

**Office of Multilingual Curriculum and Programs (OMCP)
School District of Philadelphia**

**Middle School
Inside B**

Suggested Planning / Scheduling Timeline

Supplemental Units:

<http://middleschoolesl.weebly.com/>

Social Studies and Science Content Supplemental units / texts / assessments
aligned with *Inside B*

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Course Description

Middle school students who are newcomers or score between 1 - 3 on the ACCESS assessment should be provided with English language development support in a “collaborative pull-out” class. (see chart below) The core material for students who score 2 - 2.9 is Inside *B* (2009). All thematic units integrate the four language domains (reading, writing, speaking, and listening). Students learn language in context in thematic units which include authentic literature, information text, vocabulary development and spiraled skill and grammar instruction. Each unit includes a writing project.

In addition to Inside B, there are theme and skill aligned units with science and social studies content. The units may be used in addition to or exchanged for Inside units. Each unit includes complete lesson plans and materials. The science and social studies topics are thematically aligned. The literacy and language skills in each unit are the same for the science and social studies text. Lastly, some of the units are based on Philadelphia or Pennsylvania history, geography and/or natural features and events.

Goals for the Course

Goals of the course include (1) building on students’ “funds of knowledge” / prior knowledge and experiences, (2) engaging students in meaningful language practice in the four language domains (reading, writing, speaking, listening) with appropriate scaffolds, (3) improving students’ growth in reading including decoding, fluency and comprehension in English, (4) improving students’ growth in creative and formal writing, and (5) supporting students as they acquire academic English and discuss and evaluate historic and current issues. Students should be prepared to be integrated into mainstream English / English Language Arts classes in middle and/or high school.

Google File / Folder

If you would like to share materials and resources for the course or view lessons / materials including text sets in the Google Folder, please email Donna Sharer, dsharer@philasd.org.

Rostering Guidelines

Definition of terms:

ELD: Language instruction delivered by classroom and ESL teacher.

Co-teaching/push-in: ESL and content teachers collaborate to deliver content instruction with appropriate ELD foci based on diverse classroom needs. Teachers share equal status and collaborate to determine appropriate co-teaching model (e.g., one student or two student groups; two teachers teach the same content, or teacher re-teaches, etc.).

Collaborative pull-out: ESL and content teachers work together to identify ELs whose needs would be best served in a dedicated, small group environment out of the mainstream classroom. ESL instruction targets social/foundational language skills and academic/disciplinary language development simultaneously.

Grade Span	EL Levels					
	1.0 – 1.9 Entering	2.0 – 2.9 Beginning	3.0 – 3.9 Developing	4.0 – 4.9 Expanding	5.0 – 5.9 Bridging	6.0 Reaching
K – 2	All co-teaching/push-in					
3 – 5	All collaborative pull-out	Co-teaching/push-in <i>*Collaborative pull-out on a case-by-case basis</i>		All co-teaching/push-in		
6 – 8	All collaborative pull-out		Co-teaching/push-in <i>*Collaborative pull-out on a case-by-case basis</i>	All co-teaching/push-in		

Inside B Curriculum Map

Inside B includes nine units:

1. Here to Help
2. Make a Difference
3. Our Living Planet
4. Past and Present
5. Tell me More
6. Personal Best
7. This Land is Our Land
8. Harvest Time
9. Superstars

The curriculum includes:

- Big Idea
- Essential Questions
- PA Core Standards
- Objectives
- Language Foci (linguistic complexity, language forms and conventions, vocabulary)
- References / Resources

Middle School Supplemental Units

The Middle School Supplemental Units are aligned with Inside B units #1 through #7 based on topics and skills.

For example, Inside B Unit 1, “Here to Help,” includes text on natural disasters and first responders. The Middle School Unit for social studies is on the 2010 Haitian Earthquake and the science units is on earthquakes and safety during an earthquake. Students consider how community members help and learn from each other.

The Supplemental Units also include disciplinary learning including reading and interpreting primary sources and completing laboratory reports for virtual (or actual) science labs. Lessons includes links to videos of science experiments and / or directions for science experiments. Lastly, units include **Text Dependent Analysis (TDA)** lessons.

Inside B Unit 1

Big Idea: Community members help and learn from each other. Essential Question: How do we work as a team to help each other?		
Inside B	Unit 1 <i>Here to Help</i>	Week 1 Part 1 (Lessons 1 - 5)
PA Common Core Standards	To demonstrate proficiency students will	References and resources
<p>1.2 Reading Informational Text -Integration of Knowledge and Ideas, Diverse Media/CC 1.2 G</p> <p>1.3 Reading Literature -Key Ideas & Details, Text Analysis/CC 1.3 B -Craft and Structure, Text Structure/CC 1.3 E -Vocabulary Acquisition and Use/CC 1.3 J -Range of Reading/CC 1.3 K</p> <p>1.4 Writing -Informative/Explanatory, Conventions of Language/CC 1.4 F -Range of Writing/CC 1.4 X</p> <p>1.5 Speaking and Listening -Comprehension & Collaboration, Collaborative Discussion/CC 1.5A -Comprehension & Collaboration, Critical Listening/CC 1.5B -Conventions of Standard English/CC 1.5 G</p> <p>Alignment with Common Core <i>Craft and Structure</i> 4 – Determining the meaning of words and phrases <i>Integration of Knowledge and Ideas</i> 7 – Analyzing information presented in different mediums or formats</p>	<p>Content Objectives: -Define realistic fiction and analyze its components. -Identify cause and effect in a story.</p> <p>Language: <u><i>Linguistic Complexity</i></u> -Analyze, discuss, and respond to the big question using a variety of sentence lengths. -Describe and discuss community workers and how people help in their community using high frequency words and a variety of sentence lengths. -Interpret visual images about community workers using a mind map. <u><i>Language Forms and Conventions</i></u> -Use helping verbs: may, might, and could to describe the future orally. -Use “have to” and “need to” in present tense with both singular and plural pronouns orally and in writing. -Use possessive pronouns orally and in writing. -Use helping verbs-- may, might, and could-- to describe the future in writing. <u><i>Vocabulary Usage—Acquire and use grade level</i></u> -Unit Vocabulary: o'clock, half past, noon, and quarter after. -High Frequency Words: may, might, and could. -Academic Vocabulary: phrase, possessive adjective, and helping verb.</p>	<p>Inside B Teacher's Edition: Unit 1 Launch: T2-T3 Unit Resources: T2-T9 Unit Planner: T2b-T2c</p> <p>Inside B Student's Edition: Student Text: pp.2-9 Student Practice Book: pp.1-6 Language CD1, Tracks 1-3</p> <p>Newcomer Support INSIDE the USA Unit 1, Part 1 Teacher's Edition: T1a-T13</p> <p>Genre and Reading Strategy: Students will read realistic fiction story and use the following strategies as they read: activating prior knowledge, setting a purpose, and identifying cause and effect strategies.</p>

Big Idea: Community members help and learn from each other.
Essential Question: How do workers help take care of our communities?

Inside B	Unit 1 <i>Here to Help</i>	Week 2	Part 2 (Lessons 6 - 10)
PA Common Core Standards	To demonstrate proficiency students will	References and resources	
<p>1.2 Reading Informational Text -Key Ideas and Details, Text Analysis/CC 1.2 C -Craft & Structure, Text Structure/CC 1.2 E -Vocabulary Acquisition and Use/CC 1.2 K -Range of Reading/CC.1.2 L</p> <p>1.3 Reading Literature -Vocabulary Acquisition and Use/CC 1.3 J</p> <p>1.4 Writing -Informative/Explanatory/CC 1.4 A -Informative/Explanatory, Conventions of Language/CC 1.4 F -Range of Writing/CC 1.4 X</p> <p>1.5 Speaking and Listening -Comprehension & Collaboration, Collaborative Discussion/CC 1.5A -Comprehension & Collaboration, Critical Listening/CC 1.5C -Conventions of Standard English/CC 1.5 G</p> <p>Alignment with Common Core <i>Craft and Structure</i> 4 – Determining the meaning of words and phrases <i>Integration of Knowledge and Ideas</i> 7 – Analyzing information presented in different mediums or formats</p>	<p>Content Objectives: -Identify and define the features of a newspaper article. -Identify and define captions as a text feature. -Identify cause and effect in a newspaper article.</p> <p>Language: <u>Discourse Complexity</u> -Analyze, discuss, and respond to a newspaper article. -Read a newspaper article and organize ideas using an idea web. -Discuss cause and effect in a newspaper article. -Summarize a newspaper article using academic vocabulary and a variety of sentence structures. -Write sentences about community workers. <u>Language Forms and Conventions</u> -Identify long i (i, ie, igh) and long u (u, ui, ue) sounds in the middle and at the end of words. -Practice word blending and decoding for words with long i and long u vowel sounds. -Blend and isolate sounds to decode words. -Put words in alphabetical order. <u>Vocabulary Usage—Acquire and use grade level</u> -Theme-related Vocabulary: emergency operators, firefighters, paramedics, police officers, doctors, nurses -High Frequency Words: river, picture, only, important, were, water, been, four, sound, caused, between, could, almost, life, often, and never. -Academic Vocabulary: text feature, caption, decode, alphabetical order, newspaper article, poem, fluency, and expression.</p>	<p>Inside B Teacher’s Edition: Unit Resources: T10-T18 Unit Planner: T2b-T2c</p> <p>Inside B Student’s Edition: Student Text: pp.10-18 Student Practice Book: pp.7-11 Sound/Spell cards 34, 36 Fluency Models CD, Track 1 NGReach.com</p> <p>Newcomer Support INSIDE the USA Unit 1, Part 2 Teacher’s Edition: T14-T23</p> <p>Genre and Reading Strategy: Students will read newspaper article, Hot Crumbs Cause Fire, and activate prior knowledge before reading and while reading.</p>	

**Big Idea: Community members help and learn from each other.
Essential Question: How do animals help community workers?**

Inside B	Unit 1 <i>Here to Help</i>	Week 3	Part 3 (Lessons 11 - 15)
PA Common Core Standards	To demonstrate proficiency students will	References and resources	
<p>1.2 Reading Informational Text -Key Ideas and Details, Text Analysis/CC 1.2 C -Craft & Structure, Text Structure/CC 1.2 E -Vocabulary Acquisition and Use/CC 1.2 K -Range of Reading/CC.1.2 L</p> <p>1.4 Writing -Narrative/CC 1.4 M-R -Production and Distribution of Writing, Writing Process/CC 1.4 T</p> <p>1.5 Speaking and Listening -Comprehension & Collaboration, Collaborative Discussion/CC 1.5A -Comprehension & Collaboration, Critical Listening/CC 1.5 B -Conventions of Standard English/CC 1.5 G</p> <p>Alignment with Common Core <i>Craft and Structure</i> 4 – Determining the meaning of words and phrases <i>Integration of Knowledge and Ideas</i> 7 – Analyzing information presented in different mediums or formats</p>	<p>Content Objectives: -Identify and define the features of a magazine article. -Identify cause and effect in a magazine article. -Define and examine headings as a text feature.</p> <p>Language: <u>Discourse Complexity</u> -Respond to visuals using academic vocabulary and a variety of sentence structures -Identify cause and effect and summarize orally and/or in writing. -Identify parts of a friendly letter and write a friendly letter. -Examine and analyze a writing prompt. -Examine steps of the writing process and follow steps to write a friendly letter. -Examine and use a rubric to self-assess writing. <u>Language Forms and Conventions</u> -Recognize and use editing marks. -Edit the use of possessive adjectives, spelling, capitalization and commas. -Prepare an envelope with address for mailing. <u>Vocabulary Usage—Acquire and use grade level</u> -Theme-related Vocabulary: Earthquake, emergencies, life, rescue, detectives, police officer, mystery, life -Academic Vocabulary: Indent, paragraph, supporting details, topic sentence, main idea, greeting, heading, date, closing, signature, audience, purpose, form, rubric, organize, draft, revise, publish, magazine article, poem</p>	<p>Inside B Teacher’s Edition: Unit Resources: T19-T30, Writing Project: T31-35 Unit Planner: T2b-T2c</p> <p>Inside B Student’s Edition: Student Text: pp.19-35 Student Practice Book: 12-17 Fluency Models CD, Track 10 NGReach.com Text: Dog Detectives (magazine article)</p> <p>Assessment INSIDE B Teacher’s Edition p. T36a Writing Project: T31 – T35</p> <p>Assessment handbook pp. 1g-1j, 1k, T38-40, pp. 54 and 55</p> <p>InsideNG.com – download assessment, rubric, fluency passage, scoring form, WCPM graph</p> <p>eAssessment-Scan and score, online testing</p> <p>Newcomer Support INSIDE the USA Unit 1, Part 3 Teacher’s Edition: T24-T33a</p> <p>Genre and Reading Strategy: Students will read magazine article Dog Detectives, and identify cause and effect with a chart, and build reading comprehension using sentence frame supports.</p>	

