ESL-Entering/Beginning

Unit Title: High Point "Basic" (Units Pre-18) Grades 6-8 Entering/Beginning

Stage 1: Desired Results

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.

- 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:
Unit 1 - Glad to Meet You!
- Personal Information
- Communication
- Numbers and Basic Operations
- Exchange Greetings and Good-byes
- Give Information
- Use the Telephone
- Pronouns
- Present Tense Verbs
- Statements and Exclamations
- Phonics (Short *a*, Short *o*)
- Comprehension (Identify Sequence; sequence chain)
- Sentences
- Postcard
- Mathematics

Unit 2 - Set the Table!
- Colors, Shapes, and Sizes
- Foods and Food Groups
- Express Likes
- Describe
- Adjectives

Essential/Guiding Question:
Units 1-5
- How can you give information?
- How can you ask questions to receive information?
- In what ways are numbers used in your experience?
- How can you express your likes and dislikes?
- When is it appropriate to use *yes* or *no* as a response to a question?
- How do you use a map?

Units 6-12
- How can you give or carry out a command?
- How can you describe specific places?
- How can you express your feelings?
- Why is geography important?
- How can sensory adjectives add to a description?
- How can you give an opinion?
- How can you make a suggestion?

Units 13-15
- How can you start and end a discussion?
- What types of things can be compared?
- How does the U.S. government work?
- How can you ask for advice?

- Action Verbs
- Negative Sentences
- Phonics (Short *u*, Short *i*, Digraph *ch*, and *tch*)
- Comprehension (Identify Steps in a Process; sequence chain)
- Sentences to Describe
- Sentences with *not*
- Exhibit card
- Science (food pyramid)

Unit 3 - On the Job
- Actions
- Tools and Careers
- Science and Measurement Words
- Give Information
- Ask and Answer Questions
- Present Tense Verbs
- Yes-or-No Questions
- Questions with *Who?*, *What?*, *Where?*, and *When?*
- Phonics (Short *e*, *sh*, *ck*, and Double Consonants)
- Comprehension (Identify Details; concept web)
- Sentences
- Questions and Answers
- Job Handbook
- Science (scientific processes)
- Mathematics (measurement)

Unit 4 - Numbers Count
- Cardinal Numbers
- Ordinal Numbers
- Geography
- Ask Questions
- Give Information
- Express Needs
- Questions with *Do* and *Does*
- Negative Sentences
- Contractions with *not*
- Phonics (Blends and Digraphs)
- Comprehension (Identify Problems and Solutions; problem-and-solution chart); (Identify Details)
- Questions and Answers
- Sentences
- Fact Sheet
- Social Studies (geography/charts)

Unit 5 - City Sights
- Location Words
- Neighborhood

- How can you give advice?
- How can you ask for a favor?
- How can you do a favor?
- What are the parts of the body?
- How can you thank someone?

Units 16-18
- What are different ways to ask a question?
- What is a biography?
- What are the major regions of the United States?
- How do you order food at a restaurant?
- How do you buy an item?
- How do you sell an item?
- How do you show that you agree or disagree?

- Maps
- Ask For and Give Information
- Prepositions
- Regular Past Tense Verbs
- Statements with *There is* and *There are*
- Pronoun-Verb Contractions
- Word Patterns and Multisyllabic Words
- Comprehension (Identify Details; detail chart)
- Sentences
- Questions and Answers
- Journal Entry
- Social Studies (map)

Unit 6 - Welcome Home!
- Family
- Rooms in a House
- Household Objects
- Mathematics
- Give Information
- Ask and Answer Questions
- Present Tense Verbs (*have*, *has*)
- Plural Nouns
- Phonics (Long Vowels)
- Comprehension (Relate Main Idea and Details; main-idea diagram)
- Sentences
- Questions and Answers
- Family Album
- Mathematics (fractions, decimals, and percents)

Unit 7 - Pack Your Bags!
- Landforms and Transportation
- Weather and Clothing
- Diagrams
- Give and Carry Out Commands
- Describe Places
- Give Information
- Commands
- Verbs (*can*)
- Proper Nouns
- Phonics (Long Vowels: *ai*; *ay*; *ee*; *ea*; *oa*; *ow*)
- Comprehension (Classify; concept map)
- Sentences
- Postcard
- Class Travel Book
- Science (water cycle)

Unit 8 - Friend to Friend
- Feelings
- Graphs

- Describe Actions
- Express Feelings
- Regular Past Tense Verbs
- Irregular Past Tense Verbs (*was*, *were*)
- Negative Sentences and Contractions with *not*
- Possessive Nouns
- Verb Ending: *-ed*
- Comprehension (Identify Cause and Effect; cause-and-effect chart)
- Sentences
- Friendship Book
- Mathematics (bar graphs)

Unit 9 - Let's Celebrate
- Actions
- Country Words
- Geography
- Ask and Answer Questions
- Describe People
- Adverbs
- Present Progressive Verbs
- Phrases with *like to* and *want to*
- Verb Ending: *-ing*
- Comprehension (Classify; concept map); (Identify Details)
- Sentences
- Description
- Celebration Poster
- Social Studies (maps)

Unit 10 - Here to Help
- Time
- Local Government
- Tell What May Happen
- Verbs (may, might, could)
- Phrases with *have to* and *need to*
- Possessive Pronouns
- Long Vowels
- Comprehension (Identify Cause and Effect; cause-and-effect chart)
- Sentences Captions
- Job Advertisement
- Social Studies (local government)

Unit 11 - Make a Difference!
- Direction Words
- Civil Rights
- Data Displays
- Give Information
- Give Directions
- Express Wants and Feelings
- Irregular Past Tense Verbs

- Prepositions
- *R*-controlled Vowels
- Comprehension (Identify Sequence; time line); (Classify Information)
- Directions
- Charts
- Personal Narrative in a Mandala
- Mathematics (table and circle graph)

Unit 12 - Our Living Planet
- Opinion Words
- Animal, Plants, and Habitats
- Graphs
- Give Opinions
- Describe Places
- Make a Suggestion
- Sensory Adjectives
- Verbs (*must, should*)
- Multisyllabic Words
- Comprehension (Identify Sequence; data chart, timeline); (Identify Details); (Cause and Effect)
- Opinions
- Description
- Fact-and-Opinion Poster
- Science and Mathematics (line graphs)

Unit 13 - Past and Present
- History and Historical Records
- U.S. Government
- Have a Discussion
- Make Comparisons
- Nouns
- Present and Past Tense Verbs
- Object Pronouns
- Phonics (Words with *y*)
- Comprehension (Make Comparisons; comparison chart)
- Comparisons
- Letter
- Comparison Poster
- Social Studies (U.S.Government)

