ESL - Developing/Expanding

Unit Title: High Point Level A (Units 1-5) Grades 6-8 Developing/Expanding

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Stage 1: Desired Results

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Standards & Indicators:

2020 WIDA ELD Standard 1: Social and Instructional Language
- WIDA ELD-S1.4-12.Narrate
  - Share ideas about one's own and others' lived experiences and previous learning
  - Connect stories with images and representations to add meaning
  - Identify and raise questions about what might be unexplained, missing, or left unsaid
  - Recount and restate ideas to sustain and move dialogue forward
  - Create closure, recap, and offer next steps
- WIDA ELD-S1.4-12.Inform
  - Define and classify facts and interpretations; determine what is known vs. unknown
  - Report on explicit and inferred characteristics, patterns, or behavior
  - Describe the parts and wholes of a system
  - Sort, clarify, and summarize relationships
  - Summarize most important aspects of information
- WIDA ELD-S.1.4-12. Explain
  - Generate and convey initial thinking
  - Follow and describe cycles and sequences of steps or procedures and their causes and effects
  - Compare changing variables, factors, and circumstances
  - Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
  - Act on feedback to revise understanding of how or why something is or works in particular ways
- WIDA ELD-S1.4-12.Argue
  - Generate questions about different perspectives
  - Support or challenge an opinion, premise, or interpretation
  - Clarify and elaborate ideas based on feedback
  - Evaluate changes in thinking, identifying trade-offs
  - Refine claims and reasoning based on new information or evidence

2020 WIDA ELD Standard 2: Language for Language Arts
- WIDA ELD-LA.6-8.Narrative.Interpretive - Interpret language arts narratives by
  - Identifying a theme or central idea that develops over the course of a text
  - Analyzing how character attributes and actions develop in relation to events or dialogue
  - Evaluating impact of specific word choices about meaning and tone
- WIDA ELD-LA.6-8.Narrate.Expressive - Construct language arts narratives that
  - Orient audience to context and point of view
  - Develop and describe characters and their relationships
  - Develop story, including themes with complication and resolution, time, and event sequences
- WIDA ELD-LA.6-8.Inform.Interpretive - Interpret informational texts in language arts by
  - Identifying and/or summarizing main ideas and their relationship to supporting ideas
  - Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
  - Evaluating the impact of author's key word choices over the course of a text
- WIDA ELD-LA.6-8.Inform.Expressive - Construct informational texts in language arts that
  - Introduce and define topic and/or entity for audience
  - Establish objective or neutral stance
  - Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
  - Develop coherence and cohesion throughout text
- WIDA ELD-LA.6-8.Argue.Interpretive - Interpret language arts arguments by
  - Identifying and summarizing central idea distinct from prior knowledge or opinions

- ○ Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
- ○ Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)
- WIDA ELD-LA.6-8.Argue.Expressive - Construct language arts arguments that
  - ○ Introduce and develop claim(s) and acknowledge counterclaim(s)
  - ○ Support claims with reasons and evidence that are clear, relevant, and credible
  - ○ Establish and maintain formal style
  - ○ Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

2020 WIDA ELD Standard 3: Language for Mathematics
- WIDA ELD-MA.6-8.Explain.Interpretive - Interpret mathematical explanations by
  - ○ Identifying concept or entity
  - ○ Analyzing possible ways to represent and solve a problem
  - ○ Evaluating model and rationale for underlying relationships in selected problem-solving approach
- WIDA ELD-MA.6-8.Explain.Expressive - Construct mathematical explanations that
  - ○ Introduce concept or entity
  - ○ Share solution with others
  - ○ Describe data and/or problem-solving strategy
  - ○ State reasoning used to generate solution
- WIDA ELD-MA.6-8.Argue.Interpretive - Interpret mathematics by
  - ○ Comparing conjectures with previously established results
  - ○ Distinguishing commonalities among strategies used
  - ○ Evaluating relationships between evidence and mathematical facts to create generalizations
- WIDA ELD-MA.6-8.Argue.Expressive - Construct mathematics arguments that
  - ○ Create conjecture, using definitions and previously established results
  - ○ Generalize logic across cases
  - ○ Justify conclusions with evidence and mathematical facts
  - ○ Evaluate and critique others' arguments

2020 WIDA ELD Standard 4: Language for Science
- WIDA ELD-SC.6-8.Explain.Interpretive - Interpret scientific explanations by
  - ○ Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon
  - ○ Determining central ideas in complex evidence and information to help explain how or why a phenomenon occurs
  - ○ Evaluating scientific reasoning that shows why data or evidence adequately supports conclusions
- WIDA ELD-SC.6-8.Explain.Expressive - Construct scientific explanations that
  - ○ Describe valid and reliable evidence from sources about a phenomenon
  - ○ Establish neutral or objective stance in how results are communicated
  - ○ Develop reasoning to show relationships among independent and dependent variables in models and simple systems
  - ○ Summarize patterns in evidence, making trade-offs, revising, and retesting
- WIDA ELD-SC.6-8.Argue.Interpretive - Interpret scientific arguments by
  - ○ Identifying convincing evidence from data, models, and/or information from investigations of phenomena or design solutions
  - ○ Comparing reasoning and claims based on evidence from two arguments on the same topic
  - ○ Evaluating whether they emphasize similar or difference evidence and/or interpretations of facts
- WIDA ELD-SC.6-8.Argue.Expressive - Construct scientific arguments that
  - ○ Introduce and contextualize topic/phenomenon in issues related to the natural and designed world(s)
  - ○ Support or refute a claim based on data and evidence
  - ○ Establish and maintain a neutral or objective stance
  - ○ Signal logical relationships among reasoning, evidence, data, and/or a model when making or defending a claim or counterclaim