Inside B Unit 2

Big Idea: People can make a difference and create a better world. Essential Question: How can we use our civil rights to make a difference?			
Inside B	Unit 2 <i>Make a Difference</i>	Week 4	Part 1 (Lessons 1 - 5)
PA Common Core Standards	To demonstrate proficiency students will	References and resources	
<p>1.2 Reading Informational Text -Key Ideas and Details, Text Analysis/CC 1.2 C -Craft & Structure, Text Structure/CC 1.2 E -Integration of Knowledge and Ideas, Diverse Media/CC 1.2 G -Range of Reading/CC.1.2 L</p> <p>1.3 Reading Literature -Integration of Knowledge & Ideas, Sources of Information/CC 1.3 G -Vocabulary Acquisition and Use/CC 1.3 J</p> <p>1.4 Writing -Range of Writing/CC 1.4 X</p> <p>1.5 Speaking and Listening -Comprehension & Collaboration, Collaborative Discussion/CC 1.5 A -Comprehension & Collaboration, Critical Listening/CC 1.5 B -Conventions of Standard English/CC 1.5 G</p> <p>Alignment with Common Core <i>Craft and Structure</i> 4 – Determining the meaning of words and phrases 5 – Analyze text structure <i>Integration of Knowledge and Ideas</i> 7 – Analyzing information presented in different mediums or formats</p>	<p>Content Objectives: -Define and examine Civil Rights.</p> <p>Language: <u><i>Discourse Complexity</i></u> -Interpret an image and use a mind map to brainstorm and list ways people can make a difference. -Preview the unit in order to determine and discuss the topics and goals of the unit. -Express wants and feelings orally. -State personal goals using sentence frames. -Recognize and use direction words to give and receive directions. -State personal goals using sentence frames. <u><i>Language Forms and Conventions</i></u> -Identify and use past tense verbs to talk and write about the past. -Identify and correctly use irregular past tense verbs orally and in writing. <u><i>Vocabulary Usage--Acquire and use grade-level</i></u> -Theme-related Vocabulary: civil rights, leader, march, protest, free speech, vote, ballot box -Academic Vocabulary: biography, nonfiction, author, sequence, time line, key events</p>	<p>Inside B Teacher's Edition: Unit 2 Launch: T36-T37 Unit Resources: T36c-T43 Unit Planner: T36c-T36d</p> <p>Inside B Student's Edition: Student Text: pp.36-43 Student Practice Book: pp.17-21 Language CD1, Tracks 4-5</p> <p>Newcomer Support INSIDE the USA Unit 2, Part 1 Teacher's Edition: T33b-T47</p> <p>Genre and Reading Strategy: Students will read a biography of a Civil Rights leader and identify sequence of events while reading.</p>	

**Big Idea: People can make a difference and create a better world.
Essential Question: What are civil rights?**

Inside B	Unit 2 <i>Make a Difference</i>	Week 5	Part 2 (Lessons 6 - 10)
PA Common Core Standards	To demonstrate proficiency students will	References and resources	
<p>1.2 Reading Informational Text -Key Ideas and Details, Text Analysis/CC 1.2 B -Craft & Structure, Text Structure/CC 1.2 E -Integration of Knowledge and Ideas, Diverse Media/CC 1.2 G -Vocabulary Acquisition and Use/CC 1.2 K -Range of Reading/CC.1.2 L</p> <p>1.3 Reading Literature -Integration of Knowledge & Ideas, Sources of Information/CC 1.3 G -Vocabulary Acquisition and Use/CC 1.3 J</p> <p>1.4 Writing -Informative/Explanatory/CC 1.4 A -Range of Writing/CC 1.4 X</p> <p>1.5 Speaking and Listening -Comprehension & Collaboration, Collaborative Discussion/CC 1.5A -Comprehension & Collaboration, Critical Listening/CC 1.5B -Conventions of Standard English/CC 1.5 G</p> <p>Alignment with Common Core <i>Craft and Structure</i> 4 – Determining the meaning of words and phrases 5 – Analyze text structure <i>Integration of Knowledge and Ideas</i> 7 – Analyzing information presented in different mediums or formats</p>	<p>Content Objectives: -Define and identify components of biography. -Locate and identify Canada, Bosnia, and Nigeria on a map. -Analyze ways people help others.</p> <p>Language: <u>Discourse Complexity</u> -Give information using academic vocabulary and a variety of sentence structures. -Create word maps to study high frequency words. -Write sentences in the past tense about a person that made a difference. -Read aloud a selection from a biography with appropriate phrasing.</p> <p><u>Language Forms and Conventions</u> -Use correct subject-verb agreement. -Accurately identify and use the past tense. -Identify rhyme and associate sounds and spellings of /är/ar, /ör/or and /ür/er, ir, ur and /är/ear and /ir/ear, eer. -Listen to and sing a song using correct pronunciation of r-controlled vowels.</p> <p><u>Vocabulary Usage—Acquire and use grade level!</u> -Theme-related Vocabulary: country, citizen, fair, hope, ethnic group, radio, courage, rights, war -Academic Vocabulary: rhyme, blend, vowels, classify, chart</p>	<p>Inside B Teacher’s Edition: Unit Resources: T44-T52 Unit Planner: T2b and T2c</p> <p>Inside B Student’s Edition: Student Text: pp. 44-52 Student Practice Book: pp. 22-28 Language CD1, Track 6 Fluency Models CD, Track 2 NGReach.com Text: Kids are Helping Kids (biography) Language CD1, Tracks 1-3</p> <p>Newcomer Support INSIDE the USA Unit 1, Part 1 Teacher’s Edition: T1a-T13</p> <p>Genre and Reading Strategy: Students will read biography Kids are Helping Kids and activate prior knowledge, set a purpose, recognize and decode high frequency words, and identify and classify details.</p>	

**Big Idea: People can make a difference and create a better world.
Essential Question: How do people get civil rights?**

Inside B

Unit 2 Make a Difference

Week 6

Part 3 (Lessons 11 - 15)

PA Common Core Standards	To demonstrate proficiency students will	References and resources
<p>1.2 Reading Informational Text -Key Ideas and Details, Main Idea/CC 1.2 A -Key Ideas and Details, Text Analysis/CC 1.2 B -Craft & Structure, Text Structure/CC 1.2 E -Vocabulary Acquisition and Use/CC 1.2 J to K -Range of Reading/CC.1.2 L</p> <p>1.4 Writing -Narrative/CC 1.4 M to R -Production & Distribution of Writing, Writing Process/CC 1.4 T</p> <p>1.5 Speaking and Listening -Comprehension & Collaboration, Collaborative Discussion/CC 1.5A -Comprehension & Collaboration, Critical Listening/CC 1.5B -Presentation of Knowledge and Ideas in Context/CC 1.5 E -Conventions of Standard English/CC 1.5 G</p> <p>Alignment with Common Core <i>Craft and Structure</i> 4 – Determining the meaning of words and phrases 5 – Analyze text structure <i>Integration of Knowledge and Ideas</i> 7 – Analyzing information presented in different mediums or formats</p>	<p>Content Objectives: -Analyze and interpret data in a table and circle graph. -Identify components of a nonfiction article, a history article, and a personal narrative. -Identify and analyze how women obtained the right to vote in the United States.</p> <p>Language: <u>Discourse Complexity</u> -State opinion in response to visuals. -Use an interview to give and receive information. -Make and confirm predictions. -Retell and summarize events in a history article using a time line and sentence frames. -Identify sequence and cause and effect in a history article. -Plan, draft, revise, edit and share a personal narrative. -Present personal narrative using clear pronunciation and appropriate volume. <u>Language Forms and Conventions</u> -Use the past tense form of verbs to describe events. -Recognize and use editing marks to edit and proofread a personal narrative. <u>Vocabulary Usage</u>—Acquire and use grade level -Theme-related Vocabulary: voting, protest, right, sign, vote, women -Academic Vocabulary: data, table, rows, columns, graph, section, key, interpret, article, history article, nonfiction, personal narrative, prewrite, draft, revise, edit, proofread, publish, share</p>	<p>Inside B Teacher’s Edition: Unit Resources: T53-T70a Unit Planner: T36c-T36d</p> <p>Inside B Student’s Edition: Student Text: pp.53-69 Student Practice Book: 29-32 Fluency Models CD, Track 11 NGReach.com Text: Striving for Change (history article)</p> <p>Assessment INSIDE B Teacher’s Edition p. T70a Writing Project: T65-T69</p> <p>Assessment handbook pp. 11-1o and 1p, and pp. T38-40, and pp. 54-55</p> <p>InsideNG.com – download assessment, rubric, fluency passage, scoring form, WCPM graph, and metacognitive forms</p> <p>Newcomer Support INSIDE the USA Unit 2, Part 3 Teacher’s Edition: T58-T71a</p> <p>Genre and Reading Strategy: Students will read history article Striving for Changes, and identify sequence using a timeline.</p>

Inside B Unit 3

Big Idea: People can work together to take care of the earth. Essential Question: How are environments the same and different?			
Inside B	Unit 3 <i>Our Living Planet</i>	Week 7	Part 1 (Lessons 1 - 5)
PA Common Core Standards	To demonstrate proficiency students will	References and resources	
<p>1.2 Reading Informational Text -Key Ideas and Details, Main Idea/CC 1.2 A -Key Ideas and Details, Text Analysis/CC 1.2 B-C -Integration of Knowledge and Ideas, Diverse Media/CC 1.2 G -Vocabulary Acquisition and Use/CC 1.2 K -Range of Reading/CC 1.2 L</p> <p>1.3 Reading Literature -Integration of Knowledge & Ideas, Sources of Information/CC 1.3 G -Vocabulary Acquisition and Use/CC 1.3 J</p> <p>1.4 Writing -Informative/Explanatory/CC 1.4 A-B -Range of Writing/CC 1.4 X</p> <p>1.5 Speaking and Listening -Comprehension & Collaboration, Collaborative Discussion/CC 1.5A -Comprehension & Collaboration, Critical Listening/CC 1.5B -Presentation of Knowledge and Ideas in Context/CC 1.5 E -Conventions of Standard English/CC 1.5 G</p>	<p>Content Objectives: -Identify and examine information about animals. -Identify and examine information about habitats.</p> <p>Language: <u>Discourse Complexity</u> -Preview the unit and determine the topics and goals of the unit. -Identify opinion words (must, should, think, believe) and give opinions orally and in writing. -View and interpret images of animals using a chart, sentence frames, and a mind map. -Make suggestions and denials appropriately. -Determine and state personal goals using sentence frames. <u>Language Forms and Conventions</u> -Identify and analyze the use of sensory adjectives. -Describe environments using appropriate adjectives. <u>Vocabulary Usage</u>—Acquire and use grade level -Theme-related Vocabulary: habitat, forest, pond, seashore, farm, earth -Academic Vocabulary: biography, nonfiction, author, word web, theme, sequence, details, chart, adjective, sensory adjective</p>	<p>Inside B Teacher's Edition: Unit 3 Launch: T70-T71 Unit Resources: T70c Unit Planner: T70c-T70d</p> <p>Inside B Student's Edition: Student Text: pp.70-76 Student Practice Book: pp.38-42 Language CD1, Tracks 7-9</p> <p>Newcomer Support INSIDE the USA Unit 3, Part 1 Teacher's Edition: T71b-T83</p> <p>Genre and Reading Strategy: Students will read a biography and identify main ideas and details while reading.</p>	

Big Idea: People can work together to take care of the earth.

