

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

English Language Development (ELD)

Grade Level:

9-12

Date of Board Approval: _____ 2019 _____

Planned Instruction

Title of Planned Instruction: English Language Development (ELD)

Subject Area: ELD

Grade(s): 9-12

Course Description:

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 Year Course

Students are enrolled in the course until they meet the exit criteria as determined by the DVSD Language Instruction Educational Program for English Learners Description and Guidelines. Students' enrollment will be evaluated between each academic school year by the ELD teacher.

Curriculum Writing Committee: Raycharlyn Krasulski

Curriculum Map

Please note:

- Language proficiency in listening, speaking, reading, and writing, develops at different rates. It is important to recognize that linguistic complexity, vocabulary usage and language control 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 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.

DELAWARE VALLEY SCHOOL DISTRICT

WIDA Can-Do Indicators

Level 1 -- ENTERING

LISTENING

- Point to or show basic parts, components, features, characteristics, and properties of an object, organism, or person named orally
- Match everyday oral information to pictures, diagrams, or photographs
- Group visuals by common traits named orally (e.g. "These are polygons.")
- Identify resources, places, products, figures from oral statements, and visuals

SPEAKING

- Answer yes/no or choice questions within context of lessons or personal experiences
- Provide identifying information about self
- Name everyday objects and pre-taught vocabulary
- Repeat words, short phrases, memorized chunks of language

READING

- Match visual representations to words/phrases
- Read everyday signs, symbols, schedules, and school-related words/phrases
- Respond to WH- questions related to illustrated text
- Use references (e.g. picture dictionaries, bilingual technology, technology)

WRITING

- Label content-related diagrams, pictures from word/phrase banks
- Provide personal information on forms read orally
- Produce short answer responses to oral questions and visual support
- Supply missing words in short sentences

DELAWARE VALLEY SCHOOL DISTRICT

Level 2 – BEGINNING

LISTENING

- Match or classify oral descriptions to real-life experiences or visually-related, content-related examples
- Sort oral language statements according to time frames
- Sequence visuals according to oral directions

SPEAKING

- Describe persons, places, events, or objects
- Ask WH- questions to clarify meaning
- Give features of content-based materials (e.g. time periods)
- Characterize issues, situations, regions shown in illustrations

READING

- Match data or information with its source or genre (e.g. description of element to its symbol on the periodic table)
- Classify or organize information presented in visuals or graphs
- Follow multistep instructions supported by visuals or data
- Match sentence-level descriptions to visual representations
- Compare content-related features in visuals or graphics
- Locate main ideas in a series of related sentences

WRITING

- Make content-related lists of words, phrases, or expressions
- Take notes using graphic organizers or models
- Formulate yes/no, choice and WH- questions from models
- Correspond for social purposes (e.g. memos, e-mail, notes)

DELAWARE VALLEY SCHOOL DISTRICT

Level 3 – DEVELOPING

LISTENING

- Evaluate information in social or academic conversations
- Distinguish main ideas from supporting points in oral, content-related discourse
- Use learning strategies described orally
- Categorize content-based examples described orally

SPEAKING

- Suggest ways to resolve issues or pose solutions
- Compare/contrast features, traits, characteristics using general and specific language
- Sequences processes, cycles, procedures, or events
- Conduct interviews or gather information through oral interaction
- Estimate, make predictions or pose hypotheses from models

READING

- Apply multiple meanings of words/phrases to social and academic contexts
- Identify topic sentences or main ideas and details in paragraphs
- Answer questions about explicit information in texts
- Differentiate between fact and opinion in text
- Order paragraphs or sequence information within paragraphs

WRITING

- Complete reports from templates
- Compose short narrative and expository pieces
- Outline ideas and details using graphic organizers
- Compare and reflect on performance against criteria (e.g. rubrics)

DELAWARE VALLEY SCHOOL DISTRICT

Level 4 – EXPANDING

LISTENING

- Distinguish between multiple meanings of oral words or phrases in social and academic contexts
- Analyze content-related tasks or assignments based on oral discourse
- Categorize examples of genre read aloud
- Compare traits based on visuals and oral descriptions using specific and some technical language

SPEAKING

- Take a stance and use evidence to defend it
- Explain content-related issues and concepts
- Compare and contrast points of view
- Analyze and share pros and cons of choices
- Use and respond to gossip, slang, and idiomatic expressions
- Use speaking strategies (e.g., circumlocution)

READING

- Compare/contrast authors' points of view, characters, information, or events
- Interpret visually- or graphically-supported information
- Infer meaning from text
- Match cause to effect
- Evaluate usefulness of data or information supported visually or graphically

WRITING

- Summarize content-related notes from lectures or text
- Revise work based on narrative or oral feedback
- Compose narrative and expository text for a variety of purposes
- Justify or defend ideas and opinions
- Produce content-related reports

DELAWARE VALLEY SCHOOL DISTRICT

Level 5 – BRIDGING

LISTENING

- Interpret cause and effect scenarios from oral discourse
- Make inferences from oral discourse containing sarcasm, satire, and humor
- Identify or react to subtle differences in speech and register (e.g., hyperbole, satire, comedy)
- Evaluate intent of speech and act accordingly

SPEAKING

- Give multimedia oral presentations on grade-level material
- Engage in debates on content-related issues using technical language
- Explain metacognitive strategies for solving problems (e.g., “Tell me how you know it.”)
- Negotiate meaning in pairs or group discussions

READING

- Interpret grade-level literature
- Synthesize grade-level expository text
- Draw conclusions from different sources of informational text
- Infer significance of data or information in grade-level material
- Identify evidence of bias and credibility of source

WRITING

- Produce research reports from multiple sources
- Create original pieces that represent the use of a variety of genres and discourses
- Critique, peer-edit and make recommendations on others’ writing from rubrics
- Explain, with details, phenomena, processes, procedures

DELAWARE VALLEY SCHOOL DISTRICT

UNIT: 1 Level 1--ENTERING

Big Idea # 1: All About Me

Essential Question: Who Am I?