2020 WIDA ELD Standard 5: Language for Social Studies
- ELD-SS.6-8.Explain.Interpretive - Interpret social studies explanations by

- ○ Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events
- ○ Analyzing sources for logical relationships among contributing factors or causes
- ○ Evaluating experts' points of agreement, along with strengths and weakness of explanations
- ELD-SS.6-8.Explain.Expressive - Construct social studies explanations that
  - ○ Introduce and contextualize phenomena or events
  - ○ Establish perspective for communicating outcomes, consequences, or documentation
  - ○ Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses
  - ○ Generalize multiple causes and effects of developments or events
- ELD-SS.6-8.Argue.Interpretive - Interpret social studies arguments by
  - ○ Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
  - ○ Analyzing relevant information from multiple sources to support claims
  - ○ Evaluating point of view and credibility of source based on relevance and intended use
- ELD-SS.6-8.Argue.Expressive - Construct social studies arguments that
  - ○ Introduce and contextualize topic
  - ○ Select relevant information to support claims with evidence gathered from multiple sources
  - ○ Establish perspective
  - ○ Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning

NJSLS for English Language Arts
- L.SS.6.1. Language, System and Structure of Language.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.
  - ○ A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
  - ○ B. Use intensive pronouns (e.g., myself, ourselves).
  - ○ C. Recognize and correct inappropriate shifts in pronoun number and person.
  - ○ D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
  - ○ E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
  - ○ F. Recognize spelling conventions.
- L.KL.6.2. Language, Knowledge of Language.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - ○ A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
  - ○ B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
  - ○ C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
  - ○ D. Maintain consistency in style and tone.
- L.VL.6.3. Language. Vocabulary Acquisition, Use and Literal Meaning.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.
  - ○ A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - ○ B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
  - ○ C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
  - ○ D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - ○ E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

- L.VI.6.4. Language. Vocabulary Acquisition, Use and Interpretative Meaning.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    - A. Interpret figures of speech (e.g., personification) in context.
    - B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
    - C. Analyze the impact of a specific word choice on meaning and tone.
    - D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
- RL.CR.6.1. Reading Literature. Close Reading of Text.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- RI.CR.6.1. Reading Informational Text. Close Reading of Text.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- RL.CI.6.2. Reading Literature. Central Ideas and Themes of Texts.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- RI.CI.6.2. Reading Informational Text. Central Ideas and Themes of Texts.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- RL.IT.6.3. Reading Literature. Interactions Among Text Elements.6.3. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
- RI.IT.6.3. Reading Informational Text. Interactions Amount Text Elements.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- RL.TS.6.4. Reading Literature. Text Structure.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
- RI.TS.6.4. Reading Informational Text. Text Structure.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
- RL.PP.6.5. Reading Literature. Perspective and Purpose in Texts.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
- RI.PP.6.5. Reading Informational Text. Perspective and Purpose in Texts.6.5. Identify author's purpose or perspective or potential bias in a text and explain the impact on the reader's interpretation.
- RL.MF.6.6. Reading Literature. Diverse Media and Formats.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
- RI.MF.6.6. Reading Informational Text. Diverse Media and Formats.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
- RI.AA.6.7. Reading Informational Text. Analysis of an Argument.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- RL.CT.6.8. Reading Literature. Comparison of Texts.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
- RI.CT.6.8. Reading Informational Text. Comparison of Texts.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.

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- W.AW.6.1. Writing. Argumentative Writing.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
    - A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
    - B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
    - C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
    - D. Establish and maintain a formal/academic style, approach, and form.
    - E. Provide a concluding statement or section that follows from the argument presented.
- W.IW.6.2. Writing. Informative and Explanatory Writing.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
    - A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
    - B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
    - C. Use appropriate transitions to clarify the relationships among ideas and concepts.
    - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
    - E. Acknowledge and attempt a formal/academic style, approach, and form.
    - F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
- W.NW.6.3. Writing. Narrative Writing.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
    - A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
    - B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
    - C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
    - D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
    - E. Provide a conclusion that follows from the narrated experiences or events.
- W.WP.6.4. Writing. Writing Process.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
- W.RW.6.7. Writing. Range of Writing.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.PE.6.1. Speaking and Listening. Participate Effectively.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
    - A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
    - C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.II.6.2. Speaking and Listening. Integrate Information.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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- SL.PI.6.4. Speaking and Listening. Present Information.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
- SL.UM.6.5. Speaking and Listening. Use Media.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- SL.AS.6.6. Speaking and Listening. Adapt Speech.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.SS.7.1. Language. System and Structure of Language.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
  - A. Explain the function of phrases and clauses in general and their function in specific sentences.
  - B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
  - D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
  - E. Recognize spelling conventions.
- L.KL.7.2. Language, Knowledge of Language.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
  - B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
  - C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy
- L.VL.7.3. Language. Vocabulary Acquisition, Use and Literal Meaning.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
  - A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
  - C. Analyze the impact of a specific word choice on meaning and tone.
  - D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.VI.7.4. Language. Vocabulary Acquisition, Use and Interpretative Meaning.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
  - B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
  - C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
  - D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
- RL.CR.7.1. Reading Literature. Close Reading of Text.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- RI.CR.7.1. Reading Informational Texts. Close Reading of Text.7.1.Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