Essential Questions: How do we describe and explain information on graphs? What is an ecosystem?

Inside B	Unit 3 <i>Our Living Planet</i>	Week 9	Part 3 (Lessons 11 - 15)
PA Common Core Standards	To demonstrate proficiency students will		References and resources
<p>1.2 Reading Informational Text -Key Ideas and Details, Main Idea/CC 1.2 A -Key Ideas and Details, Text Analysis/CC 1.2 B-C -Craft & Structure, Text Structure/CC 1.2 E -Integration of Knowledge and Ideas, Diverse Media/CC 1.2 G -Integration of Knowledge and Ideas, Evaluating Arguments -Range of Reading/CC.1.2 L</p> <p>1.4 Writing -Opinion/Argumentative Organization/CC 1.4 G to L -Response to Literature/CC 1.4 S -Production and Distribution of Writing, Writing Process/CC 1.4 T -Range of Writing/CC 1.4 X</p> <p>1.5 Speaking and Listening -Comprehension & Collaboration, Collaborative Discussion/CC 1.5A -Comprehension & Collaboration, Critical Listening/CC 1.5B -Presentation of Knowledge and Ideas in Context/CC 1.5 E -Conventions of Standard English/CC 1.5 X</p>	<p>Content Objectives: -Analyze and interpret information in a line graph. -Identify components of a nonfiction science article. -Examine components of an ecosystem. -Identify components of a fact-and-opinion article.</p> <p>Language: <u>Discourse Complexity</u> -Preview and analyze visuals in a science article. -Retell and summarize details in a science article using sentence frames. -Identify captions and diagrams and interpret information in captions and diagrams. -Retell and summarize details in a science article using sentence frames. -Plan, draft, revise, edit and share a fact-and-opinion article. -Present fact-and-opinion article using clear pronunciation and appropriate volume.</p> <p><u>Language Forms and Conventions</u> -Identify and edit errors in a fact-and-opinion article.</p> <p><u>Vocabulary Usage</u>—Acquire and use grade level -Theme-related Vocabulary: ecosystem, forest, pond, soil, survive -Academic Vocabulary: line graph, y-axis, x-axis, scale, point, title, label, article, science article, nonfiction, fact-and-opinion article, prewrite, draft, revise, edit, proofread, publish, share</p>		<p>Inside B Teacher’s Edition: Unit Resources: T87-T104a Unit Planner: T70c-T70d</p> <p>Inside B Student’s Edition: Student Text: pp.87-103 Student Practice Book: 47-52 Fluency Models CD, Track 12 NGReach.com Text: Animal Ecosystems (science article)</p> <p>Assessment INSIDE B Teacher’s Edition p. T104e Writing Project: T99-T103</p> <p>Assessment handbook pp. 1q-1t and 1u, and pp. T38-40, and pp. 54-55</p> <p>InsideNG.com – download assessment, rubric, fluency passage, scoring form, WCPM graph, and metacognitive forms</p> <p>Newcomer Support INSIDE the USA Unit 1, Part 1 Teacher’s Edition: T92-T107a</p> <p>Genre and Reading Strategy: Students will read science article Animal Ecosystems, and identify and organize details using a web and detail chart.</p>

Inside B Unit 1 - 3 Review

Big Idea: People can help make a difference for our planet.		
Inside B	Unit 1-3 Review	Week 10
PA Common Core Standards	To demonstrate proficiency students will	References and resources
<p>1.2 Reading Informational Text -Craft and Structure, Text Structure/CC 1.2 E -Integration of Knowledge and Ideas, Diverse Media/CC 1.2 G -Integration of Knowledge and Ideas, Analysis Across Texts/CC 1.2 J -Vocabulary Acquisition and Use/CC 1.2 J-K</p> <p>1.3 Reading Literature -Craft and Structure, Text Structure/CC 1.3 E -Integration of Knowledge and Ideas, Sources of Information/CC 1.3 G -Vocabulary Acquisition and Use/CC 1.3 J</p> <p>1.4 Writing -Range of Writing/CC 1.4 X</p> <p>1.5 Speaking and Listening -Comprehension & Collaboration, Collaborative Discussion/CC 1.5 A -Comprehension & Collaboration, Critical Listening/CC 1.5 B -Conventions of Standard English/CC 1.5 G</p>	<p>Content Objectives: -Identify and review components of science article, biography, history article, magazine article, newspaper article, and realistic fiction.</p> <p>Language: <u>Discourse Complexity</u> -Give opinions using academic vocabulary and appropriate sentence structures. -Make suggestions using academic vocabulary and appropriate sentence structures. <u>Language Forms and Conventions</u> -Review the use of phrases: have to and need to. -Review the use of possessive adjectives. -Review irregular past tense verbs. - Identify and review words with long vowels, r-controlled vowels, and r-controlled syllables. -Review the use of sensory adjectives. <u>Vocabulary Usage</u>—Acquire and use grade level -Theme-related Vocabulary: emergencies, rescue, police officers, life, earthquakes, right, women, vote, sign, protest, ecosystem, pond, soil, forest, survive -Academic Vocabulary: line graph, y-axis, x-axis, scale, point, title, label, article, science article, nonfiction, fact-and-opinion article, prewrite, draft, revise, edit, proofread, publish, share, syllable, science article, author, captions, word web, theme, sequence, details, chart, adjective, sensory adjective</p>	<p>Inside B Teacher's Edition: Unit Resources: T104b-T104e</p> <p>Inside B Student's Edition: Student Practice Book: pp. 12-13, 31-32, 47-48 (Key vocabulary) pp. 7-8, 24-25, 43-44 (Word recognition)</p> <p>Assessment: INSIDE B Teacher's Edition pp. T104d-T104e Assessment handbook pp. 2-17 and p. 1w and p.1k, 1p, 1u and pp. T38-T40 and 52-56 Inside NG.com- download assessment and reteaching resources</p> <p>Newcomer Support INSIDE the USA Unit 4, Part 1 Teacher's Edition: T107b-T119</p>

Inside B Unit 4

<p align="center">Big Idea: People study history to understand the past, present and future. Essential Question: What tools can we use to study history?</p>			
INSIDE B	Unit 4 Past and Present	Week 11	Part 1 (Lesson 1 - 5)
PA Common Core Standards	To demonstrate proficiency students will		References and resources
<p>1.2 Reading Informational Text -Key Ideas and Details, Text Analysis, Analysis, Development & Connections/CC 1.2.C -Vocabulary Acquisition and Use/CC 1.2 K -Range of Reading/CC.1.2 L</p> <p>1.4 Writing -Informative/Explanatory/CC 1.4 A -Informative/Explanatory, Conventions of Language/CC 1.4 F -Range of Writing/CC 1.4 X</p> <p>1.5 Speaking and Listening -Comprehension and Collaboration, Collaborative Discussion/CC.1.5. A -Comprehension and Collaboration, Evaluating Information/CC.1.5 B -Conventions of Standard English/CC 1.5 G</p>	<p>Content Objectives: -Identify and examine historical information represented in timelines. -Create timelines to represent historical information. -Identify and analyze tools for studying history.</p> <p>Language: <u>Discourse Complexity</u> -Listen to and echo lines from a song about history. -Engage in discussions about how/why we study history. -Listen to information and make comparisons about tools for studying history. -Write comparison-sentences using comparison words.</p> <p><u>Language Forms and Conventions</u> -Identify and use nouns appropriately and accurately in sentences. -Identify and accurately use present tense verbs. -Identify and accurately use past tense verbs. -Write sentences using present tense and past tense verbs accurately. -Identify and use pronouns appropriately and accurately in sentences. -Write a letter using pronouns appropriately and accurately.</p> <p><u>Vocabulary Usage</u>-- Acquire and use grade-level: -Theme-related Vocabulary: History, diary, newspaper, photograph, magazine, book, TV telecasts, movie, war, soldiers -Academic Vocabulary: timeline, discussion, compare, comparison, nouns, pronouns, verb, present tense, past tense</p>		<p>INSIDE B Teacher's Edition: pp. T104g-T113 -Unit Planner: T104g-T104h -Unit Launch: T104-T105 -Language CD1: Tracks 10-12</p> <p>INSIDE B Student Edition: pp. 106-112 Student Practice Book: 54-57</p> <p>InsideNG.com -Language Transparencies -Annotated Practice Book</p> <p>Newcomer Support INSIDE the USA Unit 4, Part 1</p> <p>Genre and Reading Strategy: Students will read a historical essay and make comparisons while reading.</p>

**Big Idea: People study history to understand the past, present and future.
Essential Question: How are important events in history alike and different?**

INSIDE B			
Unit 4 Past and Present		Week 12	Part 2 (Lessons 6 - 10)
Pa Common Core Standards	To demonstrate proficiency students will	References and resources	
<p>1.2 Reading Informational Texts -Key Ideas and Details, Text Analysis, Analysis, Development & Connections/CC.1.2.C -Craft and Structure, Point of View/CC.1.2.D -Integration of Knowledge and Ideas, Diverse Media/CC.1.2.G -Integration of Knowledge and Ideas, Evaluating Arguments/CC.1.2.H -Range of Reading/CC.1.2.L</p> <p>1.4 Writing -Informative/Explanatory/CC.1.4.A -Opinion/Argumentative, Organization/CC.1.4.J -Opinion/Argumentative, Conventions of Language/CC.1.4.L -Technology and Publication/CC.1.4.U -Range of Writing/CC.1.4.X</p> <p>1.5 Speaking and Listening -Comprehension and Collaboration, Collaborative Discussion/CC.1.5.A -Comprehension and Collaboration, Evaluating Information/CC.1.5.B -Conventions of Standard English/CC.1.5.G</p>	<p>Content Objectives: -Identify and examine components of an online chat room. -Identify and examine important events in history.</p> <p>Language: <u>Discourse Complexity</u> -Preview title and text features of <u>Can Kids Make History?</u> -Set a purpose for reading <u>Can Kids Make History?</u> And read aloud with intonation, expression, and accuracy. -Identify main ideas and details and draw conclusions while reading <u>Can Kids Make History?</u> -Discuss events in history and make comparisons about events. -Write an e-mail answering the question, "Can kids make history?" <u>Language Forms and Conventions</u> - Associate sounds and spellings of words with sounds: /y/y; /i/y; e/y. -Blend sound-by-sound to pronounce and spell words with sounds: /y/y; /i/y; e/y. -Read and accurately spell plural nouns that change from -y to -ies. -Identify and pronounce words that end with long i sound and long e sound. -Accurately read aloud and pronounce words that end with the letter -y (long i or long e). <u>Vocabulary Usage</u>--Acquire and use grade-level: -Theme-related Vocabulary: News, peace, country, history, radio show, State House -Academic Vocabulary: syllable, noun, plural, consonant, vowel, long vowel, website, links, log in</p>	<p>INSIDE B Teacher's Edition: pp. T114-T122 -Unit Planner: T104g-T104h -Fluency CD: Track 4</p> <p>INSIDE B Student Edition: pp. 114-122 Text: <u>Can Kids Make History?</u> (chat room) Student Practice Book: 58-62</p> <p>InsideNG.com -Language Transparencies -Annotated Practice Book</p> <p>Newcomer Support INSIDE the USA Unit 4, Part 2</p> <p>Genre and Reading Strategy: Students will read the online chat room, <u>Can Kids Make History</u>, and use the title and other text features to set a purpose for reading.</p>	

**Big Idea: People study history to understand the past, present and future.
Essential Question: How is the US Government organized?**