Concepts: Key knowledge

- Key Vocabulary
- Language Development
- How to Read: Visualize
- How to Write: Expressive Writing

Competencies: Key skills

- Language Development
 - Vocabulary Study: Relate Words, Word Categories, Concept Clusters, Synonyms & Antonyms
 - Language: Give information, Ask & answer questions, Ask & give information
 - Grammar: Use complete sentences, Use subject pronouns
 - Writing about Literature: Response to Literature, Postcard Writing, Interview Writing
- Reading Strategy: Visualize

UNIT: 2 Level 1--ENTERING

Big Idea # 1: Wisdom of the Ages

Essential Question: What Makes Us Wise?

Concepts: Key knowledge

- Key Vocabulary
- Language Development
- How to Read: Ask questions
- How to Write: Expository Writing

Competencies: Key skills

- Language Development
 - Vocabulary Study: Use word parts, Compound Words, Suffixes: -ly, -able
 - Language: Describe actions, Express likes & dislikes, Express needs & wants
 - Grammar: Use action verbs in the present tense, Use helping verbs, Use object pronouns
 - Writing about Literature: Response to Literature, Folktale writing, Comic Strip writing
- Reading Strategy: Ask Questions

DELAWARE VALLEY SCHOOL DISTRICT

UNIT: 3 Level 1--ENTERING

Big Idea # 1: Global Village

Essential Questions: What makes us the same? What makes us different?

Concepts: Key knowledge

- Key Vocabulary
- Language Development
- How to Read: Determine Importance
- How to Write: Descriptive Writing

Competencies: Key skills

- Language Development
 - Vocabulary Study: Use word parts, Compound Words, Suffixes: -ly, -able
 - Language: Describe people and places, Make comparisons
 - Grammar: Use adjectives that compare and use possessive adjectives
 - Writing about Literature: Response to Literature, Photo Essay, Comparison-Contrast Paragraph
- Reading Strategy: Determine importance

Curriculum Plan

Unit: 1 **Level 1-ENTERING**

Standard(s): PDESAS English Language Proficiency

Standards Addressed:

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

Overview: Students explore the theme “All about me” along with the Essential Question “Who Am I” through reading, writing, and discussion.

Focus Question(s): Who am I?

Goals:

- 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

DELAWARE VALLEY SCHOOL DISTRICT

- Listen to a conversation: 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)

DELAWARE VALLEY SCHOOL DISTRICT

- **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)

DELAWARE VALLEY SCHOOL DISTRICT

- 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

DELAWARE VALLEY SCHOOL DISTRICT

- 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 Mortezaei
- Phonics Review: Long vowels: o, e, i, u
- Unit Vocabulary: Word Walls
- Game: 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

DELAWARE VALLEY SCHOOL DISTRICT

- MP1 Reading Lexile Placement Test

Formative:

- MP2, 3, 4 Reading Lexile Gains Test
- EDGE Fundamentals Cluster Assessments
- EDGE Fundamentals Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Daily Observation Journal

Summative:

- EDGE Fundamentals Unit Assessments
- Library Reading Comprehension 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:

- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book
- Website: newsela.com
- Computer Program: English in a Flash
- Computer Program: Brainpop ESL
- Computer Program: Brainpop Jr.
- Computer Program: Read Live

DELAWARE VALLEY SCHOOL DISTRICT

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

Standard(s): PDESAS English Language Proficiency

Standards Addressed:

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

Overview: Students explore the Wisdom of Ages along with the Essential Question “What Makes Us Wise?” through reading, writing, and discussion.

Focus Question(s): What makes us wise?

Goals:

- 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)

DELAWARE VALLEY SCHOOL DISTRICT

- 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)

DELAWARE VALLEY SCHOOL DISTRICT

- **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)

DELAWARE VALLEY SCHOOL DISTRICT

- 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

DELAWARE VALLEY SCHOOL DISTRICT

- 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

DELAWARE VALLEY SCHOOL DISTRICT

Assessments:

Diagnostic:

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1/Newcomer Reading Lexile Placement Test

Formative:

- MP2, 3, 4 Reading Lexile Gains Test
- EDGE Fundamentals Cluster Assessments
- EDGE Fundamentals Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Daily Observation Journal

Summative:

- EDGE Fundamentals Unit Assessments
- Library Reading Comprehension 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:

- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book
- Website: newsela.com
- Computer Program: English in a Flash
- Computer Program: Brainpop ESL
- Computer Program: Brainpop Jr.
- Computer Program: Read Live

DELAWARE VALLEY SCHOOL DISTRICT

Unit: 3 **Level 1--ENTERING**

Standard(s): PDESAS English Language Proficiency

Standards Addressed:

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

Overview: Students explore our Global Village along with the Essential Questions “What Makes Us the Same?” and “What Makes Us Different?” through reading, writing, and discussion.

Focus Question(s): What makes us the same? What makes us different?

Goals:

- 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)

DELAWARE VALLEY SCHOOL DISTRICT

- 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)

DELAWARE VALLEY SCHOOL DISTRICT

- **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)

DELAWARE VALLEY SCHOOL DISTRICT

- **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

DELAWARE VALLEY SCHOOL DISTRICT

- 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

DELAWARE VALLEY SCHOOL DISTRICT

Assessments:

Diagnostic:

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1/Newcomer Reading Lexile Placement Test

Formative:

- MP2, 3, 4 Reading Lexile Gains Test
- EDGE Fundamentals Cluster Assessments
- EDGE Fundamentals Oral Reading Fluency Passages
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Daily Observation Journal

Summative:

- EDGE Fundamentals Unit Assessments
- Library Reading Comprehension 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:

- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book
- Website: newsela.com
- Computer Program: English in a Flash
- Computer Program: Brainpop ESL
- Computer Program: Brainpop Jr.
- Computer Program: Read Live

DELAWARE VALLEY SCHOOL DISTRICT

UNIT: 1 Level 2--BEGINNING

Big Idea # 1: Think Again

Essential Questions: What Influences How You Act?