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- RI.CI.7.2. Reading Literature. Central Ideas and Themes of Texts.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.CI.7.2. Reading Informational Texts. Central Ideas and Themes of Texts.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.IT.7.3. Reading Literature. Interactions Among Text Elements.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RI.TS.7.4. Reading Informational Texts. Text Structure.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
- RL.PP.7.5. Reading Literature. Perspective and Purpose in Texts.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
- W.AW.7.1. Writing. Argumentative Writing.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
    - A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
    - B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
    - C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
    - D. Establish and maintain a formal style/academic style, approach, and form.
    - E. Provide a concluding statement or section that follows from and supports the argument presented.
- W.IW.7.2. Writing.Informative and Explanatory Writing.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
    - A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
    - B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
    - C. Use appropriate transitions to create cohesion and clarify the relationships among ideas, and concepts.
    - D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
    - E. Establish and maintain a formal style, academic style, approach, and form.
    - F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.
- W.NW.7.3. Writing. Narrative Writing.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
    - A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
    - B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
    - C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

- ○ D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- ○ E. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- W.WP.7.4. Writing. Writing Process.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
- W.RW.7.7. Writing.Range of Writing.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.PE.7.1. Speaking and Listening. Participate effectively.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
  - ○ A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - ○ C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
  - ○ D. Acknowledge new information expressed by others and, when warranted, modify their own views.
- SL.II.7.2. Speaking and Listening. Integrate Information.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.PI.7.4. Speaking and Listening. Present Information.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.UM.7.5. Speaking and Listening.Use Media.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- SL.AS.7.6. Speaking and Listening. Adapt Speech.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.SS.8.1. Language. System and Structure of Language.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.
  - ○ A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- L.KL.8.2. Language. Knowledge of Language.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - ○ A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
  - ○ B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- L.VL.8.3. Language. Vocabulary Acquisition, Use and Literal Meaning.6.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibility from a range of strategies.
  - ○ A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - ○ C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
  - ○ D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - ○ E. Verify the preliminary determination of the meaning of a word or phrase (e.g., but checking the inferred meaning in context or in a dictionary).
  - ○ E. Verify the preliminary determination of the meaning of a word or phrase (e.g., but checking the inferred meaning in context or in a dictionary).
- L.VI.8.4. Language. Vocabulary Acquisition, Use and Interpretative Meaning.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- ○ D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
- RL.CR.8.1. Reading Literature. Close Reading of Text.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as interference drawn from the text.
- RI.CR.8.1. Reading Informational Texts. Close Reading of Text.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
- RL.CI.8.2. Reading Literature. Central Ideas and Themes of Texts.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.CI.8.2. Reading Informational Texts. Central Ideas and Themes of Texts.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.IT.8.3. Reading Literature. Interactions Among Text Elements.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes that characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
- RI.IT.8.3. Reading Informational Texts. Interactions Among Text Elements.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
- RL.CT.8.8. Reading Literature. Comparison of Texts.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.
- W.AW.8.1. Writing. Argumentative Writing.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
    - ○ A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
    - ○ B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
    - ○ C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
    - ○ D. Establish and maintain a formal or academic style, approach, and form.
    - ○ E. Provide a concluding statement or section that follows from and supports the argument presented.
- W.NW.8.3. Writing. Narrative Writing.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
    - ○ A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
    - ○ B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
    - ○ C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
    - ○ D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
    - ○ E. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- W.WP.8.4. Writing. Writing Process.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

- W.RW.8.7. Writing. Range of Writing.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of disciple-specific tasks, purposes, and audiences.
- SL.PE.8.1. Speaking and Listening. Participate Effectively.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
  - A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- SL.UM.8.5. Speaking and Listening. Use Media.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.AS.8.6. Speaking and Listening. Adapt Speech.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Career Readiness, Life Literacies and Key Skills		
Standard	**Performance Expectations**	**Core Ideas**
9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.	Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them.
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.	Individuals can use their talents, resources, and abilities to give back.

Central Idea/Enduring Understanding:
Students will understand that...
Units 1-2
Discover Yourself
- As we grow older, we discover new things about ourselves, our dreams, and our goals.

Many Kinds of Smart
- We have our special ways of learning and expressing ourselves.

Pulling Together
- When people pull together to get the job done, that's called teamwork.

Count on Me
- Sometimes, our lives depend on being able to count on others.

Unit 3
Finding Friendship
- The qualities that makes a true friend are the same round the world and over time.

Across Generations

Essential/Guiding Question:
Units 1-2
- What is identity?
- Can identity ever change?
- How can new experiences bring new discoveries?
- What are ways of learning about ourselves?
- How do you express yourself?
- What do you do well?
- What is hard for you?
- How could you get better at the things that are hard for you?
- Why is it important for every person to have a skill?
- What are some ways we cooperate with others?
- What happens when we do not cooperate with others?
- How do teammates work together to get a job done?
- Why is it important for every team member to do his or her part?
- When is working as a team easier than working alone?
- In what ways do people count on other people to survive?
- In what ways do people and animals count on each other to survive?