INSIDE B	Unit 4 <i>Past and Present</i>	Week 13	Part 3 (Lessons 11 - 15)
PA Common Core Standards	To demonstrate proficiency students will		References and resources
<p>1.2 Reading Informational Text -Key Ideas and Details, Text Analysis, Analysis/Development/Connections/CC.1.2 C -Integration of Knowledge and Ideas, Diverse Media/CC.1.2 G -Vocabulary Acquisition and Use/CC.1.2 K -Range of Reading/CC.1.2 L</p> <p>1.4 Writing -Informative/Explanatory/CC.1.4 A to F -Response to Literature/CC.1.4 S -Production and Distribution of Writing, Writing Process/CC.1.4 T</p> <p>1.5 Speaking and Listening -Comprehension and Collaboration, Collaborative Discussion/CC.1.5 A -Comprehension and Collaboration, Evaluating Information/CC.1.5 B -Presentation of Knowledge and Ideas, Context/CC.1.5 E -Conventions of Standard English/CC.1.5 G</p>	<p>Content Objectives: -Identify and examine components of an informational text. -Analyze the three branches of the US Government.</p> <p>Language: <u>Discourse Complexity</u> -Identify and examine the use of photographs, titles, headings, labels and captions on a Web page. - Read and analyze information in a Web page. -Draw conclusions about US history and government from pictures and photographs. -Recognize and use key vocabulary to discuss US history and government. -Write sentences about jobs and leaders in schools using key vocabulary. -Preview the title and cover of informational text, <u>Our Government</u>. -Identify and analyze the use of text features in <u>Our Government</u>. -Make comparisons while reading <u>Our Government</u> and summarize important information. -Publish, share and present a comparison essay. <u>Language Forms and Conventions</u> -Prewrite, draft, revise, edit and proofread a comparison essay. <u>Vocabulary Usage</u>—Acquire and use grade-level -Theme-related Vocabulary: Declared, freedom, government, laws, power -Academic Vocabulary: title, photographs, headings, labels, captions</p>		<p>INSIDE B Teacher’s Edition: pp. T123-T140a -Unit Planner: T104g-T104h -Writing Project: T135-T139 -Fluency CD: Track 13</p> <p>INSIDE B Student Edition: pp. 123-139 Text: <u>Our Government</u> (informational text) Student Practice Book: 63-64</p> <p>InsideNG.com -Language Transparencies -Annotated Practice Book -Assessment & Rubrics -Progress Tests and Quick Checks</p> <p>Assessment: -Monitor Progress p. 140a -Quick Check: Unit 4 (insideng.com) -Language Acquisition Rubrics (insideng.com)</p> <p>Newcomer Support INSIDE the USA Unit 4, Part 3</p> <p>Genre and Reading Strategy: Students will read the informational text, <u>Our Government</u>, and make comparisons while reading.</p>

Inside B Unit 5

Big Idea: People tell stories to remember the past, explain the present and create the future. Essential Question: What are common elements and parts of a story?			
INSIDE B	Unit 5 <i>Tell Me More</i>	Week 14	Part 1 (Lessons 1 - 5)
PA Common Core Standards	To demonstrate proficiency students will	Textual references and resources	
<p>1.2 Reading Informational Text -Vocabulary Acquisition and Use/CC.1.2 K -Range of Reading/CC.1.2 L</p> <p>1.3 Reading Literature -Key Ideas and Details, Literary Elements/CC.1.3 C -Craft and Structure, Text Structure/CC 1.3 E -Range of Reading/CC 1.3 K</p> <p>1.4 Writing -Informative/Explanatory/CC.1.4 A -Informative/Explanatory, Conventions of Language/CC 1.4 F -Range of Writing/CC 1.4 X</p> <p>1.5 Speaking and Listening -Comprehension and Collaboration, Collaborative Discussion/CC.1.5 A -Comprehension and Collaboration, Evaluating Information/CC.1.5 B -Presentation of Knowledge and Ideas, Context/CC.1.5 E</p>	<p>Content Objectives: -Identify and examine elements and parts of a story. -Identify types of stories using a mind map.</p> <p>Language: <u>Discourse Complexity</u> -Listen to and echo a short text about stories. -Recognize common elements/parts of a story. -Recognize and identify words that have opposite meanings. -Ask for and accept a favor appropriately. -Write a note to ask for a favor. -Draw a picture and describe the actions in writing. <u>Language Forms and Conventions</u> - Ask for advice using helping verbs <i>should</i>, <i>must</i>, and <i>have to</i>. -Identify and recognize phrases for times and places. -Describe actions in a story using phrases for times and places appropriately. -Identify and write commands accurately. <u>Vocabulary Usage</u>-- Acquire and use grade-level -Theme-related Vocabulary: character, setting, plot, beginning, middle, end -Academic Vocabulary: opposite, favor, command</p>	<p>INSIDE B Teacher's Edition: pp. T142-T147 -Unit Planner: T140c-140d -Unit Launch: T140-T141 -Language CD1: Tracks 9-10</p> <p>INSIDE B Student Edition: pp. 140-145 Student Practice Book: 70-74</p> <p>InsideNG.com -Language Transparencies -Annotated Practice Book</p> <p>Newcomer Support INSIDE the USA Unit 5, Part 1</p> <p>Genre and Reading Strategy: Students will read a fable and identify character traits while reading.</p>	

**Big Idea: People tell stories to remember the past, explain the present and create the future.
Essential Question: What makes a story scary?**

INSIDE B			
Unit 5 <i>Tell Me More</i>		Week 15	Part 2 (Lessons 6 - 10)
PA Common Core Standards		To demonstrate proficiency students will	References and resources
<p>1.2 Reading Informational Text -Integration of Knowledge and Ideas, Diverse Media/CC 1.2 G</p> <p>1.3 Reading Literature -Key Ideas & Details, Text Analysis/CC 1.3 B -Key Ideas & Details, Literature Elements/CC 1.3 C -Craft and Structure, Text Structure/CC 1.3 E -Vocabulary Acquisition and Use/CC 1.3 J -Range of Reading/CC 1.3 K</p> <p>1.4 Writing -Informative/Explanatory, Conventions of Language/CC 1.4 F -Range of Writing/CC 1.4 X</p> <p>1.5 Speaking and Listening -Comprehension & Collaboration, Collaborative Discussion/CC 1.5A -Comprehension & Collaboration, Critical Listening/CC 1.5B -Conventions of Standard English/CC 1.5 G</p>		<p>Content Objectives: -Identify and examine components of realistic fiction.</p> <p>Language: <u>Discourse Complexity</u> -Preview title and cover-art of <u>A Chill in the Air</u>. -Set a purpose for reading <u>A Chill in the Air</u>. -Read aloud with appropriate intonation and phrasing. -Identify the beginning, middle, and end of <u>A Chill in the Air</u>. -Write sentences about a character in <u>A Chill in the Air</u>. -Recognize and decode high frequency words in <u>A Chill in the Air</u>. -Determine words with similar meanings and use words in sentences.</p> <p><u>Language Forms and Conventions</u> - Associate sounds and spellings of words with diphthongs and variant vowels. -Blend sound-by-sound to pronounce and spell words with diphthongs and variant vowels. -Listen to and sing a song with diphthongs and variant vowels. -Spell and decode words with diphthongs and variant vowels. -Identify, spell, and pronounce high frequency words. <u>Vocabulary Usage</u>--Acquire and use grade-level -Theme-related Vocabulary: story, realistic fiction, -Academic Vocabulary: vowel, diphthong, variant vowel</p>	<p>INSIDE B Teacher's Edition: pp. T148-T156 -Unit Planner: T140c-T140d -Fluency CD: Track 5</p> <p>INSIDE B Student Edition: pp. 148-156 Text: <u>A Chill in the Air?</u> (realistic fiction) Student Practice Book: 75-81</p> <p>InsideNG.com -Language Transparencies -Annotated Practice Book</p> <p>Newcomer Support INSIDE the USA Unit 5, Part 2</p> <p>Genre and Reading Strategy: Students will read the realistic fiction story, <u>A Chill in the Air</u> and determine events in the beginning, middle, and end.</p>

**Big Idea: People tell stories to remember the past, explain the present and create the future.
Essential Question: How do stories help us understand the world?**

INSIDE B			Unit 5 <i>Tell Me More</i>	Week 16	Part 3 (Lessons 11 - 15)
PA Common Core Standards	To demonstrate proficiency students will	References and resources			
<p>1.2 Reading Informational Text -Key Ideas and Details, Text Analysis, Analysis, Development, Connections/CC.1.2 C -Integration of Knowledge and Ideas, Diverse Media/CC.1.2 G -Integration of Knowledge and Ideas, Evaluating Arguments/CC.1.2 H -Vocabulary Acquisition and Use/CC.1.2 K -Range of Reading/CC.1.2 L</p> <p>1.3 Reading Literature -Key Ideas & Details, Text Analysis/CC 1.3 B -Key Ideas & Details, Literature Elements/CC 1.3 C -Craft and Structure, Text Structure/CC 1.3 E -Vocabulary Acquisition and Use/CC 1.3 J -Range of Reading/CC 1.3 K</p> <p>1.4 Writing -Narrative/CC 1.4 M-R -Production and Distribution of Writing, Writing Process/CC 1.4 T</p> <p>1.5 Speaking and Listening -Comprehension and Collaboration, Collaborative Discussion/CC.1.5 A -Comprehension and Collaboration, Evaluating Information/CC.1.5 B -Presentation of Knowledge and Ideas, Context/CC.1.5 E</p>	<p>Content Objectives: -Identify and examine components of a myth. -Identify and examine components of a feature article.</p> <p>Language: <u>Discourse Complexity</u> -Preview book cover and illustrations in <u>Stories from Greece</u>. -Identify characters and character traits while reading <u>Stories from Greece</u>. -Examine title, pictures, and other text features to make predictions while reading <u>Stories from Greece</u>. -Read and confirm prediction in <u>Stories from Greece</u>. -Make comparisons while reading <u>Stories from Greece</u>. -Summarize and retell stories from <u>Stories from Greece</u>. -Prewrite, draft, revise, edit, and proofread a short story. -Publish, share, and reflect on a self-created short story.</p> <p><u>Language Forms and Conventions</u> -Edit and proofread a self-created short story for errors.</p> <p><u>Vocabulary Usage</u>— Acquire and use grade-level -Theme-related Vocabulary: Myth, god, goddess, ancient, content, greedy -Academic Vocabulary: time, place, beginning, middle, end, plot, problem, character, setting, story map</p>	<p>INSIDE B Teacher’s Edition: pp. T157-T174a -Unit Planner: T140c-T140d -Fluency CD: Track 14 -Writing Project: T169-T173 -Monitor Progress: T174a</p> <p>INSIDE B Student Edition: pp. 157-173 Text: <u>Stories from Greece</u> (feature article) Student Practice Book: 82-83</p> <p>InsideNG.com -Language Transparencies -Annotated Practice Book -Assessment & Rubrics -Progress Tests and Quick Checks</p> <p>Assessment: -Monitor Progress p. 140a -Quick Check: Unit 5 (insideng.com) -Language Acquisition Rubrics (insideng.com)</p> <p>Genre and Reading Strategy: Students will read the feature article, <u>Stories from Greece</u> and use pictures, titles, and other text features to make predictions while reading.</p>			