Concepts: Key knowledge

- Key Vocabulary
- How to Read: Using Reading Strategies, How to Read Short Stories: Plot, Setting & Character, Text Features
- How to Write: Focus & Unity
- Short Stories: Memoir, Folk Tales & Children's Story

Competencies: Key skills

- **Language Development**
 - Vocabulary Study: Use Word Parts: Prefixes & Suffixes
 - Language: Analyze & Respond, Role-Play
 - Grammar: Write in Complete Sentences, Make Subjects & Verbs Agree, Fix Sentence Fragments
 - Writing about Literature: Response to Literature: Narrative Paragraph & Comparison Essay

UNIT: 2 Level 2--BEGINNING

Big Idea # 1: Family Matters

Essential Questions: How Do Families Affect Us?

Concepts: Key knowledge

- Key Vocabulary
- How to Read Nonfiction: Analyze Author's Purpose
- How to Write: Development of Ideas
- Nonfiction Selections

Competencies: Key skills

- **Language Development**
 - Vocabulary Study: Use Context Clues
 - Language: Analyze
 - Grammar: Use Subject Pronouns, Use Action Verbs in Present Tense, Use Verbs to Talk about the Present
 - Writing about Literature: Response to Literature: Expository Paragraph & Biographical Sketch

DELAWARE VALLEY SCHOOL DISTRICT

UNIT: 3 Level 2--BEGINNING

Big Idea #1: True Self

Essential Questions: Do We Find or Create Our True Selves?

Concepts: Key knowledge

- Key Vocabulary
- How to Read: Analyze Point of View, Author's Purpose & Viewpoint
- How to Write: Organization
- Nonfiction Selections

Competencies: Key skills

- **Language Development**
 - Vocabulary Study: Word Families, Latin & Greek Roots
 - Language: Analyze, Ask questions
 - Grammar: Use verb tenses, use subject and object pronouns
 - Writing about Literature: Response to Literature: Organization, Comparison/Contrast

DELAWARE VALLEY SCHOOL DISTRICT

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

Standard(s): PDESAS English Language Proficiency

Standards Addressed:

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

Overview: Students explore how to Think Again along with the Essential Question “What Influences How You Act” through reading, writing, and discussion.

Focus Question(s): What Influences How You Act?

Goals:

- 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

DELAWARE VALLEY SCHOOL DISTRICT

- 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

DELAWARE VALLEY SCHOOL DISTRICT

- 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
- MP1 Reading Lexile Placement Test

Formative:

- MP2, 3, 4 Reading Lexile Gains Test
- EDGE Level A Cluster Assessments
- EDGE Level A Oral Reading Fluency
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Daily Observation Journal

Summative:

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

Extensions:

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

DELAWARE VALLEY SCHOOL DISTRICT

Correctives:

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

Materials and Resources:

- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book
- Website: newsela.com
- Computer Program: English in a Flash
- Computer Program: Brainpop ESL
- Computer Program: Read Live

DELAWARE VALLEY SCHOOL DISTRICT

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

Standard(s): PDESAS English Language Proficiency

Standards Addressed:

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

Overview: Students explore how Family Matters along with the Essential Question “How Do Families Affect Us?” through reading, writing, and discussion.

Focus Question(s): How Do Families Affect Us?

Goals:

- 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

DELAWARE VALLEY SCHOOL DISTRICT

- 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)

DELAWARE VALLEY SCHOOL DISTRICT

Core Activities and Corresponding Instructional Methods:

● **READING, WRITING & LANGUAGE**

- Cooperative Learning: Think-Pair-Share: Understand Proverbs
- Anticipation Guide: Cultural Perspectives: Beliefs about families
- Debate: How do families affect us?
- Research Skills: Interpreting Survey Data
- Project: Plan a Documentary: A Family
- Unit Vocabulary: Word Maps
- Scavenger Hunt: Nonfiction writing
- Unit Vocabulary: KWL Chart
- Teaching Method: Ask Question: Double-entry journal
- Reading Selection: "Genes: All in the Family" by Robert Winston
- Reading Selection: "Do Family Meals Matter?" by Mary Story & Dianne Sztainer
- Accessing the Text: Reading Selection Recordings
- Current Event: Genetic Science Articles
- Fluency Passages: Develop Fluency: Phrasing
- Activity: Science Procedure: How to See DNA
- Activity: Poster: The Human Genome Project
- Writing: Expository Paragraph: Genes: All in the Family
- Workplace Workshop: Inside a Medical Laboratory
- Unit Vocabulary: Study Cards
- Graphic Organizer: T-Chart: Questions & Answers
- Fluency Passages: Intonation
- Graphic Organizer: Descriptive Words
- Research Activity: China: Chinese culture & customs
- Writing: Biographical Sketch
- Oral Report: Dining Customs
- Listening and Speaking Workshop: Interview
- Quick Write: Make a Connection
- Graphic Organizer: Understanding agreement
- Activity: Brochure: Guide for Parents

Assessments:

Diagnostic:

- WIDA Screener (when applicable)
- WIDA ACCESS

DELAWARE VALLEY SCHOOL DISTRICT

- MP1 Reading Lexile Placement Test

Formative:

- MP2, 3, 4 Reading Lexile Gains Test
- EDGE Level A Cluster Assessments
- EDGE Level A Oral Reading Fluency
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Daily Observation Journal

Summative:

- EDGE Level A Unit Assessments
- Library Reading Comprehension 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:

- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book
- Website: newsela.com
- Computer Program: English in a Flash
- Computer Program: Brainpop ESL
- Computer Program: Read Live

DELAWARE VALLEY SCHOOL DISTRICT

Unit: 3 **Level 2--BEGINNING**

Standard(s): PDESAS English Language Proficiency

Standards Addressed:

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

Overview: Students explore their True Self with the Essential Question “Do We Find or Create Our True Selves?” through reading, writing, and discussion.

Focus Question(s): Do We Find or Create Our True Selves?

