: Word roots (DOK Level 2)
  - Recognize kinds of sentences (DOK Level 1)
  - Create complete sentences (DOK Level 2)
  - Recognize subjects and predicates (DOK Levels 1, 2)
    - Identify the noun in the subject
    - Identify the verb in the predicate
  - Recognize plural nouns (DOK Level 1)
  - Recognize subject-verb agreement (DOK Level 2)
  - Identify verbs with compound subjects (DOK Level 1)
  - Recognize sentence fragments (DOK Level 1)
  - Fix a fragment (DOK Level 2)
  - Express feelings and intentions (DOK Levels 1, 2, 3)
- READING & WRITING
  - Respond to and interpret visuals (DOK Level 2)
  - Read independently (DOK Level 1)
  - Implement reading strategies: (DOK Levels 2, 3)
    - Plan and Monitor:
      - Predict
      - Make predictions
      - Set a Purpose
      - Clarify ideas
      - Adjust purpose for reading
    - Visualize



- Make inferences
- Ask questions
- Synthesize
- Make connections
- Determine importance
- Recognize genre: Short stories (DOK Level 1)
- Activate prior knowledge (DOK Level 4)
- Compare literature (DOK Level 3)
- Develop reading fluency (DOK Level 2)
  - Phrasing (DOK Level 2)
  - Expression (DOK Level 2)
  - Intonation (DOK Level 2)
- Implement Writing Form:
  - Form: Response to literature (DOK Level 2)
  - Analyze text features: Articles (DOK Levels 1, 2)
  - Paragraph Writing (DOK Level 2)
  - Journal Entry (DOK Level 2)
  - Comparison Essay (DOK Level 2)
  - Response Log (DOK Level 2)
  - Write about a viewpoint (DOK Level 2)
- Provide analysis (DOK Level 2)
  - Character
  - Plot
  - Setting
- LISTENING & SPEAKING
  - Classroom Discussion (DOK Levels 1, 2, 3, 4)
  - Evaluate a Speaker’s Message (DOK Levels 1, 2, 3)
  - Debate (DOK Levels 1, 2, 3, 4)
  - Listen actively (DOK Level 2)
  - Give an oral report (DOK Level 3)
  - Conduct an informational interview (DOK Level 3, 4)
- COMPREHENSION & CRITICAL THINKING
  - Compare cultures: Customs (DOK Levels 1, 2, 3, 4)
  - Read and Interpret a Table (DOK Level 2)
  - Formulate research questions (DOK Level 3)
  - Gather information (DOK Level 2)
  - Use text evidence (DOK Level 3)
  - Express ideas & opinions (DOK Level 2)
  - Create a graphic aid (DOK Level 4)
  - Appreciate world cultures (DOK Level 4)

**Core Activities and Corresponding Instructional Methods:**

- READING, WRITING & LANGUAGE
  - Graphic Organizer: Word Web: What Influences Choices?
  - Cooperative Learning: Four Corners: Quotes

- Anticipation Guide: Cultural Perspectives: Beliefs about choices
- Activity: Debate: Choices
- How to Read: Reading Strategies
- Activity: Experiment: Alternate Endings:
- Unit Vocabulary: Personalization
- Reading: “The Good Samaritan” by Rene Saldana, Jr.
- Activity: Reading Predictions
- Accessing the Text: Reading Selection Recordings
- Grammar Teaching Transparencies and Practices
- Reading: “Don’t Go Gentle into that Good Expressway” by Luis J. Rodriguez
- Activity: Illustrating the Text
- Reading: “The World is in their Hands” by Eric Feil
- Activity: Community Service Projects Presentation
- Writing: Why do teens choose to help others?
- Workplace Workshop: Inside a Law Office
- Activity: Vocabulary: Using word parts
- Unit Vocabulary: Create sentence & illustrations
- Reading: “Thank You, Ma’am” by Langston Hughes
- Accessing the Text: Reading Selection Recordings
- Fluency Passages: Develop Fluency: Phrasing
- Graphic Organizer: Characterization
- Reading: “Juvenile Justice” by Janet Tobias and Michael Martin
- Writing: Interpretive Response: Juvenile defenders
- Writing: Comparison Essay: Lesson Learned
- Listening & Writing Workshop: Oral Response to Literature
- Unit Vocabulary: Key Vocabulary Chart
- Reading: “The Necklace” by Guy de Maupassant
- Accessing the Text: Reading Selection Recordings
- Fluency Passages: Develop Fluency: Intonation
- Reading: “The Fashion Show” by Farah Ahmedi and Tamim Ansary
- Accessing the Text: Reading Selection Recordings
- Activity: Sharing World Cultures Discussion
- Writing: Choices and Consequences