● Those who come before us help to make us who we are. **Unit 4** **Thinking Ahead** ● If we want to keep our planet healthy, communities must work together to care for the Earth. **Dealing With Disasters** ● Communities pull together when a natural disaster strikes. **Unit 5** **In the Beginning** ● Since the beginning of time, people have told stories to explain the way things are. **Telling the Tale** ● Storytellers from around the world have many stories and many ways to share their tales.	● How are our lives made better when we have others that we can count on? **Unit 3** ● What makes a good friend? ● How can you be a good friend to others? ● What does friendship mean to you? ● Why is friendship important? ● How do you make new friends? ● How do you keep friends? ● What are your special talents? ● Who else in your family has talents like yours? ● What are your physical features? ● Who else in your family has features like yours? ● How have earlier generations changed your world? ● How can you change the world for the generations that will follow you? **Unit 4** ● Who is responsible for taking care of our planet? ● What are some of the problems facing our planet? ● What are some solutions? ● How can we work together in our communities to keep our planet healthy? ● How do people in communities help each other every day? ● When disaster strikes, how do the contributions of each individual help the whole community recover? ● When is it important to help out in your community - every day, or when disaster strikes? Why? **Unit 5** ● Who tells stories? ● What do people tell stories about? ● Why did ancient peoples use stories to explain how things happen? ● What makes the stories of one culture different from the stories of another culture? ● What do stories tell you about the traditions and beliefs of a culture? ● How has storytelling changed over time? ● How has it remained the same? ● How do storytellers pass along the history of a culture? ● What techniques can storytellers use to make their tales come alive?
Content: **Units 1-2** ● Identity (unique, discover, dreams, goals) ● Color Words ● Foods ● Character Traits ● Values ● Describing Words	**Skills(Objectives):** **Units 1-2** ● Engage in discussion ● Interpret a visual image ● Make comparisons ● Preview ● Build background ● Use graphic organizers (mind map)

ESL - Developing/Expanding

- People Words
- Present Tense Verbs
- Adjectives
- Math (circle graph, percent)
- Hobbies
- Character Traits
- Free-verse poem
- Question words
- Interviews
- Nouns
- Questions
- Statements
- Geography (country, continent, ocean)
- Directions (north, south, east, west)
- Careers
- Multiple Intelligences
- Words About Intelligence
- Drama (plays, sets, actors)
- Math (measure, estimate, distance, angles)
- Articles
- Careers (teacher, mechanic, doctor, reporter)
- Math (calculate, percentage, graph)
- Shapes
- Proper Adjectives
- Common and Proper Nouns
- Shapes (geometric, circle, rectangle, square, triangle)
- Rhyme
- Rhyme Scheme
- Writing Process
- Peer-conferencing
- Subject-Verb Agreement

Unit 3
- Careers
- Family
- People
- Friendship Words
- Past Tense Verbs
- Fable
- Actions
- Dialogue
- Present Tense Verbs
- Words About Story Writing (plot, characters, solution)
- Characterization
- Illustrated Fable
- Map
- Biography
- Verb + Infinitive
- Personal Narrative

- Role-play
- Respond to a photograph
- Relate to a personal experience
- Use graphic organizers (chart)
- Generate ideas
- Listen actively
- Recite
- Describe people
- Classify
- Use graphic organizers (word chart)
- Activate prior knowledge
- Use graphic organizers (circle graph)
- Relate words
- Listen to a preview
- Predict
- Read a poem
- Set a purpose for reading
- Use graphic organizers (T-chart)
- Identify details
- Make judgments
- Write sentences
- Express opinions
- Use graphic organizers (Venn diagram)
- Give information
- Locate resources
- Gather information
- Take notes
- Use the Internet
- Ask and answer questions
- Make inferences
- Use graphic organizers (five Ws chart)
- Use graphic organizers (word web)
- Use new words in context
- Use text features (typographical clues)
- Read a selection
- Listen to a selection
- Form opinions
- Draw conclusions
- Identify character's point of view
- Formulate questions
- Explore geography
- Study a news article
- Organize and synthesize information
- Use graphic organizers (concept map)
- Use graphic organizers (bar graph, prediction chart)
- Respond to literature
- Confirm predictions
- Analyze information
- Use graphic organizers (tree diagram)
- Describe a painting
- Use graphic organizers (category chart)
- Relate cause and effect
- Evaluate impact of author's culture on literature

ESL - Developing/Expanding

- Irregular Past Tense Verbs
- Setting
- Linking Verbs
- Autobiography
- Setting
- Point of View
- Family (ancestors, grandmother, grandfather, mother)
- Family Words
- Feelings (honor, respect, admire)
- Art (colors, patterns, drawing, painting, color theory, landscapes, shapes)
- Context Clues
- Rhyme
- Rhythm
- Repetition
- Words About Features
- Demonstrative Pronouns
- Negative Sentences
- Genetics (genes, heredity, dominant, recessive)
- Writing Process
- Peer-conferencing

Unit 4
- Communities (responsible, take care of, pull together, common ground)
- Natural Resources
- Nature Words
- Future Tense Verbs
- Statements with *there is/there are*, *was/were*
- Adjectives that Compare
- Topic Sentence
- Supporting Details
- Words About the Environment
- Modals: *should*, *must*, *can*
- Modals
- Plural Nouns
- Tone
- Prepositions
- Word Choice
- Indefinite Pronouns
- Poem
- Repetition
- Style
- Propaganda (glittering generalities, bandwagon, name calling)
- Endangered Species (ecology, ecosystem, endangered species, extinction)
- Community (people, contributions, individual)
- Disasters (strike, recover)

- Identify author's purpose
- Express feelings
- Visualize
- Use text features in poetry
- Paraphrase
- Recite
- Analyze and evaluate information
- Interact with peers
- Self-assess
- Use word-processing software
- Compare and evaluate literature

Unit 3
- Engage in discussion
- Respond to photographs
- Interpret visual images
- Classify
- Predict
- Preview
- Build background
- Use graphic organizers (mind map)
- Role-play
- Relate to personal experience
- Use graphic organizers (chart)
- Generate ideas
- Listen actively
- Express feelings
- Use graphic organizers (flow chart, concept map)
- Make inferences
- Relate a sequence of events
- Use words in context
- Identify sequence
- Listen to a preview
- Read a selection
- Listen to a selection
- Set a purpose for reading
- Use graphic organizers (sequence chain)
- Identify details
- Form opinions
- Respond to literature
- Use graphic organizers (storyboard)
- Identify author's purpose
- Ask for and give advice
- Describe actions
- Use graphic organizers (story map)
- Gather information
- Take notes
- Use a map
- Use the Internet
- Activate prior knowledge
- Relate words
- Make comparisons
- Read a poem