Goals:

- 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

DELAWARE VALLEY SCHOOL DISTRICT

- 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)

DELAWARE VALLEY SCHOOL DISTRICT

- 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

DELAWARE VALLEY SCHOOL DISTRICT

- 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
- MP1 Reading Lexile Placement Test

Formative:

- MP2, 3, 4 Reading Lexile Gains Test
- EDGE Level A Cluster Assessments
- EDGE Level A Oral Reading Fluency
- Speaking & Writing Assignments using WIDA Speaking & Writing Rubrics
- Daily Observation Journal

Summative:

- EDGE Level A Unit Assessments
- Library Reading Comprehension 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

DELAWARE VALLEY SCHOOL DISTRICT

Materials and Resources:

- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book
- Website: newsela.com
- Computer Program: English in a Flash
- Computer Program: Brainpop ESL
- Computer Program: Read Live

DELAWARE VALLEY SCHOOL DISTRICT

UNIT: 1 Level 3--DEVELOPING

Big Idea # 1: Choices

Essential Questions: What Influences a Person's Choices?

Concepts: Key knowledge

- Key Vocabulary
- Genre Focus: Short Stories
- Focus Strategy: Plan and Monitor
- Writing: Focus & Unity

Competencies: Key skills

- **Language Development**
 - Key Vocabulary: Prefixes, Greek Roots, Suffixes
 - Short Stories: Analyze Plot, Characterization, & Setting
 - Grammar: Write in complete sentences, Subject-Verb Agreement, Sentence Fragments
 - Writing: Autobiographical Narrative

UNIT: 2 Level 3--DEVELOPING

Big Idea # 1: The Art of Expression

Essential Questions: Does Creativity Matter?

Concepts: Key knowledge

- Key Vocabulary
- Genre Focus: Nonfiction
- Focus Strategy: Determine Importance
- Writing: Focus & Unity

Competencies: Key skills

- **Language Development**
 - Vocabulary: Context Clues, Idioms
 - Nonfiction: Author's Purpose
 - Grammar: Subject Pronouns, Action Verbs in the Present, Present Tense Verbs
 - Writing Project: Position Paper: Argument

UNIT: 3 Level 3--DEVELOPING

Big Idea # 1: The Hero Within

Essential Questions: What Makes a Hero?

DELAWARE VALLEY SCHOOL DISTRICT

Concepts: Key knowledge

- Key Vocabulary
- Genre Focus: Short Stories
- Focus Strategy: Make Inferences
- Writing: Voice & Style

Competencies: Key skills

- Vocabulary: Word Families, Borrowed Words
- Short Stories: Viewpoint
- Grammar: Present, Past & Future Tenses, Subject & Object Pronouns
- Writing Project: Response to Literature: Informative/Explanatory

DELAWARE VALLEY SCHOOL DISTRICT

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

Standard(s): PDESAS English Language Proficiency

Standards Addressed:

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

Overview: Students explore Choices while studying the Essential Question “What Influences a Person’s Choices?” through reading, writing, and discussion.

Focus Question(s): What influences a person’s choices?

Goals:

- 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)

DELAWARE VALLEY SCHOOL DISTRICT

- 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

DELAWARE VALLEY SCHOOL DISTRICT

- 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

DELAWARE VALLEY SCHOOL DISTRICT

- 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
- MP1 Reading Lexile Placement Test

Formative:

- MP2, 3, 4 Reading Lexile Gains Test
- EDGE Level B Cluster Assessments
- EDGE Level B Oral Reading Fluency
- 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

DELAWARE VALLEY SCHOOL DISTRICT

- Unit Project: TV Talk Show

Correctives:

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

Materials and Resources:

- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book
- Website: newsela.com
- Computer Program: English in a Flash
- Computer Program: Brainpop ESL
- Computer Program: Read Live

DELAWARE VALLEY SCHOOL DISTRICT

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

Standard(s): PDESAS English Language Proficiency

Standards Addressed:

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

Overview: Students explore The Art of Expression along with the Essential Question “Does Creativity Matter?” through reading, writing, and discussion.

Focus Question(s): Does creativity matter?

Goals:

- 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)

DELAWARE VALLEY SCHOOL DISTRICT

- o Recognize helping verbs (DOK Level 1)
- o Identify the forms of BE in the present tense (DOK Level 2)
- o Recognize the present progressive verb forms (DOK Level 1)
- o Identify the present tense of HAVE (DOK Level 2)
- o Identify the present tense of DO (DOK Level 2)
- o Give and follow commands (DOK Level 2)
- o Use present tense verbs (DOK Level 2)

- **READING & WRITING**
 - o Respond to and Interpret Visuals (DOK Level 2)
 - o Analyze meaning and message (DOK Level 4)
 - o Read independently (DOK Level 1)
 - o Implement reading strategies: (DOK Levels 2, 3)
 - o 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)
 - o Phrasing
 - o Intonation
 - o Expression
- Respond to literature (DOK Level 3)
- Implement Writing Form:
 - o Form: Paragraph (DOK Level 2)
 - o Give an opinion (DOK Level 1, 2)
 - o Write a test essay (DOK Level 2)
 - o Letter writing (DOK Level 2)
- **LISTENING & SPEAKING**
 - o Classroom Discussion (DOK Levels 1, 2, 3, 4)
 - o Evaluate a Speaker's Message (DOK Levels 1, 2, 3)
 - o Debate (DOK Levels 1, 2, 3, 4)
 - o Give a demonstration (DOK Level 2, 3)
 - o Conversation and classroom discussion (DOK Level 2)
 - o Interview (DOK Level 2)
 - o Give an oral presentation (DOK Level 3)

DELAWARE VALLEY SCHOOL DISTRICT

- o Demonstrate appropriate body language and speaking effectively for a purpose (DOK Level 2)
- **COMPREHENSION & CRITICAL THINKING**
 - o Compare cultures: Customs (DOK Levels 1, 2, 3, 4)
 - o Relate main idea and details (DOK Level 2)
 - o Analyze development of ideas (DOK Level 4)
 - o Compare themes and time periods (DOK Level 2)

Core Activities and Corresponding Instructional Methods:

- **READING, WRITING & LANGUAGE**
 - o Graphic Organizer: Express creativity
 - o Cooperative Learning: Round Table: Quotes
 - o Anticipation Guide: Cultural Perspectives: Beliefs about creativity
 - o Activity: Debate: Art & Creativity
 - o Activity: Demonstration Intro: How to make a peanut butter & jelly sandwich
 - o Activity: Experiment: Passages & Topic Sentences
 - o Unit Vocabulary: Examples
 - o Graphic Organizer: Identify main ideas and details
 - o Reading: "Creativity at Work" by Abe Louise Young
 - o Accessing the Text: Reading Selection Recordings
 - o Grammar Teaching Transparencies and Practices
 - o Fluency Passages: Develop Fluency: Phrasing
 - o Grammar transparencies: Subject Pronouns, Pronoun Agreement
 - o Reading: "The Hidden Secrets of the Creative Mind" by Francine Russo
 - o Activity: Oral Presentation: Research Creativity & Language
 - o Writing: Opinion Paragraph: Use opening anticipation guide for prompts
 - o Writing: How to?: Test Essay
 - o Workplace Workshop: Inside an Art Museum
 - o Unit Vocabulary: Word Squares
 - o Reading: "Hip-Hop as Culture"
 - o Accessing the Text: Reading Selection Recordings
 - o Reading Coach: Graphic Organizer: Main Ideas & Supporting Details
 - o Grammar Transparencies: Action Verbs, S-V Agreement, Helping Verbs
 - o Activity: Opinion Statement: Does Creativity Matter?
 - o Activity: Analyze music: HL
 - o Writing: Create song lyrics based on an idea
 - o Listening & Speaking Workshop: Descriptive Presentation
 - o Unit Vocabulary: Connotation Chart

DELAWARE VALLEY SCHOOL DISTRICT

- o Reading: "Slam" by Pooja Makhjani
- o Fluency Passages: Develop Expression
- o Grammar Transparencies: Present Tense Verb Forms
- o Activity: Poetry Readings
- o Writing: Write poetry

Assessments:

Diagnostic:

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1 Reading Lexile Placement Test

Formative:

- MP2, 3, 4 Reading Lexile Gains Test
- EDGE Level B Cluster Assessments
- EDGE Level B Oral Reading Fluency
- 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:

- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book
- Website: newsela.com
- Computer Program: English in a Flash
- Computer Program: Brainpop ESL

DELAWARE VALLEY SCHOOL DISTRICT

- Computer Program: Read Live

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

Standard(s): PDESAS English Language Proficiency

Standards Addressed:

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

Overview: Students explore The Hero Within along with the Essential Question “What Makes a Hero?” through reading, writing, and discussion.

Focus Question(s): What Makes a Hero?

Goals:

- 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)

DELAWARE VALLEY SCHOOL DISTRICT

- 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:

DELAWARE VALLEY SCHOOL DISTRICT

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
- MP1 Reading Lexile Placement Test

Formative:

DELAWARE VALLEY SCHOOL DISTRICT

- MP2, 3, 4 Reading Lexile Gains Test
- EDGE Level B Cluster Assessments
- EDGE Level B Oral Reading Fluency
- 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:

- Scholastic Reading Workshop Libraries
- Scholastic Newcomer Book
- Website: newsela.com
- Computer Program: English in a Flash
- Computer Program: Brainpop ESL
- Computer Program: Read Live

DELAWARE VALLEY SCHOOL DISTRICT

UNIT: 1 Level 4--EXPANDING/Level 5--BRIDGING

Big Idea # 1: Double Take

Essential Question: When Do You Really Know Someone?

Concepts: Key knowledge

- Key Vocabulary
- Genre Focus: Short Stories
- Focus Strategy: Plan and Monitor
- Writing; Focus & Unity

Competencies: Key skills

- **Language Development**
 - Vocabulary: Prefixes, Suffixes, Greek & Latin Roots
 - Short Stories: Analyze characters, conflict, protagonist & antagonist, theme
 - Grammar: Complete Sentences, Make subjects & verbs agree, fix sentence fragments
 - Writing Project: Short Story: Narrative

UNIT: 2 Level 4--EXPANDING/Level 5--BRIDGING

Big Idea # 1: Against the Odds

Essential Question: How Do People Change Expectations?

Concepts: Key knowledge

- Key Vocabulary
- Genre Focus: Nonfiction
- Focus Strategy: Determine Importance
- Writing; Voice & Style

Competencies: Key skills

- **Language Development**
 - Vocabulary: Context Clues: Definitions, Multiple Meanings Words, Examples
 - Nonfiction: Analyze Development of Ideas, point of view, relate ideas
 - Grammar: Subject Pronouns, Action Verbs in the Present, Present Tense Verbs
 - Writing Project: Autobiographical Narrative

UNIT: 3 Level 4--EXPANDING/Level 5--BRIDGING

Big Idea # 1: The Ties that Bind

Essential Questions: What Tests a Person's Loyalty?

Concepts: Key knowledge

DELAWARE VALLEY SCHOOL DISTRICT

- Key Vocabulary
- Genre Focus: Short Stories
- Focus Strategy: Make Inferences
- Writing: Development of Ideas

Competencies: Key skills

- Language Development
- Vocabulary: Word Families
- Short Stories: Analyze Style: Language, Sentence Structure, Viewpoint
- Grammar: Use Verb Tenses, Use Subject and Object Pronouns
- Writing Project: Position Paper: Argument

DELAWARE VALLEY SCHOOL DISTRICT

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

Standard(s): PDESAS English Language Proficiency

Standards Addressed:

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

Overview: Students take a Double Take while exploring the the Essential Question “When Do You Really Know Someone?” through reading, writing, and discussion.

Focus Question(s): When Do You Really Know Someone?

Goals:

- 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)

DELAWARE VALLEY SCHOOL DISTRICT

- 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)

DELAWARE VALLEY SCHOOL DISTRICT

- 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

DELAWARE VALLEY SCHOOL DISTRICT

- 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
- MP1 Reading Lexile Placement Test

Formative:

- MP2, 3, 4 Reading Lexile Gains Test
- EDGE Level C Cluster Assessments
- EDGE Level C Oral Reading Fluency
- 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:

DELAWARE VALLEY SCHOOL DISTRICT

- 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:

- Scholastic Reading Workshop Libraries
- Website: Newsela.com
- Computer Program: English in a Flash
- Computer Program: Brainpop ESL
- Computer Program: Read Live

DELAWARE VALLEY SCHOOL DISTRICT

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

Standard(s): PDESAS English Language Proficiency

Standards Addressed:

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

Overview: Students go Against the Odds while exploring the the Essential Question “How Do People Challenge Expectations?” through reading, writing, and discussion.