Unit 14 - Tell Me More
- Story Elements
- Opposites
- Phrases for Time and Places
- Ask for and Give Advice
- Ask for and Accept a Favor
- Describe Actions
- Prepositions
- Commands
- Diphthongs and Variant Vowels

- Comprehension (Story Elements; Characters; character map; Setting; Plot)
- Notes
- Commands
- Story Endings
- Language Arts (myths)

Unit 15 - Personal Best
- The Body
- Sports
- Ask for and Give Information
- Express Thanks
- Present Tense Verbs
- Pronouns
- Phonics (Variant Vowels and Consonants)
- Comprehension (Relate Main Idea and Details; main-idea diagram)
- Facts
- Thank-You Speech
- Paragraph for a Healthy-Habits Book
- Language Arts (how to build a paragraph)

Unit 16 - This Land Is Our Land
- American History
- Landforms and Bodies of Water
- Geography
- Ask and Answer Questions
- Give Directions
- Questions with *How?* And *Why?*
- Capitalization (Proper Nouns; geographical names)
- Multisyllabic Words
- Comprehension (Classify; category chart; concept map)
- Questions and Answers
- Directions
- Biographical Sketch
- Social Studies (regions of the U.S.)

Unit 17 - Harvest Time
- Farming
- At the Restaurant
- Plants
- Buy or Sell an Item
- Give Information
- Order an Item
- Questions with *How many?* and *How much?*
- Sensory Adjectives
- Suffixes (*-ly*, *-y*, *-less*, *-ful*)
- Prefixes (*un-*, *re-*)
- Comprehension (Make Comparisons; comparison chart; concept map)

● Questions and Answers ● Crop Comparison Report ● Science (plants) **Unit 18 - Superstars** ● Idioms ● Space ● Agree and Disagree ● Give Information ● Future Tense Verbs ● Verb Tense Review (present, past, future) ● Contractions ● Multisyllabic Words ● Comprehension (Relate Goal and Outcome; goal-and-outcome map) ● Opinions ● Description ● Diamante Poem ● Science (outer space)	
Content: **Units 1-5** Numbers and Number Words School Locations Classroom Objects School Tools Greetings and Introductions Telling Time School Subjects Schedules Classroom Activities Shapes Letters Personal Information Library Objects Basic/General School Vocabulary Sports Parts of the Body Sickness and Injury Feeling Words Food Money Science Materials and Activities Clothing Colors Days of the Week Good-byes Months of the Year Actions Geography Present Tense Verbs Present Tense Action Verbs Adjectives	**Skills (Objectives):** **Units 1-5** Interpret a visual image Listen actively Repeat spoken language Patterns and structures Give information Express social courtesies Recognize high frequency words Ask and answer questions Build oral vocabulary Develop phonemic awareness Associate letters and sounds Blend sounds to decode words Give and carry out commands Give personal information Express needs Ask for and give information Express likes Express feelings Express dislikes Write a statement Express needs and thoughts Analyze information Generate ideas Write an exclamation Respond to self-portraits Preview Build background Relate to personal experience Use the telephone Hold a book and turn pages Use left-to-right directionality Identify sequence

ESL-Entering/Beginning

Pronunciation

Units 6-12
Family
Rooms in a House
Household Objects
Plural Nouns
Pronunciation
Mathematics (fractions, decimals, percents)
Landforms
Weather
Clothing
Verbs
Habitats
Proper Nouns
Diagrams
Cycles
Regular Past Tense Verbs
Feelings
Irregular Past Tense Verbs
Negative Sentences
Contractions with *not*
Possessive Nouns
Graphs
Adverbs
Present Progressive Verbs
Country Words
Action Verbs
Geograph
Community Workers
Time
Possessive Pronouns
Local Government
Helping Others
Irregular Past Tense Verbs
Direction Words
Civil Rights
Data Displays
Animals
Modals
Plants
Sensory Adjectives

Units 13-15
Graphs
Animals
Habitats
Facts and Opinions
History
Nouns
Present and Past Tense Verbs
Object Pronouns
Words about World War II

Track print
Identify words
Retell a story
Use graphic organizers
Associate sounds and symbols
Predict
Set a purpose for reading
Write sentences with correct capitalization and end marks
Solve problems
Self-Assess
Make judgments
Describe actions
Use picture clues
Identify steps in a process
Gather information
Analyze information
Draw conclusions
Write and respond to yes-or-no questions
Identify capital letters
Conduct an interview
Use maps
Formulate questions
Take notes
Use the research process
Identify where a story begins and ends
Identify details
Read aloud a story (choral reading)
Dramatize
Divide words into syllables
Decode multisyllabic words

Units 6-12
Respond to a visual image
Relate to personal experience
Preview
Build background
Make inferences
Generate ideas
Role-play
Listen actively
Repeat spoken language (echo reading)
Recite
Give information
Activate prior knowledge
Identify title and author
Represent English sounds in print
Listen to a book
Identify details that support a main idea
Predict words
Identify words
Use graphic organizers
Recognize high frequency words
Build oral vocabulary

ESL-Entering/Beginning

U.S. Government
Story Elements
Opposites
Phrases for Time and Places
Prepositions
Commands
Words with Diphthongs and Variant Vowels
Myths
Story ending
The Body
Sports
Pronouns

Units 16-18
Geography
American History
Questions (*Who?*, *What?*, *When?*, and *Where?*)
Questions (*How?* and *Why?*)
Landforms
Bodies of Water
Directions
Proper Nouns
People Words
Farming
Questions (*How many?* and *How much?*)
Restaurant Words
Sensory Adjectives
Crops
Plants
Stars
Idios
Future Tense Verbs
Contractions with *will*
Space
Verb Tenses
The Solar System
Multisyllabic Words

Develop phonemic awareness
Use word patterns to decode words
Identify plural endings (*-s*, *-es*)
Decode words with endings
Make predictions
Retell
Ask and write questions
Solve problems
Plan
Generate and organize ideas
Self-Assess
Draw conclusions
Classify
Give and carry out commands
Describe places
Use text features (photos, captions, labels)
Identify exclamations and statements
Set a purpose for reading
Identify steps in a process
Make inferences
Express feelings
Demonstrate non-verbal communication
Describe actions
Identify dialogue
Identify cause and effect
Read aloud a story (choral reading)
Conduct a survey
Use text structures (bar graphs)
Write captions
Describe people
Track print (directionality)
Identify verb endings
Locate information, resources
Take Notes
Express possibility or probability
Express intentions
Analyze story elements (characters)
Plan and set goals
Relate steps in a process
Identify visual symbols
Express wants and feelings
Make judgments
Make comparisons
Give opinions
Use text features (labels)
Use graphic organizers (data chart, timeline)
Recognize syllable types
Decode multisyllabic words