**Assessments:**

- **Diagnostic:**
- WIDA Screener (when applicable)
- WIDA ACCESS
- Reading Lexile Placement Test

**Formative:**

- EDGE Level B Cluster Assessments
- EDGE Level B Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Daily Observation Journal

**Summative:**

- EDGE Level B Unit Assessments
- Library Reading Comprehension Assessments
- EDGE Project Based Assessment

**Extensions:**

- Independent Readings: The Trojan House, Miracle's Boys, Breaking Through
- Writing Project: Autobiographical Narrative
- Unit Project: TV Talk Show

**Correctives:**

- EDGE Level B Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice

**Materials and Resources:**

- Teaching Resource: Ready, Set, Go Newcomers Grades 6-12
- EDGE Level B Library
- Scholastic Reading Workshop Libraries
- Website: newsela.com

**Unit: 2**      **Level 3--DEVELOPING**

- **Standard(s):** PDESAS English Language Proficiency  
ELP.1.L.9-12, ELP.1.R.9-12, ELP.1.S.9-12, ELP.1.W.9-12, ELP.2.L.9-12, ELP.2.R.9-12,  
ELP.2.S.9-12, ELP.2.W.9-12

- **Anchor(s):**  
ELP.1.L.9-12.3, ELP.1.R.9-12.3, ELP.1.S.9-12.3, ELP.1.W.9-12.3, ELP.2.L.9-12.3,  
ELP.2.R.9-12.3, ELP.2.S.9-12.3, ELP.2.W.9-12.3

- **Eligible Content:**

**Understanding of:** Does creativity matter?

- Consider ways to express your creativity.
- Explore the effect of music on our lives.
- Discover one way to find your voice.
- Investigate where creativity comes from.

**Objectives:**

- VOCABULARY & GRAMMAR
  - Recognize and recall academic vocabulary (DOK Level 1)
  - Recognize and recall key vocabulary (DOK Level 1)
  - Use strategy: Use cognates, use reference sources (DOK Level 2)
  - Use strategy: Synonyms (DOK Level 2)
  - Use strategy: Contextual Analysis (DOK Level 2)
  - Describe people, places, and things (DOK Level 1)
  - Describe experiences (DOK Level 2)
  - Recognize subject pronouns (DOK Levels 1, 2)
  - Recognize pronouns in a compound subject (DOK Level 2)
  - Recognize action verbs (DOK Level 1)
  - Identify subject-verb agreement (DOK Level 2)
  - Use action verbs in the present tense (DOK Level 2)
  - Recognize helping verbs (DOK Level 1)
  - Identify the forms of BE in the present tense (DOK Level 2)
  - Recognize the present progressive verb forms (DOK Level 1)
  - Identify the present tense of HAVE (DOK Level 2)
  - Identify the present tense of DO (DOK Level 2)
  - Give and follow commands (DOK Level 2)
  - Use present tense verbs (DOK Level 2)
- READING & WRITING
  - Respond to and Interpret Visuals (DOK Level 2)
  - Analyze meaning and message (DOK Level 4)
  - Read independently (DOK Level 1)
  - Implement reading strategies: (DOK Levels 2, 3)
  - Determine importance:

- Identify main ideas and details
- Summarize nonfiction
- Synthesize
- Analyze author’s purpose (DOK Level 4)
- Activate prior knowledge (DOK Level 4)
- Develop reading fluency (DOK Level 2)
- Phrasing
- Intonation
- Expression
- Respond to literature (DOK Level 3)
- Implement Writing Form:
  - Form: Paragraph (DOK Level 2)
  - Give an opinion (DOK Level 1, 2)
  - Write a test essay (DOK Level 2)
  - Letter writing (DOK Level 2)
- LISTENING & SPEAKING
  - Classroom Discussion (DOK Levels 1, 2, 3, 4)
  - Evaluate a Speaker’s Message (DOK Levels 1, 2, 3)
  - Debate (DOK Levels 1, 2, 3, 4)
  - Give a demonstration (DOK Level 2, 3)
  - Conversation and classroom discussion (DOK Level 2)
  - Interview (DOK Level 2)
  - Give an oral presentation (DOK Level 3)
  - Demonstrate appropriate body language and speaking effectively for a purpose (DOK Level 2)
- COMPREHENSION & CRITICAL THINKING
  - Compare cultures: Customs (DOK Levels 1, 2, 3, 4)
  - Relate main idea and details (DOK Level 2)
  - Analyze development of ideas (DOK Level 4)
  - Compare themes and time periods (DOK Level 2)