Focus Question(s): How do People Challenge Expectations?

Goals:

- 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)

DELAWARE VALLEY SCHOOL DISTRICT

- 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**

DELAWARE VALLEY SCHOOL DISTRICT

- 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

DELAWARE VALLEY SCHOOL DISTRICT

- 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
- MP1 Reading Lexile Placement Test

Formative:

- MP2, 3, 4 Reading Lexile Gains Test
- EDGE Level C Cluster Assessments
- EDGE Level C Oral Reading Fluency
- 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:

DELAWARE VALLEY SCHOOL DISTRICT

- Scholastic Reading Workshop Libraries
- Website: Newsela.com
- Computer Program: English in a Flash
- Computer Program: Brainpop ESL
- Computer Program: Read Live

DELAWARE VALLEY SCHOOL DISTRICT

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

Standard(s): PDESAS English Language Proficiency

Standards Addressed:

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

Overview: Students discover the Ties that Bind while exploring the the Essential Question “What Tests a Person’s Loyalty” through reading, writing, and discussion.

Focus Question(s): What Tests a Person’s Loyalty?

Goals:

- 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

DELAWARE VALLEY SCHOOL DISTRICT

- 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:

DELAWARE VALLEY SCHOOL DISTRICT

● **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:

DELAWARE VALLEY SCHOOL DISTRICT

Diagnostic:

- WIDA Screener (when applicable)
- WIDA ACCESS
- MP1 Reading Lexile Placement Test

Formative:

- MP2, 3, 4 Reading Lexile Gains Test
- EDGE Level C Cluster Assessments
- EDGE Level C Oral Reading Fluency
- 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:

- Scholastic Reading Workshop Libraries
- Website: Newsela.com
- Computer Program: English in a Flash
- Computer Program: Brainpop ESL
- Computer Program: Read Live

Primary Textbook(s) Used for this Course of Instruction

Please note: *The choice of text for each English Learner (EL) will depend on his/her current proficiency level.*

Name of Textbook: EDGE: Reading, Writing & Language–Fundamentals

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

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

Curriculum Textbook is utilized in English as a Second Language.

Name of Textbook: EDGE: Reading, Writing & Language–Level A

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

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

Curriculum Textbook is utilized in English as a Second Language.

Name of Textbook: EDGE: Reading, Writing & Language–Level B

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

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

Curriculum Textbook is utilized in English as a Second Language.

Name of Textbook: EDGE: Reading, Writing & Language–Level C

DELAWARE VALLEY SCHOOL DISTRICT

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

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

Curriculum Textbook is utilized in English as a Second Language.

DELAWARE VALLEY SCHOOL DISTRICT

APPENDIX A: PDESAS ENGLISH PROFICIENCY STANDARDS

	English Language Proficiency
ELP	Social Communications
ELP.1	Listening
ELP.1.L	Grade 9 to 12
ELP.1.L.9-12	Proficiency Level: Emerging Follow instructions or requests from peers supported by gestures (such as: “Meet me at my locker after 8th period”).
ELP.1.L.9-12.1	Proficiency Level: Beginning Process and respond to discourse from unfamiliar speakers with visual support (such as: at assemblies or on field trips).
ELP.1.L.9-12.2	Proficiency Level: Developing Process and respond to discourse from indirect sources (such as: cassettes or CDs) working with a partner.
ELP.1.L.9-12.3	Proficiency Level: Expanding Follow, process and respond to announcements over the intercom with peer support.
ELP.1.L.9-12.4	Proficiency Level: Bridging Analyze and interpret the appropriateness of oral messages or information from a variety of sources (such as: popular songs and voicemail messages) within a small group.
ELP.1.L.9-12.5	
ELP.1.R	Reading
ELP.1.R.9-12	Grade 9 to 12
ELP.1.R.9-12.1	Proficiency Level: Emerging Preview visually supported text to glean basic facts.
ELP.1.R.9-12.2	Proficiency Level: Beginning Connect information from visually supported text to self.
ELP.1.R.9-12.3	Proficiency Level: Developing Skim/scan material to confirm information or hypotheses working with a partner.
ELP.1.R.9-12.4	Proficiency Level: Expanding Summarize information from a variety of visually supported print resources.
ELP.1.R.9-12.5	Proficiency Level: Bridging Evaluate hypotheses based on information from visually supported text.
ELP.1.S	Speaking
ELP.1.S.9-12	Grade 9 to 12

DELAWARE VALLEY SCHOOL DISTRICT

ELP.1.S.9-12.1	Proficiency Level: Emerging State preferences for types of music, games, TV programs or recreational activities using pictures.
ELP.1.S.9-12.2	Proficiency Level: Beginning Describe preferred movies, magazines, stories, or authors to a partner.
ELP.1.S.9-12.3	Proficiency Level: Developing Compare and contrast plays, films, books, songs, computer programs or magazine articles using realia.
ELP.1.S.9-12.4	Proficiency Level: Expanding Recommend games, songs, books, films or computer programs with a peer.
ELP.1.S.9-12.5	Proficiency Level: Bridging Critique and evaluate plays, films, books, songs, computer programs, or magazine articles within a small group.
ELP.1.W	Writing
ELP.1.W.9-12	Grade 9 to 12
ELP.1.W.9-12.1	Proficiency Level: Emerging List common personal interests working with a partner.
ELP.1.W.9-12.2	Proficiency Level: Beginning Create a graphic organizer about common personal interests working with a partner.
ELP.1.W.9-12.3	Proficiency Level: Developing Develop interview questions for a personal interest questionnaire within a small group.
ELP.1.W.9-12.4	Proficiency Level: Expanding Write a summary of information from personal interest questionnaires within a small group.
ELP.1.W.9-12.5	Proficiency Level: Bridging Make written conclusions and inferences about data collected from questionnaires working with a partner.
ELP.2	Language Arts
ELP.2.L	Listening
ELP.2.L.9-12	Grade 9 to 12
ELP.2.L.9-12.1	Proficiency Level: Emerging Match oral statements from speakers who use visual or graphic support to objects, figures or illustrations.
ELP.2.L.9-12.2	Proficiency Level: Beginning Match information from speakers or media to objects or illustrations working with a partner.
ELP.2.L.9-12.3	Proficiency Level: Developing Form general ideas based on information from speakers or media within a small group.
ELP.2.L.9-12.4	Proficiency Level: Expanding Analyze and apply information from speakers or media working with a partner.