Inside A Unit 6

Big Idea: The human body is complex and many parts to work together. Essential Question: Why is exercise important?			
INSIDE B	Unit 6 <i>Personal Best</i>	Week 17	Part 1 (Lessons 1 - 5)
PA Common Core Standards	To demonstrate proficiency students will	References and resources	
<p>1.2 Reading Informational Text -Key Ideas and Details, Text Analysis, Analysis, Development, Connections/CC.1.2 C -Craft and Structure, Text Structure/CC 1.2 E -Integration of Knowledge and Ideas, Diverse Media/CC.1.2 G -Vocabulary Acquisition and Use/CC 1.2 J -Range of Reading/CC.1.2 L</p> <p>1.4 Writing -Informative/Explanatory/CC.1.4 A -Informative/Explanatory, Conventions of Language/CC 1.4 F -Range of Writing/CC 1.4 X</p> <p>1.5 Speaking and Listening -Comprehension and Collaboration, Collaborative Discussion/CC.1.5 A -Comprehension and Collaboration, Evaluating Information/CC.1.5 B -Presentation of Knowledge and Ideas, Context/CC.1.5 E -Conventions of Standard English/CC 1.5 G</p>	<p>Content Objectives: -Examine and analyze factors that influence heart-rate. -Use a line-graph to display results of an experiment regarding heart-rates.</p> <p>Language: <u>Discourse Complexity</u> -Preview the unit in order to determine and discuss the topics and goals of the unit. -Listen to and echo a short text about the body. -Write a thank-you speech using key vocabulary appropriately. -Discuss key vocabulary related to the body with a partner. -Ask for and given information about the body using key vocabulary. -Define and examine key vocabulary related to sports and exercise. -Listen to a text and identify key vocabulary in the text. <u>Language Forms and Conventions</u> -Identify and use present tense verbs accurately. -Write sentences about a sport or exercise using present tense verbs accurately. -Identify and use pronouns accurately. -Write sentences about a sport using pronouns accurately. <u>Vocabulary Usage</u>— Acquire and use grade-level -Theme-related Vocabulary: Skeleton, heart, lungs, muscles, stomach, nerves, brain, exercise, run, stretch, make, bowler, trophy, football, goal post, uniform, helmet, fan, court, racket, net, ball, hoop, scoreboard, coach -Academic Vocabulary: present tense, verbs, pronoun</p>	<p>INSIDE B Teacher’s Edition: pp. T174-T181 -Unit Planner: T174c-T174d -Unit Launch: T174-T175 -Language CD2: Tracks 1-2</p> <p>INSIDE B Student Edition: pp. 174-175 Student Practice Book: 89-93</p> <p>InsideNG.com -Language Transparencies -Annotated Practice Book</p> <p>Newcomer Support INSIDE the USA Unit 6, Part 1</p> <p>Genre and Reading Strategy: Students will read a science essay and identify main idea using a graphic organizer while reading.</p>	

**Big Idea: The human body is complex and many parts to work together.
Essential Question: How do athletes compete?**

INSIDE B

Unit 6 *Personal Best*

Week 18

Part 2 (Lessons 6 - 10)

PA Common Core Standards	To demonstrate proficiency students will	References and resources
<p>1.2 Reading Informational Text -Key Ideas and Details, Text Analysis, Analysis, Development, Connections/CC.1.2 C -Craft and Structure, Point of View/CC.1.2 D -Vocabulary Acquisition and Use/CC.1.2 K</p> <p>1.3 Reading Literature -Vocabulary Acquisition and Use/CC 1.3 J -Range of Reading/CC 1.3 K</p> <p>1.4 Writing -Informative/Explanatory/CC.1.4 A -Informative/Explanatory, Conventions of Language/CC.1.4 F -Range of Writing/CC 1.4 X</p> <p>1.5 Speaking and Listening -Comprehension and Collaboration, Collaborative Discussion/CC.1.5 A -Comprehension and Collaboration, Evaluating Information/CC.1.5 B</p>	<p>Content Objectives: -Identify and examine components of a newspaper article.</p> <p>Language: <u>Discourse Complexity</u> -Make a word map to study high frequency words. -Preview and examine title of newspaper article, <u>Summer Games Are a Big Hit</u>, and set a purpose for reading. -Examine the use of quotations in <u>Summer Games Are a Big Hit</u>. -Read aloud with appropriate phrasing. -Recognize key vocabulary and identify synonyms while reading <u>Summer Games Are a Big Hit</u>. -Identify main ideas and details while reading <u>Summer Games Are a Big Hit</u>. -Write sentences that give information about a sport. -Listen to and recite a poem with variant vowels and consonants. <u>Language Forms and Conventions</u> -Identify, spell, and pronounce high frequency words. - Associate sounds and spellings of words with variant vowels and consonants. -Identify, pronounce, and spell words with silent consonants accurately. -Identify and examine spelling patterns in words with hard and soft consonants: <i>c</i> and <i>g</i>. <u>Vocabulary Usage</u>- Acquire and use grade-level -Theme-related Vocabulary: Race, game, cheer, Special Olympics -Academic Vocabulary: Syllables, vowels, consonants, silent consonants, newspaper article</p>	<p>INSIDE B Teacher's Edition: pp. T174-T181 -Unit Planner: T174c-T174d -Unit Launch: T174-T175 -Language CD2: Tracks 1-2</p> <p>INSIDE B Student Edition: pp. 174-175 Student Practice Book: 89-93</p> <p>InsideNG.com -Language Transparencies -Annotated Practice Book</p> <p>Newcomer Support INSIDE the USA Unit 6, Part 1</p> <p>Genre and Reading Strategy: Students will read the newspaper article, <u>Summer Games Are a Big Hit</u> and build on prior knowledge of the Special Olympics while reading.</p>

**Big Idea: The human body is complex and many parts to work together.
Essential Question: How have sports for men and women changed?**

INSIDE B

Unit 6 *Personal Best*

Week 19

Part 3 (Lessons 11 - 15)

PA Common Core Standards	To demonstrate proficiency students will	References and resources
<p>1.2 Reading Informational Text -Key Ideas and Details, Text Analysis, Analysis, Development, Connections/CC.1.2 C -Craft and Structure, Point of View/CC.1.2 D -Integration of Knowledge and Ideas, Diverse Media/CC.1.2 G</p> <p>1.4 Writing -Informative/Explanatory/CC.1.4 A to F -Production and Distribution of Writing, Writing Process/CC 1.4 T</p> <p>1.5 Speaking and Listening -Comprehension and Collaboration, Collaborative Discussion/CC.1.5 A -Comprehension and Collaboration, Evaluating Information/CC.1.5 B -Conventions of Standard English/CC 1.5 G</p>	<p>Content Objectives: -Identify and examine components of an article. -Identify and examine components of a written procedure.</p> <p>Language: <u>Discourse Complexity</u> -Identify and analyze the use of text features in articles. -Examine photographs and draw conclusions. -Define and study key vocabulary related to sports. -Preview photographs in <u>Action Shots</u> and set a purpose for reading. -Identify main ideas and details while reading <u>Action Shots</u>. -Make and confirm predictions while reading <u>Action Shots</u>. -Recognize key vocabulary in <u>Action Shots</u>. -Summarize information in <u>Action Shots</u>. -Analyze a student model of a written procedure. -Publish, share, and reflect on written procedure. <u>Language Forms and Conventions</u> -Prewrite, draft, revise, edit, and proofread a written procedure. <u>Vocabulary Usage</u>-- Acquire and use grade-level -Theme-related Vocabulary: Athlete, female, male, compete -Academic Vocabulary: caption, photograph, illustration, sidebar, capital letter, pronouns</p>	<p>INSIDE B Teacher's Edition: pp. T182-T190 -Unit Planner: T174c-T174d -Fluency CD: Track 6</p> <p>INSIDE B Student Edition: pp. 182-190 Text: <u>Summer Games Are a Big Hit</u> (newspaper article) Student Practice Book: 94-100</p> <p>InsideNG.com -Language Transparencies -Annotated Practice Book</p> <p>Newcomer Support INSIDE the USA Unit 6, Part 2</p> <p>Genre and Reading Strategy: Students will read the newspaper article, <u>Action Shots</u> and identify main ideas and details while reading.</p>

Inside B Unit 4 - 6 Review

Big Idea: Through reading and writing we can learn about the past, the present and our personal best.		
INSIDE B	Unit 4-6 Review	Week 20
PA Common Core Standards	To demonstrate proficiency students will	References and resources
<p>1.2 Reading Informational Text -Craft and Structure, Text Structure/CC 1.2 E -Integration of Knowledge and Ideas, Diverse Media/CC 1.2 G -Integration of Knowledge and Ideas, Analysis Across Texts/CC 1.2 J -Vocabulary Acquisition and Use/CC 1.2 J-K</p> <p>1.3 Reading Literature -Craft and Structure, Text Structure/CC 1.3 E -Integration of Knowledge and Ideas, Sources of Information/CC 1.3 G -Vocabulary Acquisition and Use/CC 1.3 J</p> <p>1.4 Writing -Range of Writing/CC 1.4 X</p> <p>1.5 Speaking and Listening -Comprehension & Collaboration, Collaborative Discussion/CC 1.5A -Comprehension & Collaboration, Critical Listening/CC 1.5B -Conventions of Standard English/CC 1.5 G</p>	<p>Content Objectives: -Identify and review components of websites, chat-rooms, informational texts, stories, realistic fiction, myths, and articles.</p> <p>Language: <u>Discourse Complexity</u> -Review and practice making comparisons accurately and appropriately. -Review and practice identifying character traits. -Review and practice finding main ideas and details. <u>Language Forms and Conventions</u> -Identify and review words with diphthongs, variant vowels and consonants. -Review the use of present tense verbs, past tense verbs, subject pronouns, object pronouns, and commands. <u>Vocabulary Usage</u>--Theme-related Vocabulary: declared, freedom, government, laws, power, ancient, character, plot, content, greedy, athlete, compete, female, male, photograph -Academic Vocabulary: timeline, discussion, compare, comparison, nouns, pronouns, verb, present tense, past tense, syllable, noun, plural, consonant, vowel, long vowel, diphthong, variant vowel, variant consonant, website, links, log in, title, photographs, headings, labels, captions, sidebar, opposite, favor, command, time, place, beginning, middle, end, plot, problem, character, setting, story map -Identify and review high frequency words.</p>	<p>INSIDE B Teacher's Edition: pp. T208b-T208e -Cumulative Review: T208b-T208c -Monitor Progress: T208d-T208e</p> <p>Student Practice Book: pp. 63-64, 82-83, 101-102 (Key vocabulary) pp. 7-8, 24-25, 43-44 (Word recognition)</p> <p>InsideNG.com Assessment & Rubrics Progress Tests & Quick Checks</p> <p>Assessment: -Unit Tests for Progress Monitoring: Units 4-6 (insideng.com) -Quick Check Class Profile: Units 4-6 (insideng.com) -Unit Reflection & Self Assessment: Units 4-6 -Unit Test Student Profile: Units 4-6 (insideng.com) -Unit Test Class Profile: Units 4-6 (insideng.com)</p> <p>Newcomer Support INSIDE the USA Unit 7, Part 1</p>

Inside B Unit 7

Big Idea: The United States is a large, diverse and changing country. Essential Question: Who built America?			
Inside B	Unit 7 This is Our Land	Week 21	Part 1 (Lesson s1 - 5)
PA Common Core Standards	To demonstrate proficiency students will	Textual References and Resources	
<p>1.2 Reading Informational Text -Key Ideas and Details, Text Analysis, Analysis, Development, Connections/CC.1.2 C -Integration of Knowledge and Ideas, Diverse Media/CC.1.2 G -Vocabulary Acquisition and Use/CC.1.2 K -Range of Reading/CC.1.2 L</p> <p>1.4 Writing -Informative/Explanatory/CC.1.4 A -Informative/Explanatory, Conventions of Language/CC.1.4 F</p> <p>1.5 Speaking and Listening -Comprehension and Collaboration, Collaborative Discussion/CC.1.5 A -Comprehension and Collaboration, Evaluating Information/CC.1.5 B -Conventions of Standard English/CC.1.5 G</p>	<p>Content Objectives: -Identify and explore types of music played in various regions of the United States. -Identify and explore groups of people important to United States history.</p> <p>Language: <u>Discourse Complexity</u> -Discuss and respond to the unit theme by creating a mind map for people and places in the United States. -Listen to fluent models of speech and imitate by echoing a chant. -Ask and answer questions about information in a chant using questions words <i>who, when, what, and where</i>. -Ask and answer questions about pictures using question words <i>how</i> and <i>why</i>. -Write answers to questions using the word <i>because</i>. -Define and discuss key vocabulary related to landforms and bodies of water. -Listen to directions given orally and trace the directions on a map. -Identify and label landforms and bodies of water on a map of the United States. -Write directions for getting to landforms and bodies of water in the United States.</p> <p><u>Language Forms and Conventions</u> -Accurately identify and capitalize proper nouns. -Write sentences with accurate capitalization of proper nouns.</p> <p><u>Vocabulary Usage</u>— Acquire and use grade-level: -Theme-related Vocabulary: pilgrims, colonists, explorers, pioneers, immigrants, mountain, ocean, plains, river, lake -Academic Vocabulary: proper noun, capitalization, directions</p>	<p>INSIDE B Teacher’s Edition: pp. T208-T215 -Unit Planner: T208g-T208h -Unit Launch: T208-T209 -Language CD 2: Tracks 4-7</p> <p>INSIDE B Student’s Edition: pp. 208-215 Student Practice Book: pp. 108-112</p> <p>InsideNG.com -Language Transparencies -Annotated Practice Book</p> <p>Newcomer Support INSIDE the USA Unit 7, Part 2</p> <p>Genre and Reading Strategy: Students will read a historical story and classify information while reading.</p>	