**Assessments:**

- **Diagnostic:**
- WIDA Screener (when applicable)
- WIDA ACCESS
- Reading Lexile Placement Test

**Formative:**

- EDGE Level B Cluster Assessments
- EDGE Level B Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Daily Observation Journal

**Summative:**

- EDGE Level B Unit Assessments
- Library Reading Comprehension Assessments
- EDGE Project Based Assessment

**Extensions:**

- Independent Readings: Hole in My Life, The Stone Goddess, Anthem
- Writing Project: Position Paper
- Unit Project: Demonstration

**Correctives:**

- EDGE Level B Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice

**Materials and Resources:**

- [Teaching Resource: Ready, Set, Go Newcomers Grades 6-12](#)
- [EDGE Level B Library](#)
- Scholastic Reading Workshop Libraries
- Website: newsela.com

**Unit: 3**      **Level 3--DEVELOPING**

- **Standard(s):** PDESAS English Language Proficiency  
ELP.1.L.9-12, ELP.1.R.9-12, ELP.1.S.9-12, ELP.1.W.9-12, ELP.2.L.9-12, ELP.2.R.9-12,  
ELP.2.S.9-12, ELP.2.W.9-12
- **Anchor(s):**  
ELP.1.L.9-12.3, ELP.1.R.9-12.3, ELP.1.S.9-12.3, ELP.1.W.9-12.3, ELP.2.L.9-12.3,  
ELP.2.R.9-12.3, ELP.2.S.9-12.3, ELP.2.W.9-12.3

- **Eligible Content:**

**Understanding of:** What Makes a Hero?

- Discover how legends begin.
- Consider the everyday heroes in your community.
- Explore how heroes change the world around them.
- Consider the relationship between heroism and justice.

**Objectives:**

- VOCABULARY & GRAMMAR
  - Recognize and recall academic vocabulary (DOK Level 1)
  - Recognize and recall key vocabulary (DOK Level 1)
  - Use strategy: Make inferences: Review strategies (DOK Level 2)
  - Use strategy: Use cognates: Use Reference Sources (Dictionary) (DOK Level 2)
  - Recognize word families (DOK Level 1)
  - Use present and past tense (DOK Level 2)
    - Recognize Past Tense Verbs: Had
    - Recognize Irregular Past Tense Verbs
    - Recognize Past Progressive Verb Forms
  - Ask and give information (DOK Level 3)
  - Identify future tense verbs (DOK Level 1, 2)
  - Recognize borrowed words (DOK Level 1)
  - Identify direct objects (DOK Level 1)
  - Recognize subject and object pronouns (DOK Level 1)
- READING & WRITING
  - Respond to and interpret visuals (DOK Level 2)
  - Read independently (DOK Level 1)
  - Keep a learning log (DOK Level 2)
  - Implement reading strategies: (DOK Levels 2, 3)
    - Make inferences
    - Predict: Confirm prediction
  - Activate prior knowledge (DOK Level 4)
  - Develop reading fluency (DOK Level 2)
    - Phrasing
    - Intonation
    - Expression
  - Respond to literature (DOK Level 3)

- Implement Writing Form:
  - Form: Paragraph (DOK Level 2)
  - Opinion Statement (DOK Level 1, 2)
  - Write a test essay (DOK Level 2)
  - Form: Comparison (DOK Level 2)
- LISTENING & SPEAKING
  - Classroom Discussion (DOK Levels 1, 2, 3, 4)
  - Evaluate a Speaker’s Message (DOK Levels 1, 2, 3)
  - Debate (DOK Levels 1, 2, 3, 4)
  - Listen actively (DOK Level 1)
  - Express ideas, opinions, and supporting information (DOK Level 3)
- COMPREHENSION & CRITICAL THINKING
  - Compare cultures: Points of View (DOK Levels 1, 2, 3, 4)
  - Read and interpret a bar graph (DOK Level 2)
  - Create and deliver a Media Presentation (Documentary) (DOK Level 4)
  - Analyze cultural perspective (DOK Level 4)
  - Put events in a sequence (DOK Level 4)
  - Compare cultures (DOK Level 2)
  - Gather and use information (DOK Level 2)