DELAWARE VALLEY SCHOOL DISTRICT

Proficiency Level: Bridging Draw conclusions based on information acquired from visually supported lectures on a topic found in grade-level text.

ELP.2.L.9-12.5

ELP.2.R

Reading

Grade 9 to 12

ELP.2.R.9-12

Proficiency Level: Emerging Identify key text features using visually supported charts.

ELP.2.R.9-12.1

Proficiency Level: Beginning Glean information from visually supported texts using graphic organizers.

ELP.2.R.9-12.2

Proficiency Level: Developing Compare/Contrast information among multiple sources (such as: text, source documents or Internet) using graphic organizers.

ELP.2.R.9-12.3

Proficiency Level: Expanding Synthesize relevant information from varied genres or sources, including the Internet, working with a partner.

ELP.2.R.9-12.4

Proficiency Level: Bridging Evaluate the validity of essential ideas in grade-level texts within a cooperative group.

ELP.2.R.9-12.5

ELP.2.S

Speaking

Grade 9 to 12

ELP.2.S.9-12

Proficiency Level: Emerging Answer WH-questions with one or more words based on visually supported graded readers.

ELP.2.S.9-12.1

Proficiency Level: Beginning Ask and answer WH- questions about a book or play using guided prompts.

ELP.2.S.9-12.2

Proficiency Level: Developing Retell a literary selection using visual supports to a partner.

ELP.2.S.9-12.3

Proficiency Level: Expanding Give persuasive speeches supported visually.

ELP.2.S.9-12.4

Proficiency Level: Bridging Engage in formal debates, verifying resources to distinguish fact from opinion using visual supports.

ELP.2.S.9-12.5

ELP.2.W

Writing

Grade 9 to 12

ELP.2.W.9-12

Proficiency Level: Emerging List key words pertaining to relevant topics using bilingual or picture dictionaries.

ELP.2.W.9-12.1

Proficiency Level: Beginning List key phrases on relevant topics using a visually supported graphic organizer.

ELP.2.W.9-12.2

Proficiency Level: Developing Take notes and generate sentence outlines on relevant topics working with a partner.

ELP.2.W.9-12.3

Proficiency Level: Expanding Create summary paragraphs from notes using checklists or model paragraphs.

ELP.2.W.9-12.4

DELAWARE VALLEY SCHOOL DISTRICT

ELP.2.W.9-12.5	Proficiency Level: Bridging Write essays based on notes from lectures.
ELP.3	Mathematics
ELP.3.L	Listening
ELP.3.L.9-12	Grade 9 to 12
ELP.3.L.9-12.1	Proficiency Level: Emerging Identify properties of geometric figures (such as: parallels, diagonals and congruent sides) based on oral statements supported visually within a small group.
ELP.3.L.9-12.2	Proficiency Level: Beginning Sort orally described geometric figures using manipulatives supported by a pictorial vocabulary chart.
ELP.3.L.9-12.3	Proficiency Level: Developing Generate 2-D and 3-D figures based on multi- step oral directions working with a partner.
ELP.3.L.9-12.4	Proficiency Level: Expanding Identify geometric figures based on orally presented deductive proofs working with a partner.
ELP.3.L.9-12.5	Proficiency Level: Bridging Generate transformations of geometric shapes based on oral directions using computer software or paper and pencil working with a partner.
ELP.3.R	Reading
ELP.3.R.9-12	Grade 9 to 12
ELP.3.R.9-12.1	Proficiency Level: Emerging Match data with the correct graph (such as: a data table to a circle graph) working with a partner.
ELP.3.R.9-12.2	Proficiency Level: Beginning Locate key data on a graph working with a partner.
ELP.3.R.9-12.3	Proficiency Level: Developing Draw conclusions using comparative language based on data in a graph working with a partner.
ELP.3.R.9-12.4	Proficiency Level: Expanding Analyze conclusions drawn from data on a graph within a small group.
ELP.3.R.9-12.5	Proficiency Level: Bridging Predict the impact of changes in data displayed on a graph within a small group.
ELP.3.S	Speaking
ELP.3.S.9-12	Grade 9 to 12
ELP.3.S.9-12.1	Proficiency Level: Emerging Identify the order of operations using visual support.
ELP.3.S.9-12.2	Proficiency Level: Beginning Sequence steps in the order of operations in problem solving relying on mental math or think-aloud within a small group.
ELP.3.S.9-12.3	Proficiency Level: Developing Discuss the solution to a problem involving the order of operations within a small group.

DELAWARE VALLEY SCHOOL DISTRICT

ELP.3.S.9-12.4	Proficiency Level: Expanding Explain the solution to a problem involving the order of operations using visual supports.
ELP.3.S.9-12.5	Proficiency Level: Bridging Analyze the solution to a problem involving the order of operations working with a partner.
ELP.3.W	Writing
ELP.3.W.9-12	Grade 9 to 12
ELP.3.W.9-12.1	Proficiency Level: Emerging Copy the process used to solve an algebraic equation, inequality or expression.
ELP.3.W.9-12.2	Proficiency Level: Beginning Write and solve a simple algebraic equation, inequality or expression using a guided model.
ELP.3.W.9-12.3	Proficiency Level: Developing Write the steps used to solve an algebraic equation, inequality or expression using a word bank.
ELP.3.W.9-12.4	Proficiency Level: Expanding Write a justification to the solution of an algebraic equation, inequality or expression using a word bank.
ELP.3.W.9-12.5	Proficiency Level: Bridging Write a word problem that fits an algebraic equation, inequality or expression working with a partner.
ELP.4	Science
ELP.4.L	Listening
ELP.4.L.9-12	Grade 9 to 12
ELP.4.L.9-12.1	Proficiency Level: Emerging Collect and prepare materials needed for scientific experiments based on single-step oral directions.
ELP.4.L.9-12.2	Proficiency Level: Beginning Replicate scientific experiments from oral directions within a small group.
ELP.4.L.9-12.3	Proficiency Level: Developing Complete an experiment based on oral descriptions of scientific issues working with a partner.
ELP.4.L.9-12.4	Proficiency Level: Expanding Make inferences and draw conclusions based on experimental data presented orally.
ELP.4.L.9-12.5	Proficiency Level: Bridging Conduct scientific investigations using multi-media resources (such as: tapes, lectures and video).
ELP.4.R	Reading
ELP.4.R.9-12	Grade 9 to 12
ELP.4.R.9-12.1	Proficiency Level: Emerging Match pictures of scientific equipment with their uses (such as: "Telescope – see stars").