ESL - Developing/Expanding

- Words About Earthquakes
- Indefinite Adjectives
- Ordinal Numbers
- Contractions
- Helping Verbs
- Scientific Instruments (seismogram, seismograph, seismometer, seismoscope)
- Words and Phrases
- Adjectives
- Adverbs
- Quantity Words
- Count and Noncount Nouns
- Geography (boundaries, borders, topographic, oceanographic)
- Writing Process
- Verb Tense
- Theme
- Figurative Language
- Characterization
- Structural Clues (prefixes and suffixes)
- Beginning and Ending Sentences
- Peer-conferencing

Unit 5
- Storytelling (culture, tradition, tales, storytellers)
- Ancient Greece
- Storytelling (ancient, culture, tradition, beliefs)
- Describing Words
- Complete Sentences
- Nature Words
- Myth
- Character Traits and Motives
- Characterization
- Phrases
- Subjects and Predicates
- Antonyms
- Compound Sentences
- Agriculture
- Fantasy and Reality
- Storytelling (techniques, exaggeration, tall tale)
- Time and Cause Words
- Complex Sentences
- Setting
- Style
- Geography (country, states, mountain ranges, rivers, oceans)
- Animals
- Story Words
- Present Perfect Tense

- Listen to a poem
- Express likes and dislikes
- Use graphic organizers (concept chart)
- Relate main idea and details
- Use graphic organizers (tree diagram)
- Analyze information
- Draw conclusions
- Conduct an interview
- Paraphrase
- Describe a visual image
- Use graphic organizers (reflection log)
- Identify cause and effect
- Use graphic organizers (cause and effect)
- Organize and synthesize information
- Use search engines
- Evaluate and select appropriate media for presentations
- Use text features in poetry
- Identify character's motive
- Evaluate impact of literary devices on meaning
- Use graphic organizers (observation and data chart)
- Use text features in nonfiction
- Connect new information to known
- Visualize
- Interact with peers
- Self-assess
- Use word-processing software

Unit 4
- Engage in discussion
- Interpret a visual image
- Relate to personal experience
- Use graphic organizers (T-chart)
- Solve problems
- Generate ideas
- Respond to a photograph
- Interpret visual information
- Make comparisons
- Formulate predictions
- Relate words
- Connect new information to known
- Use graphic organizers (K-W-L chart)
- Listen to a preview
- Read a selection
- Listen to a selection
- Set a purpose for reading
- Identify details
- Make an inference
- Form opinions
- Use new words in context
- Identify cause and effect
- Use visuals
- Identify author's purpose

ESL - Developing/Expanding

- Storytelling (techniques, elaboration, sequence, hyperbole)
- Past Progressive Forms of Verbs
- Helping Verbs
- Theme
- Letters (heading, greeting, body, closing, signature)
- Travel (location, climate, cultural traditions, sightseeing)
- Figurative Language
- Literary Devices (alliteration, word-choice)

- Evaluate literary quality
- Evaluate literature
- Express opinions
- Gather information
- Use graphic organizers (chart)
- Choose a topic
- Use the Internet
- Activate prior knowledge
- Read songs
- Listen to songs
- Make, confirm,and revise predictions
- Evaluate impact of literary devices and genre on meaning
- Analyze information
- Use graphic organizers (category chart)
- Choral reading
- Express feelings
- Use the library
- Use audio-visual resources
- Use graphic organizers (Venn diagram)
- Listen actively
- Recite
- Give and carry out commands
- Role-play
- Use text structures and features in plays
- Identify character's motive
- Evaluate the impact of medium on meaning
- Use word-processing software
- Use graphic organizers (note-taking chart)
- Ask and answer questions
- Elaborate
- Classify
- Interact with peers
- Use graphic organizers (mind map)
- Compare and evaluate literature

Unit 5
- Engage in discussion
- Interpret a visual image
- Preview
- Build background
- Use graphic organizers (mind map)
- Make comparisons
- Respond to a visual image
- Relate to personal experience
- Use graphic organizers (chart)
- Generate ideas
- Listen actively
- Describe
- Use graphic organizers (character chart)
- Activate prior knowledge
- Relate words
- Monitor reading (preview, visualize, clarify, paraphrase)

ESL - Developing/Expanding

	- Listen to a preview - Predict - Read a selection - Listen to a selection - Set a purpose for reading - Summarize - Identify details - Evaluate impact of culture on meaning - Use text features in fiction and nonfiction - Form generalizations - Make inferences - Evaluate impact of genre on meaning - Use graphic organizers (chart) - Analyze information (important and unimportant) - Make judgments - Synthesize information - Express opinions - Describe - Gather and organize information - Classify - Respond to a photograph - Use graphic organizers (comparison chart) - Use graphic organizers (word web, diagram) - Locate and use definitions - Relate reading rate to purpose - Use graphic organizers (diagram) - Use visuals - Identify cause and effect - Evaluate impact of author's background on meaning - Relate events in a sequence - Use graphic organizers (T-chart) - Analyze information (fantasy and reality) - Take notes - Use charts, diagrams, and maps - Use the Internet - Use graphic organizers (observation chart) - Use graphic organizers (story map) - Relate words - Use graphic organizers (timeline) - Respond to literature - Use graphic organizers (note-taking chart) - Identify characters' traits - Evaluate author's style - Elaborate - Use graphic organizers (cause-and-effect story chart) - Give information - Interact with peers - Summarize - Use text structures (goal and outcome) - Use graphic organizers (goal-and-outcome chart) - Use graphic organizers (word web) - Use text features in nonfiction (sidebar) - Draw conclusions