**Core Activities and Corresponding Instructional Methods:**

- READING, WRITING & LANGUAGE
  - Graphic Organizer: What makes a hero?
  - Cooperative Learning: TPS: An ordinary hero vs. a dramatic hero
  - Anticipation Guide: Cultural Perspectives: Beliefs about heroes
  - Brainstorming: Photograph Interpretation
  - Activity: Theme & Variations: Humpty Dumpty Viewpoints
  - Unit Vocabulary: Definition Maps
  - Reading: “The Sword in the Stone” by Molly Perham
  - Accessing the Text: Reading Selection Recordings
  - Grammar Teaching Transparencies and Practices
  - Fluency Passages: Develop Fluency: Phrasing
  - Grammar transparencies: Present & Past Tense
  - Reading: “Was There a Real King Arthur?” By Robert Stewart
  - Writing: Interpretive Response: Heroic Qualities
  - Workplace Workshop: Inside an Airport
  - Vocabulary Workshop: Find Familiar Words
  - Unit Vocabulary: Study Cards
  - Reading: “A Job for Valentín” by Judith Ortiz Cofer
  - Accessing the Text: Reading Selection Recordings
  - Fluency Passages: Develop Expression
  - Reading Coach: Graphic Organizer: Character Description
  - Grammar Transparencies: Verb Forms
  - Activity: Song Lyrics: “Hero” by Mariah Carey
  - Writing: Comparison Essay: Characters



- Listening & Speaking Workshop: Panel Discussion
- Unit Vocabulary: Borrowed Words
- Reading: “The Woman in the Snow” by Patricia C. McKissack
- Fluency Passages: Intonation
- Grammar Transparencies: Direct Objects & Object Pronouns

**Assessments:**

- **Diagnostic:**
- WIDA Screener (when applicable)
- WIDA ACCESS
- Reading Lexile Placement Test

**Formative:**

- EDGE Level B Cluster Assessments
- EDGE Level B Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Daily Observation Journal

**Summative:**

- EDGE Level B Unit Assessments
- Library Reading Comprehension Assessments
- EDGE Project Based Assessment

**Extensions:**

- Independent Readings: Hercules, September 11, 2001: Attack on NYC, Left Behind
- Writing Project: Response to Literature
- Unit Project: Documentary

**Correctives:**

- EDGE Level B Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice

**Materials and Resources:**

- Teaching Resource: Ready, Set, Go Newcomers Grades 6-12
- EDGE Level B Library
- Scholastic Reading Workshop Libraries
- Website: newsela.com

**Unit: 1            Level 4--EXPANDING/Level 5--BRIDGING**

- **Standard(s):** PDESAS English Language Proficiency  
ELP.1.L.9-12, ELP.1.R.9-12, ELP.1.S.9-12, ELP.1.W.9-12, ELP.2.L.9-12, ELP.2.R.9-12,  
ELP.2.S.9-12, ELP.2.W.9-12
  
- **Anchor(s):**  
ELP.1.L.9-12.4, ELP.1.R.9-12.4, ELP.1.S.9-12.4, ELP.1.W.9-12.4, ELP.2.L.9-12.4, ELP.2.R.9-12.4,  
  
ELP.2.S.9-12.4, ELP.2.W.9-12.4, ELP.1.L.9-12.5, ELP.1.R.9-12.5, ELP.1.S.9-12.5,  
ELP.1.W.9-12.5, ELP.2.L.9-12.5, ELP.2.R.9-12.5, ELP.2.S.9-12.5, ELP.2.W.9-12.5
  
- **Eligible Content:**  
**Understanding of:** When Do You Really Know Someone?
  - Watch for the moment when people show you who they are.
  - Consider that there may be more to someone than you think.
  - Look beyond the stereotype.
  - Consider the role of culture in relationships.

**Objectives:**

- VOCABULARY & GRAMMAR
  - Build academic vocabulary (DOK Level 1)
  - Develop vocabulary strategies (DOK Level 2)
    - Use cognates
    - Relate words
    - Use structural analysis: Roots
  - Recall kinds of sentences (DOK Level 1)
  - Identify subjects & predicates (DOK Level 1)
  - Label the noun in the subject (DOK Level 1)
  - Express ideas and opinions (DOK Level 2)
  - Create complete sentences (DOK Level 2)
  - Identify prefixes & suffixes (DOK Level 2)
  - Use plural nouns (DOK Level 2)
  - Identify subject-verb agreement (DOK Level 2)
    - Forms of Be
    - Action Verbs
  - Fix sentence fragments (DOK Level 2)
- READING & WRITING
  - Read independently (DOK Level 2)
  - Develop reading strategies (DOK Level 2)
    - Plan & Monitor: Make predictions, Set a purpose, Clarify ideas
    - Visualize
    - Make Connections
    - Ask Questions
    - Make Inferences