DELAWARE VALLEY SCHOOL DISTRICT

ELP.4.R.9-12.2	Proficiency Level: Beginning Select pictures of scientific equipment based on written descriptions of scientists who use them (such as: "Biologists use this tool to see cells").
ELP.4.R.9-12.3	Proficiency Level: Developing Identify scientific equipment needed for scientific investigations based on illustrated written scenarios.
ELP.4.R.9-12.4	Proficiency Level: Expanding Specify scientific equipment associated with illustrated written descriptions of scientific investigations.
ELP.4.R.9-12.5	Proficiency Level: Bridging Evaluate the appropriate use of scientific equipment based on readings from scientific investigations.
ELP.4.S	Speaking
ELP.4.S.9-12	Grade 9 to 12
ELP.4.S.9-12.1	Proficiency Level: Emerging Identify scientific issues (such as: nuclear energy) from pictures and video.
ELP.4.S.9-12.2	Proficiency Level: Beginning Give examples of scientific issues that affect everyday life (such as: pollution) based on illustrations.
ELP.4.S.9-12.3	Proficiency Level: Developing Describe ways to resolve scientific issues (such as: "We can reduce pollution by") working with a partner.
ELP.4.S.9-12.4	Proficiency Level: Expanding Discuss societal implications of scientific issues using graphic organizers.
ELP.4.S.9-12.5	Proficiency Level: Bridging Participate in a debate on scientific issues (such as: nuclear energy) using notes.
ELP.4.W	Writing
ELP.4.W.9-12	Grade 9 to 12
ELP.4.W.9-12.1	Proficiency Level: Emerging Use drawings, words and phrases to answer WH- questions on lab reports based on science experiments within a small group.
ELP.4.W.9-12.2	Proficiency Level: Beginning Use phrases or sentences, with diagrams, to answer questions on lab reports based on experiments working with a partner.
ELP.4.W.9-12.3	Proficiency Level: Developing Complete lab reports following step-by-step procedures based on experiments.
ELP.4.W.9-12.4	Proficiency Level: Expanding Produce lab reports from outlines or learning logs based on science experiments.
ELP.4.W.9-12.5	Proficiency Level: Bridging Produce detailed lab reports based on grade- level science experiments.
ELP.5	Social Studies

DELAWARE VALLEY SCHOOL DISTRICT

Listening

ELP.5.L

Grade 9 to 12

ELP.5.L.9-12

Proficiency Level: Emerging Identify distribution of natural resources around the world from visually supported oral statements.

ELP.5.L.9-12.1

Proficiency Level: Beginning Indicate availability of natural resources from visually supported oral statements.

ELP.5.L.9-12.2

Proficiency Level: Developing Compare availability of natural resources of two or more countries from visually supported oral statements.

ELP.5.L.9-12.3

Proficiency Level: Expanding Analyze distribution of products from natural resources among global markets from visually supported oral descriptions.

ELP.5.L.9-12.4

Proficiency Level: Bridging Interpret implications of distribution of products from natural resources among global markets from visually supported oral descriptions.

ELP.5.L.9-12.5

Reading

ELP.5.R

Grade 9 to 12

ELP.5.R.9-12

Proficiency Level: Emerging Identify key vocabulary related to local, state and national government supported visually.

ELP.5.R.9-12.1

Proficiency Level: Beginning Locate and classify the roles and responsibilities of local, state and national governments using graphic organizers.

ELP.5.R.9-12.2

Proficiency Level: Developing Summarize the roles and responsibilities of local, state and national government within a small group.

ELP.5.R.9-12.3

Proficiency Level: Expanding Compare and contrast the roles of local, state and national governments using a Venn diagram.

ELP.5.R.9-12.4

Proficiency Level: Bridging Draw conclusions about the responsibilities of local, state and national governments based on implicit and explicit texts working with a partner.

ELP.5.R.9-12.5

Speaking

ELP.5.S

Grade 9 to 12

ELP.5.S.9-12

Proficiency Level: Emerging Respond to WH-questions about current or past events in world history supported visually.

ELP.5.S.9-12.1

Proficiency Level: Beginning Describe current or past events in world history supported visually.

ELP.5.S.9-12.2

Proficiency Level: Developing Discuss personal connections to current or past events in world history using realia.

ELP.5.S.9-12.3

Proficiency Level: Expanding Analyze current or past events in world history working with a partner.

ELP.5.S.9-12.4

DELAWARE VALLEY SCHOOL DISTRICT

Proficiency Level: Bridging Critique current or past issues or policies in world history working with a partner.

ELP.5.S.9-12.5

Writing

ELP.5.W

Grade 9 to 12

ELP.5.W.9-12

Proficiency Level: Emerging Label the physical characteristics of places on a map or a chart within a small group.

ELP.5.W.9-12.1

Proficiency Level: Beginning Write short phrases describing the physical characteristics of places using a graphic organizer.

ELP.5.W.9-12.2

Proficiency Level: Developing Produce an outline of the physical characteristics of places from information presented via a graphic organizer.

ELP.5.W.9-12.3

Proficiency Level: Expanding Create a multi-paragraph essay from an outline describing the physical characteristics of places and regions working with a partner.

ELP.5.W.9-12.4

Proficiency Level: Bridging Write a research paper analyzing the physical characteristics of places and regions using graphic organizers.

ELP.5.W.9-12.5

DELAWARE VALLEY SCHOOL DISTRICT