Units 13-15
Interpret a visual image
Preview; build background
Use visuals

ESL-Entering/Beginning

	Make inferences Relate to personal experience Relate events in a sequence Listen actively Repeat spoken language (echo reading) Have a discussion Make comparisons Give information Activate prior knowledge Listen to a book Form opinions Participate in a discussion Read aloud a book (Choral reading) Predict words Track print Use graphic organizers (comparison chart) Recognize high frequency words Build oral vocabulary Develop phonemic awareness Associate sounds and symbols Blend sounds to decode words Identify noun endings Decode words with endings Recite Read a selection Set a purpose for reading Paraphrase Identify details Plan; generate and organize ideas Self-Assess Role-play Ask for and give advice Ask for and accept a favor Describe actions Give and carry out commands Identify quotation marks Identify indentation of paragraphs Identify character traits Dramatize Identify words Retell a story Use graphic organizers (character map) Describe a character Make, confirm, and revise predictions Use graphic organizers (storyboard) Conduct an experiment Express thanks Relate main ideas and details Use graphic organizers (main idea and detail diagram) **Units 16-18** Listen actively Interpret a visual image

ESL-Entering/Beginning

	Preview; build background
	Generate ideas
	Repeat spoken language (echo reading)
	Recite
	Ask and answer questions
	Give directions
	Give information
	Use text structures (maps)
	Listen to a book
	Classify
	Track print
	Identify words
	Use graphic organizers (category chart)
	Recognize high frequency words
	Build oral vocabulary
	Develop phonemic awareness
	Divide words into syllables
	Decode multisyllabic words
	Read a selection
	Answer questions
	Set a purpose for reading
	Adjust reading rate
	Listen to an article
	Use text structures and features (maps, symbols, photographs)
	Identify details
	Summarize
	Relate to personal experience
	Plan; generate and organize ideas
	Self-Assess
	Gather Information
	Take notes
	Locate resources
	Relate steps in a process
	Buy or sell an item
	Order an item
	Make comparisons
	Predict words
	Use graphic organizer (comparison chart)
	Read a selection
	Compare texts
	Identify steps in a process
	Use the research process
	Agree and disagree
	Relate goal and outcome
	Retell a story
	Identify details

<u>Interdisciplinary Connections:</u>
Math (Basic Operations; Measurement; Fractions; Decimals; Percents; Bar Graphs; Tables; Circle Graphs; Line Graphs
Science (Food Pyramid; Scientific Processes; Measurement; Cycles; Diagrams; Endangered Animals; Plants; Space)
Social Studies (Geography; Charts; Communities; Maps; World Cultures; Local Government; U.S. Elections; U.S. Government; Regions of U.S.

ESL-Entering/Beginning

Language Arts (Myths; Characters; Setting; Plot; Paragraphs)

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
Ongoing, Informal Assessment
Decoding Progress Check

Other Evidence:
Class participation
Do Now/Warm-ups
Unit tests

Units 1-5
Writing Assignments
- Postcard
- Exhibit Card
- Job Handbook
- Fact Sheet
- Journal Entry
- Family Album
- Class Travel Book
- Friendship Book
- Celebration Poster
- Job Advertisement
- Personal Narrative
- Fact-and-Opinion Poster
- Comparison Poster
- New Story Ending
- Class Book on Healthy Habits
- Biographical Sketch
- Crop Report
- Diamante Poem
- Sentences
- Order Form
- Labels
- Lists
- Questions and Answers

Self-Assessment Form
Peer-Assessment FOrm
Writing Progress Checklist
Portfolio Evaluation Form

Units 6-12
- Family Album
- Class Travel Book
- Friendship Book
- Celebration Poster
- Job Advertisement
- Personal Narrative
- Fact-and-Opinion Poster
- Sentences
- Labels for a Family Tree
- Questions
- Commands
- Postcard
- Captions

	- Answers to Questions - Description - Clues - Plan - Chart - Information About People - Opinions - Suggestions Self-Assessment Form Peer-Assessment Form Writing Progress Checklist Portfolio Evaluation Form **Units 13-15** Writing Assignments - Time Line - Sentences - Comparisons - Paragraph - Letter - Comparison Poster - New Story Ending - Class Book on Healthy Habits - Sentences with Advice - Notes - Description - Story Ending - Facts - Thank-You Speech - Giving Information - Paragraph for a Health-Habits Book Self-Assessment Form Peer-Assessment Form Writing Progress Checklist Portfolio Evaluation Form **Units 16-18** - Biographical Sketch - Crop Report - Diamante Poem - Questions and Answers - Directions - Sentences - Postcard - Paragraph (biographical sketch) - Restaurant Order - Description - Crop Comparisons - Report - Captioned Drawing - Opinions - Give Information Self-Assessment Form

	Peer-Assessment Form Writing Progress Checklist Portfolio Evaluation Form

Stage 3: Learning Plan

<u>**Learning Opportunities/Strategies:**</u>
Units 1-5
Lakeside School (Introduction Unit)
Lesson 1
- Use numbers
- Introduce numbers
- Identify numbers

Lesson 2
- Use Names of School Locations and Objects
- Look at photographs
- Sketch a school building
- Label the sketch

Lesson 3
- Give information
- Introduce the pattern: *This is _____.*
- Take a school tour
- Express Social Courtesies
- Introduce the pattern: *I am _____.*
- Practice Introduction

Lesson 4
- Introduce new words
- Look at the word, listen to the word, listen to the word in a sentence, say the word, spell the word, say the word again.
- Sort words
- Build sentences

Lesson 5
- Use names of classroom objects and school tools
- Introduce the pattern: *Here is _____.*
- Ask and answer questions
- Introduce the pattern *Is this _____?* and *This is _____.*

Lesson 6
- Express Social Courtesies
- Use introductions (hi, hello, nice to meet you)
- Make introductions

Lesson 7
- Introduce new words

Lesson 8
- Teach Letters and Sounds
- Build oral vocabulary (I Spy)
- Develop phonemic awareness
- Associate letters and sounds