- Synthesize
    - Determine Importance
  - Analyze genre, characters & conflicts (DOK Level 4)
  - Activate prior knowledge (DOK Level 1)
  - Identify Author's perspective (DOK Level 4)
  - Develop reading fluency (DOK Level 2)
    - Phrasing
    - Expression
    - Intonation
  - Respond to literature (DOK Level 3)
  - Develop the writing process (DOK Level 2, 3, 4)
    - Mode: Judgement
    - Form: Paragraph
    - Mode: Expressive
    - Form: Opinion Statement
    - Form: Letter
    - Form: Narrative
  - Analyze style: Author's word choice (DOK Level 4)
  - Analyze protagonist and antagonist (DOK Level 4)
  - Make connections across texts (DOK Level 4)
  - Determine viewpoint (DOK Level 3)
  - Edit a paragraph (DOK Level 2)
- LISTENING & SPEAKING
  - Classroom Discussion (DOK Levels 1, 2, 3, 4)
  - Evaluate a speaker's message (DOK Levels 1, 2, 3, 4)
  - Debate (DOK Levels 1, 2, 3, 4)
  - Listen actively (DOK Level 1)
  - Respond to literature (DOK Level 3)
  - Interview (DOK Level 2, 3)
  - Present an oral response (DOK Level 2, 3, 4)
- COMPREHENSION & CRITICAL THINKING
  - Compare cultures: Identity (DOK Level 3)
  - Read and interpret interview questions (DOK Level 2)
  - Make comparisons (DOK Level 2)
  - Develop research skills (DOK Level 2, 3, 4)
    - Use the research process
    - Synthesize information
  - Discuss cultural and individual views: Literature (DOK Level 3, 4)
  - Analyze universal themes (DOK Level 4)
  - Connect personal experiences (DOK Level 3, 4)

## Core Activities and Corresponding Instructional Methods:

- READING, WRITING & LANGUAGE
  - Activity: Role-play: Essential Question
  - Cooperative Learning: Team Word Webbing: Essential Question
  - Graphic Organizer: T-charts: Cultural Perspectives
  - Activity: Debate: How Well Do You Know Someone?
  - How to Read: Reading Strategies
  - Activity: Experiment: Predictions
  - Unit Vocabulary: Study Cards & Self-Quiz
  - Reading: “The Moustache” by Robert Cormier
  - Activity: Reading Predictions
  - Accessing the Text: Reading Selection Recordings
  - Grammar Teaching Transparencies and Practices
  - Reading Graphic Organizer: Five W Chart
  - Reading Graphic Organizer: Problem & Solution Chart
  - Reading: “Grandmother” by Sameeneh Shirazie
  - Activity: Poetry Writing
  - Reading: “Who We Really Are” by Joshunda Sanders
  - Activity: Research Dropping Out
  - Writing: Judgement: Who do you think are treated better: the elderly or foster teens?
  - Writing: Opinion: Writing Prompt
  - Workplace Workshop: Inside a Hospital
  - Activity: Vocabulary: Using word parts
  - Unit Vocabulary: Definition Maps
  - Reading: “Two Kinds” by Amy Tan
  - Accessing the Text: Reading Selection Recordings
  - Fluency Passages: Develop Fluency: Expression
  - Graphic Organizer: Characterization
  - Grammar Teaching Transparencies and Practices
  - Reading: “Why the Violin is Better” by Hal Sirowitz
  - Writing: Opinion Statement
  - Writing: Narrative Paragraph: Real-life Event
  - Listening & Writing Workshop: Oral Interpretation of Literature
  - Unit Vocabulary: Key Vocabulary Chart
  - Reading: “Skins” by Joseph Bruchac
  - Accessing the Text: Reading Selection Recordings
  - Fluency Passages: Develop Fluency: Intonation
  - Reading: “One” by James Berry
  - Accessing the Text: Reading Selection Recordings
  - Writing Personal Statement: Response: “You never can tell what’s in someone’s heart.”