	● Evaluate impact of culture on meaning ● Evaluate impact of characterization on meaning ● Connect new information to known ● Use context clues to meaning ● Identify story elements ● Organize ideas ● Self-assess
Interdisciplinary Connections: Science, Math, Social Studies, Language Arts	

Stage 2: Assessment Evidence

Performance Task(s):

Read alouds

Practice workbook activities - Fill in the blank; multiple choice; True/False; picture matching; sentence frames/stems

Grammar and content-related handouts

Use new vocabulary in speaking

Ability to listen and repeat with correct pronunciation

Other Evidence:

Class participation

Do Now/Warm-ups

Unit tests

Units 1-2

Selection Tests
- "Discovery"
- "Could I Ask You a Question?"
- "Many People, Many Intelligences"
- "Art Smart"
- "Teamwork"
- "Together, We Dream"
- "A Dog You Can Count On"
- "A Mountain Rescue"

Writing Assignments
- Writing That Describes (Descriptive Writing/Poetry)
- Writing That Informs and Explains (Expository Writing/Summary)
- Research Poster
- Questions
- Venn Diagram
- Circle Graph
- Research Report
- Descriptive (poem)
- Class Poem

Interview

Report

Describing Game

Oral Report

Self-Assessment Form

Peer-Assessment Form

Writing Progress Checklist

Portfolio Evaluation Form

Unit 3

Selection Tests
- "The Qualities of Friendship"
- "My Best Friend"
- "Honoring Our Ancestors"
- "Grandfather's Nose"

Writing Assignments

	- Writing for Personal Expression (Expressive Writing/Main Idea Paragraph) - Story Map - Personal Narrative - Description - Dedication - Venn Diagram - Labels Report Oral Description Multimedia Presentation Group Talk Punnett (genetic) Square Self-Assessment Form Peer-Assessment Form Writing Progress Checklist Portfolio Evaluation Form **Unit 4** Selection Tests Writing Assignments - Writing That Persuades (Persuasive Writing/Opinion Essay) - Predictions - Literary Analysis Essay - Literary Critique - Paragraph - Poster/Caption - Poem - Friendly Letter - Literary Analysis (Stage play) - News article Advertisements Collage Self-Assessment Form Peer-Assessment Form Writing Progress Checklist Portfolio Evaluation Form **Unit 5** Selection Tests - "Echo and Narcissus" - "How the Ox Star Fell from Heaven" - "The Art of the Tall Tale" - "Unwinding the Magic Thread" Writing Assignments - Writing That Tells a Story (Narrative Writing/Story) - Comparison (with chart) - Research Report - Timeline - Tall Tale - Friendly Letter - Travel Guide

ESL - Developing/Expanding

	● Rewrite a poem ● Class story Maps/Labels Speech Speaking - Tell an original story Self-Assessment Form Peer-Assessment Form Writing Progress Checklist Portfolio Evaluation Form

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Unit 1 - A Very Unique You
Theme 1 - Discover Yourself
- Build Language and Vocabulary: Describe People
- "Discovery" (Poem; Reading Strategy: Classify Ideas)
- Build Language and Vocabulary: Ask and Answer Questions
- "Could I Ask You a Question?" (Interview; Reading Strategy: Make Comparisons)

Theme 2 - Many Kinds of Smart
- Build Language and Vocabulary: "Give Information"
- "Many People, Many Intelligences" (Science article; Reading Strategy: Make and Check Predictions)
- Build Language and Vocabulary: Describe Things
- "Art Smart" (Self-portraits; Reading Strategy: Relate Causes and Effects)
- "Just Me" (Poem; Reading Strategy: Read a Rhyming Poem)

Unit 2 - United, We Stand
Theme 1 - Pulling Together
- Build Language and Vocabulary: Engage in Discussion
- "Teamwork" (Photo-essay; Reading Strategy: Identify Main Ideas)
- Build Language and Vocabulary: Describe Events
- "Together We Dream" (Poems; Reading Strategy: Visualize)

Theme 2 - Count on Me
- Build Language and Vocabulary: Give Directions
- "A Dog You Can Count On" (Article; Reading Strategy: Ask Questions and Clarify)
- Build Language and Vocabulary: Ask for and Give Information

Resources:

National Geographic IMPACT series

Unit 1 - A Very Unique You
High Point Textbook (p. 8-65)
High Point Language Skills Practice Book (p. 1-31)
High Point Listen and Learn Audio
Technology Support "Inspiration" for Visual Learning Software with Graphic Organizers
High Point Language Acquisition Assessment (Unit 1 Test), Writing Assessment, Self-Assessment
High Point Newsletter 1 and 2 (Home-school connections)
High Point Teacher's Edition (p. T8a-T65)
Theme Library ("Grandfather's Journey" and "Just Like Me")
From *The Basics Bookshelf* ("Good News," "What Is It?", and "I Make Pictures Move")
"Just Like Me"
"My Name is Georgia"
"Eye on the Wild: A Story About Ansel Adams"
"The Straight Line Wonder"
"With Open Eyes: Images from the Art Institute of Chicago"
"TesselMania! Deluxe"