Lesson 9
- Use Names of School Locations
- View a map

<u>**Resources:**</u>
National Geographic IMPACT Series
Units 1-5
Lakeside School (Introduction Unit)
High Point Textbook "Basic" (p. 10-39)
High Point Vocabulary and Language Development posters
High Point Listen and Learn Audio
High Point Word Tiles
High Point Language Practice Book (p. 1-38)
- Numbers and Number Words (p. 1,2)
- School Locations (p. 3,4,5,8,9,17)
- Classroom Objects, School Tools (p. 5,6,12,15)
- Greetings and Introductions (p.7)
- Telling Time (p.10)
- School Subjects; Schedules (p. 11,17)
- Classroom Activities (p. 13,18)
- Shapes (p. 14,15)
- Letters (p. 15)
- Personal Information (p. 16,17)
- Library Objects (p. 19)
- Basic/General (p. 20)
- School Vocabulary (p. 21)
- Sports (p. 22,23)
- Parts of the Body (p. 24,26)
- Sickness and Injury (p. 25,26)
- Feeling Words (Health) (p. 27)
- Food (p. 28,30)
- Money (p. 29)
- Science Materials and Activities (p. 31)
- School Activities (p. 32)
- Clothing/Colors (p. 33,34)
- Days of the Week (p. 35)
- Good-byes (p. 36)
- Months of the Year (p. 37)
- Actions (p. 38,39)

High Point Reading Practice Book (p. 1-37)
- High Frequency Words: am, I, is, school, the, this, you (p. 1)
- High Frequency Words: a, an, here, my, no, yes (p. 2)
- Letters and Sounds: Ss, Mm, Ff, Hh, Tt, Aa (p. 3,4)
- High Frequency Words: at, it, look, of, an, see, show, where (p. 5)
- Blend Words with Short *a* (p. 6,7)
- High Frequency Words: are, good, he, she, same, time, who, your (p. 8)
- Letters and Sounds: Nn, Ll, Pp, Gg, Ll (p. 9,10)
- High Frequency Words: answer, point, read, to, with, work, write (p. 11)
- Blend Words with Short *a* and *i* (p. 12,13)

- Go on a tour and create map of own school

Lesson 10
- Express Social Courtesies
- Use Please, Thank You, and You're Welcome
- Introduce the pattern: *Where is _____?*

Lesson 11
- Introduce new words
- Build sentences

Lesson 12
- Teach Blending
- Build oral vocabulary
- Develop phonemic awareness
- Blend sounds to read words

Lesson 13
- Introduce clock time
- Introduce the pattern: *What time is it?* and *It is _____.*
- Learn about schedules.
- Introduce the pattern: *It is time for _____.*

Lesson 14
- Ask and Answer Questions
- Introduce the pattern: *Where/Who is _____?*
- Talk about schedules
- Give information
- Introduce the pattern: *Here is/are _____.*

Lesson 15
- Introduce new words
- Build sentences

Lesson 16
- Teach Letters and Sounds
- Build oral vocabulary
- Develop phonemic awareness
- Associate letters and sounds

Lesson 17
- Use Words for Classroom Activities
- Identify actions
- Present words for classroom activities
- Pantomime

Lesson 18
- Use Names of Shapes
- Introduce shapes
- Identify shapes
- Give and Carry Out Commands
- Introduce commands
- Introduce the patterns: *Point to _____.* and *Show me _____.*

Lesson 19
- Introduce new words
- Build sentences

Lesson 20

- High Frequency Words: call, name, need, number, to, what (p. 14)
- Letters and Sounds: Rr, Dd, Cc, Vv, Oo (p. 15,16)
- High Frequency Words: do, does, for, help, in, like, me, picture, will (p. 17)
- Blend Words with Short *a*, *i*, and *o* (p. 18,19)
- High Frequency Words: around, can, play, too, we (p. 20)
- Letters and Sounds: Jj, Bb, Ww, Kk, Ee (p. 21,22)
- High Frequency Words: feel, has, have, how, put, they (p. 23)
- Blend Words with Short *a*, *i*, *o*, and *e* (p. 24,25)
- High Frequency Words: and, don't food, not, that (p. 26)
- How to Write a Statement (p.27)
- High Frequency Words: give, take, think (p. 28)
- Letters and Sounds: Zz, Yy, Uu, Qq, Xx (p. 29,30)
- High Frequency Words: both, get, little, old, them, these, things, those, very, which (p. 31)
- Blend Words with Short *a*, *i*, *o*, *e*, and *u* (p. 32,33)
- High Frequency Words: great, later, soon, tomorrow (p. 34)
- How to Write a Question (p. 35)
- High Frequency Words: book, boy, day, girl, group, letters, night, year (p. 36)
- How to Write an Exclamation (p. 37)

High Point Language Acquisition Assessment and Unit Test
High Point Teacher's Edition (p. T10a-T39z)

Unit 1 - Glad to Meet You!
High Point Textbook "Basic" (p. 40-55)
High Point Language and Literacy Student Book (p. 40-55)
High Point Language Skills Practice Book (p. 40-45)
High Point Language Reading Skills Practice Book (p. 38-41)
High Point Listen and Learn Audio
Theme Book *Good News* (The Basics Bookshelf)
High Point Letter Tiles
High Point Language Acquisition Assessment (Unit 1 Test),
Writing Assessment, Self-Assessment
High Point Newsletter 1 (Home-school connections)
High Point Teacher's Edition (p. T40h-T55)
"Talking Walls"
"Apples in a Box"
"Just Like Me"
"At the Beach"
"Puff...Flash...Bang!"

Unit 2 - Set the Table!
High Point Textbook "Basic" (p. 56-69)
High Point Language and Literacy Student Book (p. 56-69)

- Teach Blending
- Build oral vocabulary
- Develop phonemic awareness
- Blend sounds to read words

Lesson 21
- Use Names of School Objects and Personnel
- Introduce school objects and personnel
- Give Personal Information
- Introduce the pattern: *My name is _____.*
- Introduce the pattern: *My phone number is _____.*

Lesson 22
- Ask For Information
- Introduce the pattern: *Where/What is _____?*
- Ask and answer questions
- Express Needs
- Introduce the pattern: *I need to _____.*
- Use the pattern: *I need to _____.*

Lesson 23
- Introduce new words
- Sort words

Lesson 24
- Teach Letters and Sounds
- Build oral vocabulary
- Develop phonemic awareness
- Associate letters and sounds

Lesson 25
- Use Names of Library Objects
- Introduce library objects
- Ask For and Give Information
- Introduce plurals with *-s*
- Introduce the patterns: *What is in the _____?; A _____ is in the _____.; Some _____ are in the _____.*
- Visit the school library

Lesson 26
- Express Likes
- Introduce the patterns: *Do you like _____?* and *I like _____.*
- People hunt sentence frames
- Ask and Answer Questions
- Introduce the patterns: *Will you _____?* and *Does _____?*

Lesson 27
- Introduce new words
- Build sentences

Lesson 28
- Teach Blending
- Build oral vocabulary
- Develop phonemic awareness
- Blend sounds to read words