**Assessments:**

- **Diagnostic:**
- WIDA Screener (when applicable)
- WIDA ACCESS
- Reading Lexile Placement Test

**Formative:**

- EDGE Level C Cluster Assessments
- EDGE Level C Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Daily Observation Journal

**Summative:**

- EDGE Level C Unit Assessments
- Library Reading Comprehension Assessments
- EDGE Project Based Assessment

**Extensions:**

- Independent Readings: Stuck in Neutral, The Metamorphosis, Farewell to Manzanar
- Writing Project: Reflective Essay
- Unit Project: Video or Sound Recording

**Correctives:**

- EDGE Level C Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice

**Materials and Resources:**

- EDGE Level C Library
- Scholastic Reading Workshop Libraries
- Website: Newsela.com

**Unit: 2            Level 4--EXPANDING/Level 5--BRIDGING**

- **Standard(s):** PDESAS English Language Proficiency  
ELP.1.L.9-12, ELP.1.R.9-12, ELP.1.S.9-12, ELP.1.W.9-12, ELP.2.L.9-12, ELP.2.R.9-12,  
ELP.2.S.9-12, ELP.2.W.9-12
  
- **Anchor(s):**  
ELP.1.L.9-12.4, ELP.1.R.9-12.4, ELP.1.S.9-12.4, ELP.1.W.9-12.4, ELP.2.L.9-12.4, ELP.2.R.9-12.4,  
ELP.2.S.9-12.4, ELP.2.W.9-12.4, ELP.1.L.9-12.5, ELP.1.R.9-12.5, ELP.1.S.9-12.5, ELP.1.W.9-12.5,  
ELP.2.L.9-12.5, ELP.2.R.9-12.5, ELP.2.S.9-12.5, ELP.2.W.9-12.5
  
- **Eligible Content:**  
**Understanding of:** How do People Challenge Expectations?
  - Find out how people discover their potential.
  - Learn how people do “the impossible”.
  - Find out why people challenge expectations.
  - Consider what challenges teach us about ourselves.

**Objectives:**

- **VOCABULARY & GRAMMAR**
  - Build academic vocabulary (DOK Level 1)
  - Develop vocabulary strategies (DOK Level 2)
    - Use cognates
    - Relate words
    - Use structural analysis: Base Word, Suffixes
  - Identify subject pronouns (DOK Level 1)
    - Recognize pronouns in a compound subject
    - Pronoun agreement
  - Identify action verbs (DOK Level 1)
    - Use action verbs in the present tense
    - Use helping verbs
  - Recognize subject-verb agreement -s (DOK Level 2)
  - Identify forms of Be in the present tense (DOK Level 2)
  - Identify the present progressive tense (DOK Level 2)
  - Use the present tense of Have (DOK Level 2)
  - Use the present tense of Do (DOK Level 2)
  - Describe a process (DOK Level 2)
  - Identify context clues (DOK Level 1)
  - Describe people and actions (DOK Level 3)
  - Elaborate in a description (DOK Level 2)
- **READING & WRITING**
  - Read independently (DOK Level 2)
  - Develop reading strategies (DOK Level 2)
    - Plan & Monitor: Preview, Use a graphic organizer
    - Determine Importance: Identify main ideas & details, summarize

- Analyze genre, narrative nonfiction (DOK Level 4)
- Determine point of view (DOK Level 2)
- Analyze development of ideas (DOK Level 4)
- Activate prior knowledge (DOK Level 1)
- Develop reading fluency (DOK Level 2)
  - Phrasing
  - Expression
  - Intonation
- Relate main ideas & details (DOK Level 3)
- Respond to literature (DOK Level 3)
- Develop the writing process (DOK Level 2, 3, 4)
  - Form: Paragraph
  - Form: Opinion Statement
  - Form: News feature
  - Form: Letter
  - Form: Explanation Essay
- Relate ideas (DOK Level 3)
- LISTENING & SPEAKING
  - Classroom Discussion (DOK Levels 1, 2, 3, 4)
  - Evaluate a speaker’s message (DOK Levels 1, 2, 3, 4)
  - Debate (DOK Levels 1, 2, 3, 4)
  - Prepare & perform a narrative presentation (DOK Level 4)
  - Panel Discussion (DOK Level 2, 3, 4)
  - Hold a press conference (DOK Level 3, 4)
- COMPREHENSION & CRITICAL THINKING
  - Compare cultures: Popular Culture (DOK Level 3)
  - Connect personal experiences (DOK Level 3, 4)
  - Synthesize information (DOK Level 4)
  - Analyze development of ideas (DOK Level 4)
  - Gather information, analyze & use information (DOK Level 4)
  - Discuss cultural and individual views (DOK Level 3)
  - Analyze universal themes (DOK Level 4)