Unit 2 - United, We Stand
High Point Textbook (p. 66-121)
High Point Language Skills Practice Book (p. 32-61)
High Point Listen and Learn Audio
Technology Support "Inspiration" for Visual Learning Software with Graphic Organizers
High Point Language Acquisition Assessment (Unit 2 Test), Writing Assessment, Self-Assessment
High Point Newsletter 3 and 4 (Home-school connections)
High Point Teacher's Edition (p. T66a-T121)
Theme Library ("Seven Blind Mice" and "My Buddy")
From *The Basics Bookshelf* ("A Year Without Rain," "Families," and "More Than a Meal")
"Raising Yoder's Barn"

ESL - Developing/Expanding

- "A Mountain Rescue" (Story; Reading Strategy: Identify Problems and Solutions)

Unit 3 - Making Connections
Theme 1 - Finding Friendship
- Build Language and Vocabulary: Express Feelings
- "The Qualities of Friendship" (Fables; Reading Strategy: Identify Sequence)
- "We Could Be Friends" (Poem; Reading Strategy: Compare Experiences)
- Build Language and Vocabulary: Express Likes and Dislikes
- "My Best Friend" (Autobiography; Reading Strategy: Relate Main Ideas and Details)

Theme 2 - Across Generations
- Build Language and Vocabulary: Give Information
- "Honoring Our Ancestors" (Family portraits; Reading Strategy: Paraphrase)
- "Everybody Says" (Poem; Reading Strategy: Characteristics of Poetry)
- Build Language and Vocabulary: Define and Explain
- "Grandfather's Nose" (Science article; Reading Strategy: Read Nonfiction)

Unit 4 - Communities Count
Theme 1 - Thinking Ahead
- Build Language and Vocabulary: Compare
- "Common Ground" (Persuasive essay; Reading Strategy: Make a K-W-L Chart)
- Build Language and Vocabulary: Express Opinions/Persuade
- "Protecting Our Planet" (Songs; Reading Strategy: Preview and Predict)

Theme 2 - Dealing With Disasters
- Build Language and Vocabulary: Give and Carry Out Commands
- "Earthquake at Dawn" (Play; Reading Strategy: Read a Script)
- Build Language and Vocabulary: Elaborate
- "When Disaster Strikes" (News articles; Reading Strategy: Find Information"

Unit 5 - Stories To Tell
Theme 1 - In the Beginning
- Build Language and Vocabulary: Describe
- "Echo and Narcissus" (Greek myth)
- "Life in Ancient Greece" (Article; Reading Strategy: Monitor Your Reading)
- "Build Language and Vocabulary: Make Comparisons

"All for the Better: A Story of El Barrio"
"Ant Cities"
"The Three Musketeers
"Sounder" (Film)
"It's Mine!"
"Rikki-Tikki-Tavi"
"Ten True Animal Rescues"
"Julie of the Wolves"
"Black Stallion" (Film)

Unit 3 - Making Connections
High Point Textbook (p. 122-187)
High Point Language Skills Practice Book (p. 62-92)
High Point Listen and Learn Audio
Technology Support "Inspiration" for Visual Learning Software with Graphic Organizers
High Point Language Acquisition Assessment (Unit 3 Test), Writing Assessment, Self-Assessment
High Point Newsletter 5 and 6 (Home-school connections)
High Point Teacher's Edition (p. T122a-T187)
Theme Library ("Mrs. Katz and Tush" and "In My Family"
From *The Basics Bookshelf* ("Friends Are Like That," "Let's Dance!" and "Body Works")
"You're Not My Best Friend Anymore"
"Robin Hood and Little John"
"Aesop and Company"
"P.S. Longer Letter Later"
"The Journey of Natty Gann" (Film)

Unit 4 - Communities Count
High Point Textbook (p. 188-261)
High Point Language Skills Practice Book (p. 93-132)
High Point Listen and Learn Audio
Technology Support "Inspiration" for Visual Learning Software with Graphic Organizers
High Point Language Acquisition Assessment (Unit 4 Test), Writing Assessment, Self-Assessment
High Point Newsletter 7 and 8 (Home-school connections)
High Point Teacher's Edition (p. T188a-T261)
Theme Library ("Nature's Green Umbrella" and "Hurricane!")
From *The Basics Bookshelf* ("Rachel Carson" and "Power Out!")
"The Giving Tree"
"50 Simple Things Kids Can Do to Save the Earth"
"Songs From the Ancient Forest"
"She's Wearing a Dead Bird on Her Head"
"The World of Nature" (Multimedia)
"Flood"
"If You Lived at the Time of the Great San Francisco Earthquake"
"I Didn't Know That Quakes Split the Ground Open"
"Miloli's Orchids"

ESL - Developing/Expanding

● "How the Ox Star Fell from Heaven" (Chinese myth) ● "A Peasant's Life in Ancient China" (Article; Reading Strategy: Recognize Fiction and Nonfiction) **Theme 2 - Telling the Tale** ● Build Language and Vocabulary: Retell a Story ● "The Art of the Tall Tale" (Article and folk tale; Reading Strategy: Make a Timeline) ● Build Language and Vocabulary: Tell an Original Story ● "Unwinding the Magic Thread" (Article and Haitian folk tale; Reading Strategy: Relate Goals and Outcomes) ● "When I Taste Salt" (Never-ending poem; Reading Strategy: Interpret Figurative Language)	"SimCity" **Unit 5 - Stories to Tell** High Point Textbook (p. 262-333) High Point Language Skills Practice Book (p. 133-172) High Point Listen and Learn Audio Technology Support "Inspiration" for Visual Learning Software with Graphic Organizers High Point Language Acquisition Assessment (Unit 5 Test), Writing Assessment, Self-Assessment High Point Newsletter 9 and 10 (Home-school connections) High Point Teacher's Edition (p. T262a-T333) Theme Library ("Coyote: A Trickster Tale from the American Southwest" and "Gilgamesh the King") From *The Basics Bookshelf* ("Gift of Fire," "All Across America," and "Sunny and Moonshine: A Love Story") "Why Rat Comes First" "Creation: Read-Aloud Stories from Many Lands" "Dateline: Troy" "Favorite Greek Myths" "The Greek and Roman World" "John Henry and His Mighty Hammer" "The Singing Man" "Listen to the Storyteller" "Paul Bunyan" "Pecos Bill" (Video)