High Point Language Skills Practice Book (p. 46-50)
High Point Language Reading Skills Practice Book (p. 42-45)
High Point Listen and Learn Audio
Theme Book *I Make Pictures Move!* (The Basics Bookshelf)
High Point Letter Tiles
High Point Language Acquisition Assessment (Unit 2 Test), Writing Assessment, Self-Assessment
High Point Teacher's Edition (p. T56a-T69)
"How My Parents Learned to Eat"
"The Tortilla Factory"
"Start It Up!"
"Growing Colors"
"Ice Cream, Please"

Unit 3 - On the Job!
High Point Textbook "Basic" (p. 70-83)
High Point Language and Literacy Student Book (p. 70-83)
High Point Language Skills Practice Book (p. 51-55)
High Point Language Reading Skills Practice Book (p. 46-49)
High Point Listen and Learn Audio
Theme Book *What Is It?* (The Basics Bookshelf)
High Point Letter Tiles
High Point Language Acquisition Assessment (Unit 3 Test), Writing Assessment, Self-Assessment
High Point Teacher's Edition (p. T70a-T83)
"How a House Is Built"
"Tools" (with photos)
"An Auto Mechanic"
"Tool Box"

Unit 4 - Numbers Count
High Point Textbook "Basic" (p. 84-97)
High Point Language and Literacy Student Book (p. 84-97)
High Point Language Skills Practice Book (p. 56-61)
High Point Language Reading Skills Practice Book (p. 50-53)
High Point Listen and Learn Audio
Theme Book *A Year Without Rain* (The Basics Bookshelf)
High Point Letter Tiles
High Point Language Acquisition Assessment (Unit 4 Test), Writing Assessment, Self-Assessment
High Point Newsletter 2 (Home-school connections)
High Point Teacher's Edition (p. T84a-T97)
"Josefina"
"Bring Me Your Horses"
"Seven Blind Mice"

Lesson 29
- Use Sports Words
- Introduce sports words
- Visit the school gym
- Express Likes
- Review the pattern: *I like _____.*

Lesson 30
- Ask and Answer Questions
- Introduce the pattern: *You can _____.*
- Introduce the patterns: *Can you _____?* and *I can _____.*
- Talk about sports.

Lesson 31
- Introduce new words
- Build sentences

Lesson 32
- Teach Letters and Sounds
- Build oral vocabulary
- Develop phonemic awareness
- Associate letters and sounds

Lesson 33
- Use Names for Body Parts
- Look at photographs
- Identify body parts
- Give Information
- Introduce the patterns: *He/She has _____; I/They have _____.*
- Role-play

Lesson 34
- Ask Questions and Express Feelings (Health)
- Introduce the pattern: *How do you feel?*
- Introduce the patterns: *I feel _____.* and *My _____ hurts.*

Lesson 35
- Introduce new words
- Sort words

Lesson 36
- Teaching Blending
- Build oral vocabulary
- Develop phonemic awareness
- Blend sounds to read words

Lesson 37
- Use Names of Foods
- Introduce foods
- Listen for food names
- Express Likes and Dislikes
- Introduce the patterns: *I like/do not like _____.*
- Think, pair, share

Lesson 38
- Identify Money
- Introduce money values

"Hottest, Coldest, Highest, Deepest"
"Math Shop Deluxe"

Unit 5 - City Sights
High Point Textbook "Basic" (p. 98-113)
High Point Language and Literacy Student Book (p. 98-113)
High Point Language Skills Practice Book (p. 62-68)
High Point Language Reading Skills Practice Book (p. 54-57)
High Point Listen and Learn Audio
Theme Book *More Than a Mean* (The Basics Bookshelf)
High Point Letter Tiles
High Point Language Acquisition Assessment (Unit 5 Test), Writing Assessment, Self-Assessment
High Point Teacher's Edition (p. T98a-T113)
"Abuela"
"Round Trip"
"Sing a Song of People"
"I Read Signs"
"SimTown"
"Signs Around You"

Unit 6 - Welcome Home!
High Point Textbook "Basic" (p. 114-127)
High Point Language and Literacy Student Book (p. 114-127)
High Point Language Skills Practice Book (p. 69-73)
High Point Language Reading SKills Practice Book (p. 58-61)
High Point Listen and Learn Audio
Theme Book *Families* (The Basics Bookshelf)
High Point Letter Tiles
High Point Language Acquisition Assessment (Unit 6 Test), Writing Assessment, Self-Assessment
High Point Teacher's Edition (p. T114a-T127)
"In My Family"
"This Is My House"
"Houses and Homes"
"Homes Are For Living"
"Knock Knock"

Unit 7 - Pack Your Bags!
High Point Textbook "Basic" (p. 128-141)
High Point Language and LIteracy Student Book (p. 128-141)
High Point Language Skills Practice Book (p. 74-79)
High Point Language Reading Skills Practice Book (p. 62-66)
High Point Listen and Learn Audio
Theme Book *Explore!* (The Basics Bookshelf)

- Build a lunch
- Ask For and Give Information
- Introduce the patterns: *What is this/that?* and *This/That is _____.*
- Role-play

Lesson 39
- Introduce new words
- Build sentences

Lesson 40
- Introduce
- Learn new statements
- Build sentences

Lesson 41
- Use Science Vocabulary
- Introduce science tools
- Introduce science processes
- Visit a school science lab

Lesson 42
- Express Needs and Thoughts
- Introduce the patterns: *I need _____* and *I think _____.*
- Distinguish between needs and thoughts
- Think, pair, share

Lesson 43
- Introduce new words
- Build sentences

Lesson 44
- Teach Letters and Sounds
- Build oral vocabulary
- Develop phonemic awareness
- Associate letters and sounds

Lesson 45
- Use Words for Colors and Clothing
- Identify colors
- Identify articles of clothing
- Play "I Spy"

Lesson 46
- Ask and Answer Questions
- Introduce the patterns: *I like this/that _____*; *I like these/those _____.*
- Introduce the pattern: *Which _____ do you like?*
- Use the patterns to ask and answer questions

Lesson 47
- Introduce new words
- Sort words

Lesson 48
- Teach Blending
- Build oral vocabulary
- Develop phonemic awareness
- Blend sounds to read words

Lesson 49

High Point Letter Tiles
High Point Language Acquisition Assessment (Unit 7 Test), Writing Assessment, Self-Assessment
High Point Newsletter 3 (Home-school connections)
High Point Teacher's Edition (p. T128a-T141)
"Deserts"
"Hide and Seek"
"Weather Words and What They Mean"
"On the Go"
"Road Adventures USA"