**Big Idea: The United States is a large, diverse and changing country.
Essential Question: Who built America?**

Inside B	Unit 7 This is Out Land	Week 22	Part 2 (Lessons 6 - 10)
PA Common Core Standards	To demonstrate proficiency students will		Textual References and Resources
<p>1.2 Reading Informational Text -Key Ideas and Details, Text Analysis, Analysis, Development, Connections/CC.1.2 C -Integration of Knowledge and Ideas, Diverse Media/CC.1.2 G -Vocabulary Acquisition and Use/CC.1.2 K -Range of Reading/CC.1.2 L</p> <p>1.4 Writing -Narrative, Organization/CC.1.4 P -Narrative, Conventions of Language/CC.1.4 R -Range of Writing/CC.1.4 X</p> <p>1.5 Speaking and Listening -Comprehension and Collaboration, Collaborative Discussion/CC.1.5 A -Comprehension and Collaboration, Evaluating Information/CC.1.5 B -Conventions of Standard English/CC.1.5 G</p>	<p>Content Objectives: -Identify and examine components of a travel article.</p> <p>Language: <u>Discourse Complexity</u> -Preview title of travel article, <u>Deep Canyon</u>, and set a purpose for reading. -Examine key vocabulary while reading <u>Deep Canyon</u>. -Recognize multisyllabic words while reading <u>Deep Canyon</u>. -Read <u>Deep Canyon</u> aloud with appropriate expression. -Create a concept map to show information learned after reading <u>Deep Canyon</u>. -Complete sentences about the Grand Canyon based on information learned from reading <u>Deep Canyon</u>. -Ask and answer questions about the Grand Canyon using language frames. -Write a post-card to a friend about an imaginary trip to the Grand Canyon.</p> <p><u>Language Forms and Conventions</u> -Blend syllables to accurately pronounce multisyllabic words. -Identify and count syllables in multisyllabic words. -Compare and contrast long vowel sounds versus short vowel sounds in multisyllabic words. -Identify stressed syllables in multisyllabic words. -Identify patterns of consonants and vowels in multisyllabic words and classify words with same patterns.</p> <p><u>Vocabulary Usage</u>-- Acquire and use grade-level: -Theme-related Vocabulary: earth, explore, form, high, miles, million, near, sea, state, than, cactus, hundred, open gate, wagon, canyon -Academic Vocabulary: multisyllabic words</p>		<p>INSIDE B Teacher's Edition: pp. T216-T224 -Unit Planner: T208g-T208h -Fluency CD: Track 7</p> <p>INSIDE B Student's Edition: pp. 216-224 Text: <u>Deep Canyon</u> (travel article) Student Practice Book: pp. 113-117</p> <p>InsideNG.com -Language Transparencies -Annotated Practice Book</p> <p>Newcomer Support INSIDE the USA Unit 7, Part 3</p> <p>Genre and Reading Strategy: Students will read travel article, <u>Deep Canyon</u>, and draw on prior knowledge to set purpose for reading.</p>

**Big Idea: The United States is a large, diverse and changing country.
Essential Question: What are some distinctive features of the Southwest?**

Inside B	Unit 7 This is Out Land	Week 23	Part 3 (Lessons 11 -- 15)
PA Common Core Standards	To demonstrate proficiency students will		
<p>1.2 Reading Informational Text -Key Ideas and Details, Text Analysis, Analysis, Development, Connections/CC.1.2 C -Craft and Structure, Point of View/CC.1.2 D -Integration of Knowledge and Ideas, Diverse Media/CC.1.2 G -Vocabulary Acquisition and Use/CC.1.2 K</p> <p>1.4 Writing -Informative/Explanatory/CC.1.4 A to F -Production and Distribution of Writing, Writing Process/CC 1.4 S -Conducting Research/CC 1.4 V</p> <p>1.5 Speaking and Listening -Comprehension and Collaboration, Collaborative Discussion/CC.1.5 A -Comprehension and Collaboration, Evaluating Information/CC.1.5 B -Presentation of Knowledge and Ideas, Context/CC.1.5 E -Conventions of Standard English/CC 1.5 G</p>	<p>Content Objectives: -Identify and examine components of a history article. -Identify and examine components of a biographical sketch.</p> <p>Language: <u>Discourse Complexity</u> -Define and recognize key vocabulary related to the Southwest. -Create vocabulary study cards for key vocabulary. -Preview title of travel article, <u>The Big Southwest</u>, and set a purpose for reading. -Classify information while reading <u>The Big Southwest</u>. -Analyze the use of maps, photos, captions, and headings as text-features in <u>The Big Southwest</u>. -Identify and analyze details in <u>The Big Southwest</u>. -Make and confirm predictions while reading <u>The Big Southwest</u>. -Examine photos and captions to make inferences in the <u>Big Southwest</u>. -Use language frames to orally summarize information in <u>The Big Southwest</u>. -Write about a state of region of interest in the United States. -Analyze a student model of a biographical sketch. -Prewrite, draft, revise, edit, and proofread a biographical sketch. -Publish, share, and reflect on biographical sketch. <u>Language Forms and Conventions</u> -Edit and proofread grammatical errors in biographical sketch. <u>Vocabulary Usage</u>-- Acquire and use grade-level: -Theme-related Vocabulary: region, product, map, key cowboy, culture, explore, mile, states -Academic Vocabulary: article, biography, classify</p>	<p>INSIDE B Teacher's Edition: pp. T225-T242a -Unit Planner: T208g-T208h -Fluency CD: Track 16 -Writing Project: T237-T241 -Monitor Progress: T242a</p> <p>INSIDE B Student's Edition: pp. 225-241 Text: <u>The Big Southwest</u> (travel article) Student Practice Book: pp. 228-235</p> <p>InsideNG.com -Language Transparencies -Annotated Practice Book -Assessments & Rubrics -Progress Tests & Quick Checks</p> <p>Assessment: -Monitor Progress: T242a -Quick Check: Unit 7 (insideng.com) Language Acquisition Rubrics (insideng.com)</p> <p>Newcomer Support INSIDE the USA Unit 8, Part 1</p> <p>Genre and Reading Strategy: Students will preview and set a purpose for reading the travel article, <u>The Big Southwest</u>, and make and confirm predictions while reading.</p>	

Inside B Unit 8

Big Idea: The production of food combines human labor, technology, science and nature. Essential Question: Where are sources of food? Who produces food? Who consumes food?		
Inside B PA Common Core Standards	Unit 8: Harvest Time To demonstrate proficiency students will	Week 25 Part 1 (Lessons 1 - 5) Textual References and Resources
<p>1.2 Reading Informational Text</p> <ul style="list-style-type: none"> -Key Ideas and Details, Text Analysis, Analysis, Development, Connections/CC.1.2 C -Craft and Structure, Point of View/CC.1.2 D -Integration of Knowledge and Ideas, Diverse Media/CC.1.2 G -Vocabulary Acquisition and Use/CC.1.2 K -Range of Reading/CC 1.2 L <p>1.4 Writing</p> <ul style="list-style-type: none"> -Informative/Explanatory, Conventions of Language/CC.1.4 F -Range of Writing/CC 1.4 X <p>1.5 Speaking and Listening</p> <ul style="list-style-type: none"> -Comprehension and Collaboration, Collaborative Discussion/CC.1.5 A -Comprehension and Collaboration, Evaluating Information/CC.1.5 B -Comprehension and Collaboration, Critical Listening/CC 1.5 C -Presentation of Knowledge and Ideas, Context/CC.1.5 E -Conventions of Standard English/CC 1.5 G 	<p>Content Objectives:</p> <ul style="list-style-type: none"> -Identify and explain the process of getting food from farms to people. <p>Language:</p> <p><u>Discourse Complexity</u></p> <ul style="list-style-type: none"> -Discuss and respond to the unit theme by creating a mind map about food production and marketing. -Listen to fluent models of speech and imitate by echoing lines of a song. -Role-play buying and selling items using language frames. -Define and discuss key vocabulary related to farming. -Write and answer questions about farming using key vocabulary. <p><u>Language Forms and Conventions</u></p> <ul style="list-style-type: none"> -Identify subjects and predicates in sentences. -Identify correct word order in sentences with subjects and predicates. -Write sentences with subjects and predicates in correct order. <p><u>Vocabulary Usage</u>– Acquire and use grade-level:</p> <ul style="list-style-type: none"> -Theme-related Vocabulary: field, row, tractor, farmer, seedling, water, soil, crop, crate -Academic Vocabulary: subject, predicate 	<p>INSIDE B Teacher’s Edition: pp. T244-T249</p> <ul style="list-style-type: none"> -Unit Planner: T242c-T242d -Language CD: Track 8-9 <p>INSIDE B Student’s Edition: pp. 242-249</p> <p>Student Practice Book: pp. 125-129</p> <p>InsideNG.com</p> <ul style="list-style-type: none"> -Language Transparencies -Annotated Practice Book <p>Newcomer Support</p> <p>INSIDE the USA Unit 8, Part 2</p> <p>Genre and Reading Strategy: Students will read an informational text and make comparisons while reading.</p>

Big Idea: The production of food combines human labor, technology, science and nature.

Essential Question: How do we care for plants?