Differentiation
Sensory Supports (real-life objects; manipulatives; pictures and photographs; illustrations, diagrams, drawings; magazines and newspapers; physical activities; videos and films; broadcasts; models and figures)
Graphic Organizers (Venn diagrams; T-charts; cycles; cause and effect; semantic webs)
Graphic Supports (charts; graphic organizers; tables; graphs; timelines; number lines)
Language Arts Supports (illustrated word/phrase walls; felt or magnetic figures of story elements; sequence blocks; environmental print; posters or displays; bulletin boards; photographs; cartoons; audio books; songs/chants)
Interactive Supports (in pairs or partners; in triads or small groups; in a whole group; using cooperative group structures with the Internet or software programs; in the native language with mentors)
Technology Supports (software programs; language-learning apps; Oxford Picture Dictionary online
Modifications
Pacing (extend time requirements; omit assignments)
Environment (assign preferential seating; assign peer buddy)
Reinforcement and Follow Through (use positive reinforcement; use concrete reinforcement; check often for understanding/review; arrange for peer tutoring; plan cooperative learning experiences; provide language experience; give immediate feedback; have student repeat directions; make/use vocabulary files; teach study skills; use study guides to organize materials; repeat/review/drill)
Assignments (lower reading level; give directions in small, distinct steps; allow copying from paper/book; use written backup for oral directions; lower difficulty level; shorten assignment; read directions to students; give oral clues or prompts; record or type assignments; adapt worksheets, packets; use alternate assignment)
Presentation of Subject Material (use individual/small group instruction; use specialized curriculum; simplify language; record lectures for playback; demonstrate concepts; use manipulatives; emphasize critical information; use graphic organizers; pre-teach vocabulary)
Materials (provide recorded textbooks; highlight textbooks/study guides; use supplementary materials; give assistance in note taking; type handwritten teacher materials; use bilingual dictionaries; language learner dictionaries and electronic translators; use adapted/modified textbooks; allow use of computer/word processor)

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Testing Adaptations (allow students to answer orally; use multiple-choice format; read test to student; modify format; write a different test; shorten test length; require only selected test items; create alternative assessment) Grading (modify grading system; modify weights of course components; modify course objectives/outcomes)			
High-Achieving Students	**On Grade Level Students**	**Struggling Students**	**Special Needs/ELL**
Accelerated programs Independent Study Small groups Activity extensions, projects Peer teaching	Grade level texts Small Groups	Remediation Peer tutoring Small Groups	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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Pacing Guide

Course Name	Resource	Standards
MP 1		
Unit 1 - A Very Unique You 22 days Unit 2 - United, We Stand 23 days	**High Point Textbook/National Geographic IMPACT** Unit 1 - A Very Unique You Theme 1 - Discover Yourself Theme 2 - Many Kinds of Smart Unit 2 - United, We Stand Theme 1 - Pulling Together Theme 2 - Count on Me	2020 WIDA ELD Standard 1 - Social and Instructional Language 2020 WIDA ELD Standard 2 - Language for Language Arts 2020 WIDA ELD Standard 3 - Language for Mathematics 2020 WIDA ELD Standard 4 - Language for Science 2020 WIDA ELD Standard 5 - Language for Social Studies
MP 2		
Unit 3 - Making Connections 45 days	**High Point Textbook/National Geographic IMPACT** Unit 3 - Making Connections Theme 1 - Finding Friendship Theme 2 - Across Generations	2020 WIDA ELD Standard 1 - Social and Instructional Language 2020 WIDA ELD Standard 2 - Language for Language Arts 2020 WIDA ELD Standard 3 - Language for Mathematics 2020 WIDA ELD Standard 4 - Language for Science 2020 WIDA ELD Standard 5 - Language for Social Studies
MP 3		
Unit 4 - Communities Count 45 days	**High Point Textbook/National Geographic IMPACT** Unit 4 - Communities Count Theme 1 - Thinking Ahead Theme 2 - Dealing With Disasters	2020 WIDA ELD Standard 1 - Social and Instructional Language 2020 WIDA ELD Standard 2 - Language for Language Arts 2020 WIDA ELD Standard 3 - Language for Mathematics 2020 WIDA ELD Standard 4 - Language for Science 2020 WIDA ELD Standard 5 - Language for Social Studies
MP 4		
Unit 5 - Stories To Tell 45 days	**High Point Textbook/National Geographic IMPACT** Unit 5 - Stories To Tell Theme 1 - In the Beginning Theme 2 - Telling the Tale	2020 WIDA ELD Standard 1 - Social and Instructional Language 2020 WIDA ELD Standard 2 - Language for Language Arts 2020 WIDA ELD Standard 3 - Language for Mathematics 2020 WIDA ELD Standard 4 - Language for Science 2020 WIDA ELD Standard 5 - Language for Social Studies