Unit 8 - Friend to Friend
High Point Textbook "Basic" (p. 142-155)
High Point Language and Literacy Student Book (p. 142-155)
High Point Language Skills Practice Book (p. 80-85)
High Point Language Reading Skills Practice Book (p. 67-70)
High Point Listen and Learn Audio
Theme Book *Friends Are Like That* (The Basics Bookshelf)
High Point Letter Tiles
High Point Language Acquisition Assessment (Unit 8 Test), Writing Assessment, Self-Assessment
High Point Teacher's Edition (p. T142a-T155)
"The Bracelet"
"The Leaving Morning"
"Voices of the Heart"
"The Giving Tree"
"The Journey of Natty Gann"

Unit 9 - Let's Celebrate
High Point Textbook "Basic" (p. 156-169)
High Point Language and LIteracy Student Book (p. 156-169)
High Point Language Skills Practice Book (p. 71-73)
High Point Listen and Learn Audio
Theme Book *Let's Dance!* (The Basics Bookshelf)
High Point Letter Tiles
High Point Language Acquisition Assessment (Unit 9 Test), Writing Assessment, Self-Assessment
High Point Teacher's Edition (p. T156a-T169)
"Celebrations of Light"
"Dance"
"Ayu and the Perfect Moon"
"Nine O'Clock Lullaby"
"Up, Up and Away"

Unit 10 - Here to Help

ESL-Entering/Beginning

- Use Names for Days of the Week
- Introduce the days of the week
- Play a game
- Discuss Daily Activities
- Introduce abbreviations

Lesson 50
- Express Social Courtesies
- Introduce ways to say Good-bye
- Use the pattern: *See you _____.*

Lesson 51
- Introduce new words
- Build sentences

Lesson 52
- Introduce
- Learn about questions
- Build questions

Lesson 53
- Use Names for the Months of the Year
- Introduce the months of the year
- Conduct a survey
- Analyze information
- Record monthly activities

Lesson 54
- Use Third Person Singular Verbs
- View the photographs
- Introduce action verbs
- Use action verbs

Lesson 55
- Introduce new words
- Sort words

Lesson 56
- Introduce
- Learn about exclamations
- Build sentences

Unit 1 - Glad to Meet You!
Language Development
- Pronouns
- Present Tense Verbs: *am* and *are*
- Present Tense Verbs: *is* and *are*
- Vocabulary: Personal Information
- Vocabulary: Communication

Language and Literacy
- Read and Think Together: Sequence
- "Good News" (Realistic Fiction)
- Words to Know
- Reading and Spelling: short *a*, short *o*
- Read on Your Own: Sequence
- "New at School" (Realistic Fiction)
- Statements and Exclamations

Language Across the Curriculum
- Success in Mathematics: Basic Operations

High Point Textbook "Basic" (p. 170-183)
High Point Language and Literacy Student Book (p. 170-183)
High Point Language Skills Practice Book (p. 91-95)
High Point Language Reading Skills Practice Book (p. 74-76)
High Point Listen and Learn Audio
Theme Book *Power Out!* (The Basics Bookshelf)
High Point Letter Tiles
High Point Language Acquisition Assessment (Unit 10 Test), Writing Assessment, Self-Assessment
High Point Newsletter 4 (Home-school connections)
High Point Teacher's Edition (p. T170a-T183)
"Emergency!"
"Make a Tune"
"A Road Might Lead to Anywhere"
"Coaches"

Unit 11 - Make a Difference!
High Point Textbook "Basic" (p. 184-197)
High Point Language and Literacy Student Book (p. 184-197)
High Point Language Skills Practice Book (p. 96-100)
High Point Language Reading Skills Practice Book (p. 77-80)
High Point Listen and Learn Audio
Theme Book *Who Was Martin Luther King, Jr.?* (The Basics Bookshelf)
HIgh Point Letter TIles
High Point Language Acquisition Assessment (Unit 11 Test), Writing Assessment, Self-Assessment
High Point Teacher's Edition (p. .T184a-T197)
"I Am Rosa Parks"
"Happy Birthday, Martin Luther King"
"Behind the Mask"
"Oh, Freedom!"

Unit 12 - Our Living Planet
High Point Textbook "Basic" (p. 198-211)
High Point Language and Literacy Student Book (p. 198-211)
High Point Language Skills Practice Book (p. 101-105)
High Point Language Reading Skills Practice Book (p. 81-83)
High Point Listen and Learn Audio
Theme Book *Rachel Carson* (The Basics Bookshelf)
High Point Letter Tiles
High Point Language Acquisition Assessment (Unit 12 Test), Writing Assessment, Self-Assessment
High Point Teacher's Edition (p. T198a-T211)
"Common Ground: The Water, Earth, and Air We Share"

ESL-Entering/Beginning

Unit 2 - Set the Table
Language Development
- Adjectives
- Vocabulary: Colors, Shapes, and Sizes
- Vocabulary: Foods
- Action Verbs

Language and Literacy
- Read and Think Together: Steps in a Process
- "I Make Pictures Move!" (Career Sketch)
- Words to Know
- Reading and Spelling: short *i*, short *u*, *ch*, and *tch*
- Read on Your Own: Steps in a Process
- "Something Good for Lunch" (Realistic Fiction)
- Negative Sentences

Language Across the Curriculum
- Success in Science: Food Pyramid

Unit 3 - On the Job
Language Development
- Vocabulary: Actions/Careers
- Present Tense Verbs
- Yes-or-No Questions
- Vocabulary: Tools and Careers

Language and Literacy
- Read and Think Together: Details
- "What Is It?" (Fantasy)
- Words to Know
- Reading and Spelling: short *e*, *sh*, *ck*, and double consonants
- Read on Your Own: Details
- "Let Ben Take It" (Realistic Fiction)
- Questions with *Who?*, *What?*, *Where?*, and *When?*

Language Across the Curriculum
- Success in Science and Mathematics: Scientific Processes; Measurement

Unit 4 - Numbers Count
Language Development
- Questions with *Do* and *Does*
- Vocabulary: Cardinal Numbers
- Negative Sentences
- Vocabulary: Ordinal Numbers

Language and Literacy
- Read and Think Together: Problems and Solutions
- "A Year Without Rain" (Historical Fiction)
- Words to Know
- Reading and Spelling: blends and digraphs

"Where the Forest Meets the Sea"
"Hairy, Scary, Ordinary"
"Beast Feast"
"The World of Nature"

Unit 13 - Past and Present
High Point Textbook "Basic" (p. 212-227)
High Point Language and Literacy Student Book (p. 212-227)
High Point Language Skills Practice Book (p. 106-110)
High Point Language Reading Skills Practice Book (p. 84-87)
High Point Listen and Learn Audio
Theme Book *The Children We Remember* (The Basics Bookshelf)
High Point Letter Tiles
High Point Language Acquisition Assessment (Unit 13 Test), Writing Assessment, Self-Assessment
High Point Newsletter 5 (Home-school connections)
High Point Teacher's Edition (p. T212a-T227)
"Baseball Saved Us"
"The Flag We Love"
"The Butterfly"
"My Fellow Americans," "The Bicycle Man"