Inside B	Unit 8: Harvest Time	Week 25	Part 2 (Lessons 6 - 10)
PA Common Core Standards	To demonstrate proficiency students will		Textual References and Resources
<p>1.2 Reading Informational Text -Key Ideas and Details, Text Analysis, Analysis, Development, Connections/CC.1.2 C -Integration of Knowledge and Ideas, Diverse Media/CC.1.2 G -Vocabulary Acquisition and Use/CC.1.2 K -Range of Reading/CC.1.2 L</p> <p>1.4 Writing -Informative/Explanatory, Organization/CC.1.4 D -Informative/Explanatory, Conventions of Language/CC.1.4 F -Range of Writing/CC.1.4 X</p> <p>1.5 Speaking and Listening -Comprehension and Collaboration, Collaborative Discussion/CC.1.5 A -Comprehension and Collaboration, Evaluating Information/CC.1.5 B -Conventions of Standard English/CC.1.5 G</p>	<p>Content Objectives: -Identify and examine components of an informational text.</p> <p>Language: <u>Discourse Complexity</u> -Preview title of information text, <u>Many Places to Plant a Plant</u>, and set purpose for reading. -Recognize words with prefixes and suffixes while reading <u>Many Places to Plant a Plant</u>. -Read aloud <u>Many Places to Plant a Plant</u> with appropriate expression. -Make a concept map that compares places to grow plants. -Discuss comparisons with partner using language frames. -Identify and analyze compound words found in <u>Many Places to Plant a Plant</u>. -Use high frequency words in sentences. -Make flash cards to study high frequency words.</p> <p><u>Language Forms and Conventions</u> -Identify, spell, and pronounce high frequency words. -Identify, pronounce, and recognize meanings of words with suffixes <i>-ly</i>, <i>-y</i>, <i>-less</i>, and <i>-ful</i>. -Identify, pronounce, and recognize meanings of words with prefixes <i>un-</i>, and <i>re-</i>. -Write sentences using comparison words: <i>both</i>, <i>and</i>, <i>alike</i>, <i>same</i>, <i>different</i>, <i>but</i>. <u>Vocabulary Usage</u>– Acquire and use grade-level: -Theme-related Vocabulary: weigh, beautiful, special, own, any, indoors, warm, healthy, cold, outdoors -Academic Vocabulary: suffix, prefix, informational text, compound word, comparison</p>		<p>INSIDE B Teacher’s Edition: pp. T250-T258 -Unit Planner: T242c-T242d -Fluency CD: Track 8</p> <p>INSIDE B Student’s Edition: pp. 250-258 Text: <u>Many Places to Plant a Plant</u> (informational text) Student Practice Book: pp. 130-135</p> <p>InsideNG.com -Language Transparencies -Annotated Practice Book</p> <p>Newcomer Support INSIDE the USA Unit 8, Part 3</p> <p>Genre and Reading Strategy: Students will read informational text, <u>Many Places to Plant a Plat</u>, and draw on prior knowledge and build background knowledge to set purpose for reading.</p>

Big Idea: The production of food combines human labor, technology, science and nature.

Essential Question: What are different types of plants?

Inside B	Unit 8: Harvest Time	Week 25	Part 3 (Lessons 11 -1 5)
PA Common Core Standards	To demonstrate proficiency students will		Textual References and Resources
<p>1.2 Reading Informational Text -Key Ideas and Details, Text Analysis, Analysis, Development, Connections/CC.1.2 C -Craft and Structure, Point of View/CC.1.2 D -Integration of Knowledge and Ideas, Diverse Media/CC.1.2 G -Vocabulary Acquisition and Use/CC.1.2 K -Range of Reading/CC.1.2 L</p> <p>1.4 Writing -Informative/Explanatory/CC.1.4 A to F -Response to Literature/CC.1.4 S -Production and Distribution of Writing, Writing Process/CC.1.4 T -Conducting Research/CC.1.4 V</p> <p>1.5 Speaking and Listening -Comprehension and Collaboration, Collaborative Discussion/CC.1.5 A -Comprehension and Collaboration, Evaluating Information/CC.1.5 B -Presentation of Knowledge and Ideas, Context/CC.1.5 E -Integration of Knowledge and Ideas, Multimedia/CC.1.5 F</p>	<p>Content Objectives: -Identify and examine components of an informational text. -Identify and examine components of a report. -Explain the purpose and importance of plants.</p> <p>Language: <u>Discourse Complexity</u> -Identify and explain components of a flow chart. -Listen to and read an article for specific information. -Examine the use of text features in an article. -Define, pronounce, and recognize meanings of key vocabulary related to plants. -Make an example chart to study key vocabulary. -Preview informational text, <u>Plant Power</u>, and set a purpose for reading. -Make comparison while reading <u>Plant Power</u>. -Examine the use of photographs and captions as text features in <u>Plant Power</u>. -Identify details and determine important details. -Examine the use of a flow chart as a text feature in <u>Plant Power</u>. -Ask questions and make inferences while reading <u>Plant Power</u>. -Draw conclusions from photographs in <u>Plant Power</u>. -Summarize comparisons orally using a comparison chart and academic language frames. -Recognize key vocabulary while reading <u>Plant Power</u>. -Write sentences about a favorite food that comes from a plant. -Analyze a student model of a report. -Prewrite, draft, revise, edit, and proofread a report that compares two crops. -Publish, share, and reflect on a report that compares two crops.</p> <p><u>Language Forms and Conventions</u> -Edit and proofread grammatical errors in report about crops. <u>Vocabulary Usage</u>-- Acquire and use grade-level: -Theme-related Vocabulary: beautiful, energy, healthy, oxygen, vitamins -Academic Vocabulary: informational text, comparison, report</p>		<p>INSIDE B Teacher's Edition: pp. T259-T276a -Unit Planner: T242c-T242d -Fluency CD: Track 17 -Writing Project: T271-T275</p> <p>INSIDE B Student's Edition: pp. 259-275 Text: <u>Plant Power</u> (informational text) Student Practice Book: pp. 136-141</p> <p>InsideNG.com -Language Transparencies -Annotated Practice Book -Assessment & Rubrics -Progress Tests & Quick Checks</p> <p>Assessment: -Monitor Progress p. T67a -Quick Check: Unit 8 (insideng.com) -Language Acquisition Rubrics (insideng.com)</p> <p>Newcomer Support INSIDE the USA Unit 9, Part 1</p> <p>Genre and Reading Strategy: Students will read information text, <u>Plant Power</u>, and ask questions and make comparisons while reading.</p>

Inside B Unit 9

Big Idea: The solar system includes stars, planets, asteroids and comets. Essential Question: What makes someone/something a star?			
Inside B	Unit 9: Superstars	Week 27	Part 1 (Lessons 1 - 5)
PA Common Core Standards	To demonstrate proficiency students will		Textual References and Resources
<p>1.2 Reading Informational Text -Key Ideas and Details, Text Analysis, Analysis, Development, Connections/CC.1.2 C -Integration of Knowledge and Ideas, Diverse Media/CC.1.2 G -Integration of Knowledge and Ideas, Evaluating Arguments/CC.1.2 H -Vocabulary Acquisition and Use/CC.1.2 K -Range of Reading/CC.1.2 L</p> <p>1.4 Writing -Opinion/Argumentative, Organization/CC.1.4 J -Opinion/Argumentative, Conventions of Language/CC.1.4 L -Range of Writing/CC.1.4 X</p> <p>1.5 Speaking and Listening -Comprehension and Collaboration, Collaborative Discussion/CC.1.5 A -Comprehension and Collaboration, Evaluating Information/CC.1.5 B -Presentation of Knowledge and Ideas, Context/CC.1.5 E -Conventions of Standard English/CC.1.5 G</p>	<p>Content Objectives: -Identify and examine facts about the solar system.</p> <p>Language: <u>Discourse Complexity</u> -Discuss and respond to the unit theme by making a mind map about stars. -Listen to and imitate fluent models of speech by echoing a chant. -Express opinions about music with a partner. -Agree and disagree with partner's opinion using academic language frames. -Identify and analyze meanings of idioms. -Define, pronounce, and recognize meanings of key vocabulary related to the solar system. -Examine a chart and identify facts in the chart. -Discuss facts and give information to partner orally.</p> <p><u>Language Forms and Conventions</u> -Identify and form sentences in future tense using simple future (will + verb) and <i>going to</i> (am/is/are + going to + verb). -Identify and accurately use contractions <i>we'll</i> and <i>won't</i>. -Write sentences in future tense accurately. -Write sentences in the future tense about a trip to outer space. -Form sentences about Mars using correct verb tense. -Write sentences to describe the Mood using correct verb tense.</p> <p><u>Vocabulary Usage</u>— Acquire and use grade-level: -Theme-related Vocabulary: outer space, star, galaxy, horizon, shooting star, moon, solar system, planets, sun -Academic Vocabulary: verb, past, present, future</p>		<p>INSIDE B Teacher's Edition: pp. T278-T283 -Unit Planner: T276c-T276d -Language CD2: Tracks 10-11</p> <p>INSIDE B Student's Edition: pp. 278-283 Student Practice Book: pp. 143-148</p> <p>InsideNG.com -Language Transparencies -Annotated Practice Book</p> <p>Newcomer Support INSIDE the USA Unit 9, Part 2</p> <p>Genre and Reading Strategy: Students will read a fantasy story and analyze the goals and outcomes of characters in the story.</p>

**Big Idea: The solar system includes stars, planets, asteroids and comets.
Essential Question: What can a legend tell us about the solar system?**

Inside B	Unit 9: Superstars	Week 28	Part 2 (Lessons 6 - 10)
PA Common Core Standards	To demonstrate proficiency students will		
		Textual References and Resources	
<p>1.3 Reading Literature -Key Ideas and Details, Literary Elements/CC.1.3 C -Craft and Structure, Text Structure/CC 1.3 E -Vocabulary Acquisition and Use/CC 1.3 J</p> <p>1.4 Writing -Informative/Explanatory, Conventions of Language/CC.1.4 F -Range of Writing/CC 1.4 X</p> <p>1.5 Speaking and Listening -Comprehension and Collaboration, Collaborative Discussion/CC.1.5 A -Comprehension and Collaboration, Evaluating Information/CC.1.5 B -Conventions of Standard English/CC 1.5 G</p>	<p>Content Objectives: -Identify and examine components of a legend. -Identify the goal and outcome described in <u>Fifth Moon's Story</u>, and make a goal-and-outcome map. -Complete a chart about the four seasons using key vocabulary. -Discuss the weather and activities for each of the four seasons using academic language frames.</p> <p>Language: <u>Discourse Complexity</u> -Preview legend, <u>Fifth Moon's Story</u>, and set purpose for reading. -Read aloud excerpts from <u>Fifth Moon's Story</u> with appropriate phrasing. <u>Language Forms and Conventions</u> -Identify and recognize meanings of words with multiple meanings. -Identify and recognize meanings, spelling and pronunciation of homophones. -Identify final syllables to decode and pronounce multisyllabic words. -Identify vowel patters to determine pronunciation of multisyllabic words. -Read a passage silently and select three multisyllabic words to decode. -Read a passage aloud and explain strategies used to decode multisyllabic words. -Identify letter patterns and word parts in long words. -Read aloud and spell long words in sentences. -Identify words with more than three syllables in a short text. -Recognize multisyllabic words, multiple-meaning words, and homophones while reading <u>Fifth Moon's Story</u>. <u>Vocabulary Usage</u>-- Acquire and use grade-level: -Theme-related Vocabulary: buy, by, close, for, four, hear, here, kind, know, no, right, show, watch, write -Academic Vocabulary: multisyllabic words, multiple-meaning words, homophones -Write sentences about the Sun using key vocabulary.</p>	<p>INSIDE B Teacher's Edition: pp. T284-T292 -Unit Planner: T276c-T276d -Fluency CD: Track 9</p> <p>INSIDE B Student's Edition: pp. 284-292 Text: <u>Fifth Moon's Story</u> Student Practice Book: pp. 149-154</p> <p>InsideNG.com -Language Transparencies -Annotated Practice Book</p> <p>Newcomer Support INSIDE the USA Unit 9, Part 3</p> <p>Genre and Reading Strategy: Students will read the legend, <u>Fifth Moon's Story</u>, and draw on prior knowledge to set purpose for reading.</p>	

Big Idea: The solar system includes stars, planets, asteroids and comets.
Essential Question: How do we study outer space? What do we learn from studying outer space?