**Core Activities and Corresponding Instructional Methods:**

- READING, WRITING & LANGUAGE
  - Activity: Brainstorm & Map: Essential Question
  - Activity: Three-Step Interview: Essential Question
  - Graphic Organizer: Beliefs about Expectations: Cultural Perspectives
  - Research Skills: Analyze Photographs
  - How to Read: Reading Strategies
  - Activity: Experiment: The Main Idea
  - Unit Vocabulary: Study Cards & Sentences
  - Reading: “La Vida Robot” by Joshua Davis
  - Accessing the Text: Reading Selection Recordings

- Grammar Teaching Transparencies and Practices
- Reading Graphic Organizer: Understanding Acronyms
- Reading Graphic Organizer: T-chart: Differences, Sequence Chart, 5Ws
- Reading: “Reading, Writing and Recreation” by Nancy Rodriguez
- Activity: Research Extracurricular Activities
- Writing: Opinion: Do you believe that people do best what they enjoy doing?
- Writing: News Feature: Music, science, art, or sports
- Workplace Workshop: Inside a Veterinary Clinic
- Activity: Vocabulary: Using context clues
- Unit Vocabulary: Definition Maps
- Reading: “My Left Foot” by Christy Brown
- Accessing the Text: Reading Selection Recordings
- Fluency Passages: Develop Fluency: Expression
- Graphic Organizer: Details
- Grammar Teaching Transparencies and Practices
- Reading: “Success is a Mindset”, Interview
- Writing: Opinion Statement
- Listening & Writing Workshop: Narrative Presentation
- Unit Vocabulary: Key Vocabulary Chart
- Activity: Vocabulary: Word Square
- Reading: “The Freedom Writers Diary”
- Accessing the Text: Reading Selection Recordings
- Fluency Passages: Develop Fluency: Intonation
- Viewing: Excerpts: The Freedom Writers Diary Film
- Activity: Journal Writing
- Reading: “Dreams” by Langston Hughes
- Accessing the Text: Reading Selection Recordings
- Writing: Advice Letter
- Writing: Write an Explanation

**Assessments:**

- **Diagnostic:**
- WIDA Screener (when applicable)
- WIDA ACCESS
- Reading Lexile Placement Test

**Formative:**

- EDGE Level C Cluster Assessments
- EDGE Level C Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Daily Observation Journal

**Summative:**

- EDGE Level C Unit Assessments
- Library Reading Comprehension Assessments
- EDGE Project Based Assessment



**Extensions:**

- Independent Readings: Necessary Roughness, And the Earth Did Not Devour Him
- Writing Project: Autobiography
- Unit Project: Press Conference

**Correctives:**

- EDGE Level C Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice

**Materials and Resources:**

- EDGE Level C Library
- Scholastic Reading Workshop Libraries
- Website: Newsela.com

**Unit: 3**      **Level 4--EXPANDING/Level 5--BRIDGING**

- **Standard(s):** PDESAS English Language Proficiency  
ELP.1.L.9-12, ELP.1.R.9-12, ELP.1.S.9-12, ELP.1.W.9-12, ELP.2.L.9-12,  
ELP.2.R.9-12, ELP.2.S.9-12, ELP.2.W.9-12

- **Anchor(s):**  
ELP.1.L.9-12.4, ELP.1.R.9-12.4, ELP.1.S.9-12.4, ELP.1.W.9-12.4, ELP.2.L.9-12.4, ELP.2.R.9-12.4,  
ELP.2.S.9-12.4, ELP.2.W.9-12.4, ELP.1.L.9-12.5, ELP.1.R.9-12.5, ELP.1.S.9-12.5, ELP.1.W.9-12.5,  
ELP.2.L.9-12.5, ELP.2.R.9-12.5, ELP.2.S.9-12.5, ELP.2.W.9-12.5

- **Eligible Content:**

**Understanding of:** What Tests a Person’s Loyalty?

- Find out how competition can test people’s loyalty.
- Consider whether loyalty is always the best policy.
- Explore the ways loyalties may change over time.
- Consider whether loyalty can be enforced.