Unit 14 - Tell Me More
High Point Textbook "Basic" (p. 228-241)
High Point Language and Literacy Student Book (p. 228-241)
High Point Language Skills Practice Book (p. 111-115)
High Point Language Reading Skills Practice Book (p. 88-91)
High Point Listen and Learn Audio
Theme Book T*he Eagle and the Moon Gold* (The Basics Bookshelf)
High Point Letter Tiles
High Point Language Acquisition Assessment (Unit 14 Test), Writing Assessment, Self-Assessment
High Point Teacher's Edition (p. T228a-T241)
"Cinder-Elly"
"Seven Blind Mice"
"Hoop Dancers"
"The Fox in the Moon"
"The Princess and the Pea"

Unit 15 - Personal Best
High Point Textbook "Basic" (p. 242-255)
High Point Language and Literacy Student Book (p. 242-255)
High Point Language Skills Practice Book (p. 116-120)

- Read on Your Own: Details
- "Rush!" (Realistic Fiction)
- Contractions with *not*

Language Across the Curriculum
- Success in Social Studies: Geography; Charts

Unit 5 - City Sights
Language Development
- Vocabulary: Location Words
- Vocabulary: Neighborhood
- Regular Past Tense Verbs
- Statements with *There is* and *There are*

Language and Literacy
- Read and Think Together: Details
- "More Than a Meal" (Realistic Fiction)
- Words to Know
- Reading and Spelling: word patterns and multisyllabic words
- Read on Your Own: Details
- "Meet Jo" (Newspaper Article)
- Pronoun-Verb Contractions

Language Across the Curriculum
- Success in Social Studies: Communities; Maps

Unit 6 - Welcome Home!
Language Development
- Vocabulary: Family
- Present Tense Verbs: *have* and *has*
- Vocabulary: Rooms in a House
- Vocabulary: Household Objects

Language and Literacy
- Read and Think Together: Main Idea and Details
- "Families" (Photo Essay)
- Words to Know
- Reading and Spelling: long vowels (*a*, *i*, *o*, *u*)
- Read on Your Own: Main Idea and Details
- "When We Came to Wisconsin" (Realistic Fiction)
- Plural Nouns

Language Across the Curriculum
- Success in Mathematics: Fractions, Decimals, and Percents

Unit 7 - Pack Your Bags!
Language Development
- Commands
- Vocabulary: Landforms and Transportation
- Vocabulary: Weather and Clothing
- Verbs: *can*

High Point Language Reading Skills Practice Book (p. 92-95)

High Point Listen and Learn Audio

Theme Book *Body Works* (The Basics Bookshelf)

High Point Letter Tiles

High Point Language Acquisition Assessment (Unit 15 Test), Writing Assessment, Self-Assessment

High Point Teacher's Edition (p. T242a-T255)

"Wilma Unlimited"

"For the Love of the Game"

"Sports"

"My Soccer Book"

"100 Unforgettable Moments in the Summer Olympics"

Unit 16 - This Land Is Our Land

High Point Textbook "Basic" (p. 256-269)

High Point Language and Literacy Student Book (p. 256-269)

High Point Language Skills Practice Book (p. 121-125)

High Point Language Reading Skills Practice Book (p. 96-99)

High Point Listen and Learn Audio

Theme Book *All Across America* (The Basics Bookshelf)

High Point Letter Tiles

High Point Language Acquisition Assessment (Unit 16 Test), Writing Assessment, Self-Assessment

High Point Newsletter 6 (Home-school connections)

High Point Teacher's Edition (p. T256a-T269)

"Grandfather's Journey"

"My Fellow Americans"

"Geography from A to Z"

"America the Beautiful"

"Honest Abe"

Unit 17 - Harvest Time

High Point Textbook "Basic" (p. 270-283)

High Point Language and Literacy Student Book (p. 270-283)

High Point Language Skills Practice Book (p. 126-130)

High Point Language Reading Skills Practice Book (p. 100-104)

High Point Listen and Learn Audio

Theme Book *Crops* (The Basics Bookshelf)

High Point Letter Tiles

High Point Language Acquisition Assessment (Unit 17 Test), Writing Assessment, Self-Assessment

High Point Teacher's Edition (p. T270a-T283)

"Farms", "Farming"

"Corn"

"Apples", "The Milk Makers"

Language and Literacy
- Read and Think Together: Classify
- "Explore!" (Travel Essay)
- Words to Know
- Reading and Spelling: long vowels (*ai*, *ay*; *ee*, *ea*; *oa*, *ow*)
- Read on Your Own: Classify
- "Explore a Wetland" (Science Article)
- Capitalization: Proper Nouns

Language Across the Curriculum
- Success in Science: Cycles; Diagrams

Unit 8 - Friend to Friend
Language Development
- Regular Past Tense Verbs
- Vocabulary: Feelings
- Irregular Past Tense Verbs: *was* and *were*
- Negative Sentences and Contractions with *not*

Language and Literacy
- Read and Think Together: Cause and Effect
- "Friends Are Like That" (Fictional Journal)
- Words to Know
- Reading and Spelling: verb ending (*-ed*)
- Read on Your Own: Cause and Effect
- "Eva's Lesson" (Realistic Fiction)
- Possessive Nouns

Language Across the Curriculum
- Success in Mathematics: Bar Graphs

Unit 9 - Let's Celebrate
Language Development
- Adverbs
- Present Progressive Verbs
- Vocabulary: Country Words
- Phrases with *like to* and *want to*

Language and Literacy
- Read and Think Together: Classify
- "Let's Dance" (Photo Essay)
- Words to Know
- Reading and Spelling: verb ending (*-ing*)
- Read on Your Own: Details
- "Dance to Celebrate" (Social Studies Article)

Language Across the Curriculum
- Success in Social Studies: World Cultures; Maps

Unit 10 - Here to Help
Language Development
- Verbs: *may*, *might*, and *could*
- Vocabulary: Time

Unit 18 - Superstars
High Point Textbook "Basic" (p. 284-297)
High Point Language and Literacy Student Book (p. 284-297)
High Point Language Skills Practice Book (p. 131-136)
High Point Language Reading Skills Practice Book (p. 105-109)
High Point Listen and Learn Audio
Theme Book *Sunny and Moonshine* (The Basics Bookshelf)
High Point Letter Tiles
High Point Language Acquisition Assessment (Unit 18 Test), Writing Assessment, Self-Assessment
High Point Teacher's Edition (p. T284a-T297)
"The Lost Children"
"The Planets"
"Postcards from Pluto"
"The International Space Station"
"My Place in Space"