**Objectives:**

- VOCABULARY & GRAMMAR
  - Build academic vocabulary (DOK Level 1)
  - Develop vocabulary strategies (DOK Level 2)
    - Use cognates
    - Relate words
    - Use contextual analysis
    - Word families
  - Use present and past tense (DOK Level 2)
    - Regular Past Tense Verbs
    - Recognize past of Be: Was, were
    - Recognize past of Have: Had
    - Recognize irregular past tense verbs
    - Recognize past progressive verb forms
    - Recognize future tense verbs
  - Retell a story (DOK Level 1)
  - Make comparisons (DOK Level 2)
  - Use direct objects (DOK Level 2)
    - Identify subject and object pronouns
  - Use I vs. me appropriately (DOK Level 2)
- READING & WRITING
  - Make inferences (DOK Level 2)
  - Analyze genre: Short stories (DOK Level 4)
  - Activate prior knowledge (DOK Level 2)
  - Identify author’s perspective (DOK Level 1)
  - Read independently (DOK Level 2)
  - Develop reading strategies (DOK Level 2)
    - Plan & Monitor: Make predictions, Set a purpose

- Determine Importance: Summarize
  - Develop reading fluency (DOK Level 2)
    - Intonation
    - Phrasing
  - Respond to literature (DOK Level 3)
  - Develop the writing process (DOK Level 2, 3, 4)
    - Form: Diary Entry
    - Form: Comparison Essay
    - Form: Advice E-mail
    - Form: Business Letter
- LISTENING & SPEAKING
  - Classroom Discussion (DOK Levels 1, 2, 3, 4)
  - Evaluate a speaker’s message (DOK Levels 1, 2, 3, 4)
  - Debate (DOK Levels 1, 2, 3, 4)
    - Support opinions (DOK Level 3)
  - Listen actively (DOK Level 2)
- COMPREHENSION & CRITICAL THINKING
  - Discuss cultural and individual views: Values, customs & traditions (DOK Levels 3, 4)
  - Analyze photographs (DOK Level 1)
  - Connect personal experiences (DOK Level 3, 4)
  - Compare cultures: Customs (DOK Level 3)

**Core Activities and Corresponding Instructional Methods:**

- READING, WRITING & LANGUAGE
  - Activity: Brainstorm & Map: Essential Question
  - Activity: Inside-Outside Circle: Essential Question
  - Graphic Organizer: Beliefs about Loyalty: Cultural Perspectives
  - Research Skills: Analyze Photographs
  - How to Read: Reading Strategies
  - Activity: Experiment: Write a Parody
  - Unit Vocabulary: Study Cards & Sentences
  - Reading: “Amigo Brothers” by Piri Thomas
  - Accessing the Text: Reading Selection Recordings
  - Grammar Teaching Transparencies and Practices
  - Reading: “Lean on Me” by Bill Withers
  - Activity: Musical Lyrics
  - Writing: Diary Entry: Perspective
  - Writing: Comparison Essay: Life Lesson
  - Workplace Workshop: At a construction site
  - Unit Vocabulary: Word Square
  - Reading: “My Brother’s Keeper” by Jay Bennett
  - Accessing the Text: Reading Selection Recordings
  - Fluency Passages: Develop Fluency: Phrasing
  - Graphic Organizer: Character Analysis

- Grammar Teaching Transparencies and Practices
- Reading: “Little Sister” by Nikki Grimes
- Reading: “What Price Loyalty?” by Gerald Pomper
- Writing: Advice E=mail: What would you do?
- Listening & Writing Workshop: Debate
- Unit Vocabulary: Key Vocabulary Chart
- Activity: Vocabulary: Definition Map
- Reading: “The Hand of Fatima” by Elsa Marston
- Accessing the Text: Reading Selection Recordings
- Fluency Passages: Develop Fluency: Expression
- Grammar Teaching Transparencies and Practices
- Reading: “Old Ways, New World” by Joseph Berger
- Accessing the Text: Reading Selection Recordings
- Writing: Comparison Paragraph
- Writing: Write a Business Letter

**Assessments:**

- **Diagnostic:**
- WIDA Screener (when applicable)
- WIDA ACCESS
- Reading Lexile Placement Test

**Formative:**

- EDGE Level C Cluster Assessments
- EDGE Level C Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Daily Observation Journal

**Summative:**

- EDGE Level C Unit Assessments
- Library Reading Comprehension Assessments
- EDGE Project Based Assessment

**Extensions:**

- Independent Readings: The Wave, Two Badges, Things Fall Apart
- Writing Project: Position Paper
- Unit Project: Reality TV Show

**Correctives:**

- EDGE Level C Reteaching Prescriptions
- FINISH LINE for ELLs : English Proficiency Practice

**Materials and Resources:**

- EDGE Level C Library
- Scholastic Reading Workshop Libraries
- Website: Newsela.com