- Phrases with *have to* and *need to*
- Possessive Pronouns

Language and Literacy
- Read and Think Together: Cause and Effect
- "Power Out!" (Realistic Fiction)
- Words to Know
- Reading and Spelling: long vowels (*ie*, *igh*, *ui*, *ue*)
- Read on Your Own: Cause and Effect
- "Hot Crumbs Cause Fire" (Newspaper Article)

Language Across the Curriculum
- Success in Social Studies: Local Government

Unit 11 - Make a Difference!
Language Development
- Irregular Past Tense Verbs
- Vocabulary: Direction Words
- Vocabulary: Civil Rights
- Irregular Past Tense Verbs

Language and Literacy
- Read and Think Together: Sequence
- "Who Was Martin Luther King, Jr.?" (Biography)
- Words to KNow
- Reading and Spelling *r*-controlled vowels
- Read on Your Own: Classify Information
- "Kids Are Helping Kids" (Biographies)

Language Across the Curriculum
- Success in Mathematics: U.S. Elections; Tables and Circle Graphs

Unit 12 - Our Living Planet
Language Development
- Vocabulary: Opinion WOrds
- Vocabulary: Animals and Habitats
- Vocabulary: Plants and Habitats
- Sensory Adjectives

Language and Literacy
- Read and Think Together: Sequence
- "Rachel Carson" (Biography)
- Words to Know
- Reading and spelling: *r*-controlled syllable types
- Read on Your Own: Details, Cause and Effect
- "Animals in the Wild" (Science Article)

Language Across the Curriculum
- Success in Science and Mathematics: Endangered Animals; Line Graphs

Unit 13 - Past and Present
Language Development
- Vocabulary: History
- Vocabulary: Historical Records
- Nouns
- Present and Past Tense Verbs
- Object Pronouns

Language and Literacy
- Read and Think Together: Comparisons
- "The Children We Remember" (Historical Account)
- Words to Know
- Reading and Spelling: words with *y*
- Read on Your Own: Comparisons
- "Kidworks for Peace" (Web Page)

Language Across the Curriculum
- Success in Social Studies: U.S. Government

Unit 14 - Tell Me More
Language Development
- Vocabulary: Story Elements
- Vocabulary: Opposites
- Vocabulary: Phrases for Time and Places
- Commands

Language and Literacy
- Read and Think Together: Characters
- "The Eagles and the Moon Gold" (Fable)
- Words to Know
- Reading and Spelling: diphthongs and variant vowels
- Read on Your Own: Story Elements
- "A Chill in the Air" (Realistic Fiction)

Language Across the Curriculum
- Success in Language Arts: Myths; Characters, Setting, and Plot

Unit 15 - Personal Best
Language Development
- Vocabulary: The Body
- Present Tense Verbs
- Vocabulary: Sports
- Pronouns

Language and Literacy
- Read and Think Together: Main Idea and Details
- "Body Works" (Science Essay)
- Words to Know
- Reading and Spelling: variant vowels and consonants
- Read on Your Own: Main Idea and Details
- "Summer Games Are a Big Hit" (Newspaper Article)

Language Across the Curriculum
Success in Language Arts: How to Build a
Paragraph

Unit 16 - This Land Is Our Land
Language Development
- Vocabulary: American History
- Questions with *How* and *Why?*
- Vocabulary: Landforms and Bodies of
  Water
- Capitalization: Proper Nouns
Language and Literacy
- Read and Think Together: Classify
- "All Across America" (Song)
- Words to Know
- Reading and Spelling: multisyllabic words
- Read on Your Own: Classify
- "Deep Canyon" (Travel Article)
Language Across the Curriculum
- Success in Social Studies: Regions of the
  U.S.; Maps

Unit 17 - Harvest Time
Language Development
- Questions: *How many?* and *How much?*
- Vocabulary: Farming
- Vocabulary: At the Restaurant
- Sensory Adjectives
Language and Literacy
- Read and Think Together: Comparisons
- "Crops" (Informational Text)
- Words to Know
- Reading and Spelling: prefixes and
  suffixes
- Read on Your Own: Comparisons
- "Many Places to Plant a Plant"
  (Informational Text)
Language Across the Curriculum
- Success in Science: Plants

Unit 18 - Superstars
Language Development
- Vocabulary: Idioms
- Future Tense Verbs and Contractions
- Vocabulary: Space
- Verb Tenses: Present, Past, Future
Language and Literacy
- Read and Think Together: Goal and
  Outcome
- "Sunny and Moonshine" (Fantasy)
- Words to Know
- Reading and Spelling: multisyllabic words
- Read on Your Own: Goal and Outcome

ESL-Entering/Beginning

● "Fifth Moon's Story" (Legend) **Language Across the Curriculum** Success in Science: Space	

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 Support (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 cues or prompts; record or type assignments; adapt worksheets, packets; use alternate assignments)

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 (provided 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)

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

ESL-Entering/Beginning

Pacing Guide

Course Name	Resource	Standards
MP 1		
Unit 1 - Glad to Meet You! 10 days Unit 2 - Set the Table! 10 days Unit 3 - On the Job 10 days Unit 4 - Numbers Count 10 days	**High Point Textbook/National Geographic IMPACT** Lakeside School (Introduction Unit) Unit 1 - Glad to Meet You! Unit 2 - Set the Table Unit 3 - On the Job Unit 4 - Numbers Count	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 5 - City Sights 10 days Unit 6 - Welcome Home! 10 days Unit 7 - Pack Your Bags! 10 days Unit 8 - Friend to Friend 10 days	**High Point Textbook/National Geographic IMPACT** Unit 5 - City Sights Unit 6 - Welcome Home! Unit 7 - Pack Your Bags! Unit 8 - Friend to Friend	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 9 - Let's Celebrate 10 days Unit 10 - Here to Help 10 days Unit 11 - Make a Difference! 10 days Unit 12 - Our Living Planet 10 days Unit 13 - Past and Present 10 days	**High Point Textbook/National Geographic IMPACT** Unit 9 - Let's Celebrate Unit 10 - Here to Help Unit 11 - Make a Difference! Unit 12 - Our Living Planet Unit 13 - Past and Present	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 14 - Tell Me More 10 days Unit 15 - Personal Best 10 days Unit 16 - This Land Is Our Land 10 days Unit 17 - Harvest Time 10 days	**High Point Textbook/National Geographic IMPACT** Unit 14 - Tell Me More Unit 15 - Personal Best Unit 16 - This Land Is Our Land Unit 17 - Harvest Time Unit 18 - Superstars	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

ESL-Entering/Beginning

Unit 18 - Superstars 10 days		2020 WIDA ELD Standard 5 - Language for Social Studies