Inside B	Unit 9: Superstars	Week 29	Part 3 (Lessons 11 - 15)
PA Common Core Standards	To demonstrate proficiency students will		Textual References and Resources
<p>1.2 Reading Informational Text -Key Ideas and Details, Text Analysis, Analysis, Development, Connections/CC.1.2 C -Craft and Structure, Point of View/CC 1.2 D -Craft and Structure, Text Structure/CC 1.2 E -Integration of Knowledge and Ideas, Diverse Media/CC.1.2 G -Vocabulary Acquisition and Use/CC.1.2 K -Range of Reading/CC.1.2 L</p> <p>1.3 Reading Literature -Key Ideas and Details, Literary Elements/CC.1.3 C -Craft and Structure, Point of View/CC.1.3 D -Craft and Structure, Text Structure/CC 1.3 E -Integration of Knowledge and Ideas, Text Analysis/CC.1.3 H -Vocabulary Acquisition and Use/CC 1.3 J</p> <p>1.4 Writing -Informative/Explanatory/CC.1.4 A -Response to Literature/CC 1.4 S -Production and Distribution of Writing, Writing Process/CC 1.4 T</p> <p>1.5 Speaking and Listening -Comprehension and Collaboration, Collaborative Discussion/CC.1.5 A -Comprehension and Collaboration, Evaluating Information/CC.1.5 B -Presentation of Knowledge and Ideas, Context/CC.1.5 E</p>	<p>Content Objectives: -Identify and examine components of a science article. -Identify features of a diamante poem.</p> <p>Language: <u>Discourse Complexity</u> -Identify and analyze the use of captions and callouts as text features. -Listen to and read an article for specific information. -Define, pronounce, and recognize meanings for key vocabulary related to the solar system. -Make vocabulary cards to study key vocabulary. -Preview science article, <u>Exploring Space</u>, and set purpose for reading. -Examine and analyze text features in <u>Exploring Space</u>. -Recognize meanings of key vocabulary while reading <u>Exploring Space</u>. -Identify goals and outcomes while reading <u>Exploring Space</u>. -Identify important details while reading <u>Exploring Space</u>. -Write sentences about life as an astronaut using key vocabulary. -Preview title and byline of poem <u>Stargazer</u>. -Read and analyze author's purpose for poem <u>Stargazer</u>. -Make a diagram to summarize information in <u>Exploring Space</u>. -Summarize information orally using diagram and academic language frames. -Analyze sample of a diamante poem. -Prewrite, draft, revise, and edit a diamante poem. -Publish, share, and reflect on a diamante poem.</p> <p><u>Language Forms and Conventions</u> -Edit and proofread errors in self-created diamante poem.</p> <p><u>Vocabulary Usage</u>-- Acquire and use grade-level: -Theme-related Vocabulary: astronauts, moon, rocket solar system, space -Academic Vocabulary: captions, callouts, diagram, diamante poem</p>		<p>INSIDE B Teacher's Edition: pp. T293-T310a -Unit Planner: T276c-T276d -Fluency CD: Track 18 -Writing Project: T303-T309 -Monitor Progress: T310a</p> <p>INSIDE B Student's Edition: pp.293-309 Text: <u>Exploring Space</u> (science article) Student Practice Book: pp. 155-180</p> <p>InsideNG.com -Language Transparencies -Annotated Practice Book -Assessment & Rubrics -Progress Tests & Quick Checks</p> <p>Assessment: -Monitor Progress p. T67a -Quick Check: Unit 8 (insideng.com) -Language Acquisition Rubrics (insideng.com)</p> <p>Newcomer Support INSIDE the USA UNIT 10, Part 1</p> <p>Genre and Reading Strategy: Students will preview science article, <u>Exploring Space</u>, and build background knowledge to set purpose for reading</p>

Inside A Unit 7- 9 Review

Essential Question: What have we learned about the United States, Farms, and Stars?		
PA Common Core Standards	Inside B To demonstrate proficiency students will	Units 7 - 9 Review Week 30 Textual References and Resources
<p>1.2 Reading Informational Text -Craft and Structure, Text Structure/CC 1.2 E -Integration of Knowledge and Ideas, Diverse Media/CC 1.2 G -Integration of Knowledge and Ideas, Analysis Across Texts/CC 1.2 J -Vocabulary Acquisition and Use/CC 1.2 J-K</p> <p>1.3 Reading Literature -Craft and Structure, Text Structure/CC 1.3 E -Integration of Knowledge and Ideas, Sources of Information/CC 1.3 G -Vocabulary Acquisition and Use/CC 1.3 J</p> <p>1.4 Writing -Range of Writing/CC 1.4 X</p> <p>1.5 Speaking and Listening -Comprehension & Collaboration, Collaborative Discussion/CC 1.5A -Comprehension & Collaboration, Critical Listening/CC 1.5B -Conventions of Standard English/CC 1.5 G</p>	<p>Content Objectives: -Identify and review components of travel articles, history articles, science articles, biographical sketches, informational texts, reports, poems, and legends.</p> <p>Language: <u>Discourse Complexity</u> -Review and practice classifying objects. -Review and practice identifying goals and outcomes. -Review and practice making comparisons. <u>Language Forms and Conventions</u> -Identify and review multisyllabic words and words with prefixes and suffixes. -Review how to form questions using question words <i>how</i>, <i>why</i>, <i>how many</i>, and <i>how much</i>. -Review proper nouns and capitalization. -Review the use of future tense verbs and contractions. -Review how to form sentences in present, past, and future tenses. <u>Vocabulary Usage</u>– Acquire and use grade-level: -Theme-related Vocabulary: pilgrims, colonists, explorers, pioneers, immigrants, mountain, ocean, plains, river, lake, earth, explore, form, high, miles, million, near, sea, state, than, cactus, hundred, open, gate, wagon, canyon, region, product, map, key, cowboy, culture, mile, states, field, row, tractor, farmer, seedling, water, soil, crop, crate, weigh, beautiful, energy, healthy, oxygen, vitamins, special, own, any, indoors, warm, healthy, cold, outdoors, outer space, star, galaxy, horizon, shooting star, Moon, solar system, planets, Sun, buy, by, close, for, four, hear, here, kind, know, no, right, show, watch, write, astronauts, moon, rocket -Academic Vocabulary: proper noun, capitalization, directions, multisyllabic words, article, biography, classify, subject, predicate, suffix, prefix, informational text, compound word, comparison, report, verb, past, present, future, captions, callouts, diagram, diamante poem</p>	<p>INSIDE B Teacher’s Edition: pp. T310b-T310e -Cumulative Review: T310b-T310c -Monitor Progress: T310d-T310e</p> <p>Student Practice Book: pp. 118-119, 136-137, 155-156 (Key vocabulary) pp. 113-114, 131-132, 149-150 (Word recognition)</p> <p>InsideNG.com -Assessment & Rubrics -Progress Tests & Quick Checks</p> <p>Assessment: -Unit Tests for Progress Monitoring: Units 7-9 (insideng.com) -Quick Check Class profile: Units 7-9 (insideng.com) -Unit Reflection & Self Assessment: Units 7-9 (insideng.com) -Unit Test Student Profile: Units 7-9 (insideng.com) -Unit Test Class Profile: Units 7-9 (insideng.com)</p> <p>Newcomer Support INSIDE the USA Unit 10, Part 2 & 3</p>

Middle School Supplemental Unit / Unit 1

Community members help and learn from each other.

Unit	Big Idea(s)	Content	Skills	Strategies
1	Community members help and learn from each other.	<p>Science: Earthquakes Essential Question: How can we be safe during an earthquake?</p> <p>Social Studies: 2010 Haitian Earthquake Essential Question: What are causes and effects of an earthquake?</p> <p>TDA lesson: Haitian Earthquake, 2010 Comparison/Contrast: Analyzing data on earthquakes in Haiti, China and Italy.</p>	<p>Cause / effect</p> <p>Apply orally and in writing present tense ... <i>have to</i> and ... <i>need to</i></p> <p>Identify and use singular and plural pronouns and possessive pronouns</p> <p>Interpret data</p> <p>Learn vocabulary for sequencing information including cause / effect</p>	<p>Modeling</p> <p>Cause/Effect graphic organizer</p> <p>Partner dialogue</p> <p>TPR</p> <p>Cloze</p> <p>Sentence frames / stems</p> <p>Video Clip Listening Log</p>

Middle School Supplemental Unit / Unit 2

People make a difference and create a better world.

<i>Unit</i>	<i>Big Idea(s)</i>	<i>Content</i>	<i>Skills</i>	<i>Strategies</i>
2	People make a difference and create a better world.	<p>Science: What is a vaccine? Essential Questions: How does science help prevent sickness or people getting sick? What is a vaccine?</p> <p>Social Studies: Biography of Dr. Rebecca Cole (citizen of Philadelphia) Essential Question: How can a person’s decisions and actions change the life of others?</p> <p>TDA lesson: “Should public school require vaccines?” (text and graphs)</p> <p>Interpret charts and graphs on vaccines: Do vaccines help people? Analyzing a primary source: Philadelphia vaccination certificate</p>	<p>Sequence, retell, summarize and state an opinion in response to images / visuals and data on a graph Sequence events (first, next, then, last) Use dates (month, day, year) Identify and use regular and irregular present and past tense verbs (to protect, to stop, to have, to be, to make, to fight, to keep) Identify and accurately apply subject-verb agreement in a sentence Understanding chronological order Interpret cause / effect from a graph Interpret a primary document Summarization</p>	<p>Modeling Think Aloud Biography graphic organizer / chart with dialogue / “whip around” Story sequence graphic organizer Cloze Sentence frames / stems 5Ws Scaffolding vocabulary Main idea / supporting details chart Video Clip Listening Log Demonstration – How a virus spreads Analyzing Primary Sources (Levels 1 – 3)</p>

Middle School Supplemental Unit / Unit 3

People work together to care for the earth.

<i>Unit</i>	<i>Big Idea(s)</i>	<i>Content</i>	<i>Skills</i>	<i>Strategies</i>
3	People work together to take care of the earth.	<p>Science: Food Webs: Brazil Rainforest and Kenya Savanna Essential Questions: What is an ecosystem? What is a food web? How are they connected?</p> <p>Social Studies: Biographies: Dr. Wangari Maathai (Nobel Peace Prize winner from Kenya); Chico Mendes (environmental activists from Brazil) Essential question: Why and how do people help the environment?</p> <p>Fact / Opinion: Comparing a Savanna and Rainforest</p> <p>Structure Discussion: Should people help their community? Should people stop deforestation?</p> <p>TDA: School Lunch: Junk Food or Healthy food? Getting touch on School Lunch</p>	<p>Identify and apply opinion words orally and in writing (must, should, think, believe) Use “make a suggestion / denial” sentence structure Use sensory adjectives Decode multisyllabic words Identify and use past tense regular and irregular verbs Summarize</p>	<p>Modeling Think Aloud Give Your Opinion organizer Sentence starters Scaffolding vocabulary Detail chart Fishbowl discussion Cloze Make a Suggestion / Make a Denial sentence starters 5Ws Main idea/ supporting details chart Inference chart Video Clip Listening Log</p>

Middle School Supplemental Unit / Unit 4

By learning about the past and the present, we plan for the future.

We have a better understanding of the relationship of individuals or parts to a community or whole.

<i>Unit</i>	<i>Big Idea(s)</i>	<i>Content</i>	<i>Skills</i>	<i>Strategies</i>
4	By learning about the past and the present, we plan for the future. We have a better understanding of the relationship of individuals or parts to a community or whole.	<p>Science: Living Things Start with Cells Essential Questions: What is a living thing? How are plant and animal cells different? The same?</p> <p>Social Studies: Technology: Past, Present and Future Essential Questions: How has technology changed over time? How has technology changed people? Analyzing Primary Sources: Technology over Time</p> <p>Analyzing Scenarios: Who is a Digital Citizen?</p> <p>Experiments: (a) Onion peel, (b) Human cheek cell</p> <p>TDA: Cyber Bullying: Is a Facebook Message as Harmful as a Fist?</p>	<p>Read and interpret charts and graphs Draw conclusions Use comparison terms to write comparative sentences Compare / contrast vocabulary (alike, unlike, same, different, an, but, both) Describe, identify and compare / contrast cells Organize information chronologically Identify and use nouns and pronouns (subjective and objective personal) Decode multisyllabic words Identify and use past and present tense verbs Analyze primary sources Conduct an experiment (via video)</p>	<p>Modeling Think Aloud Sentence stems / starters Agree / Disagree Chart Give Your Opinion chart Fishbowl Discussion Numbered Heads Make a Suggestion/ Make a Denials 5Ws Scaffold Language (with cognates) Science Lab Report (Levels 1 - 3 organizers) THC (What do you think you see? How can we find out? What do we conclude?) Analyzing Primary Sources (Levels 1 - 3 organizers) Video Clip Listening Log</p>

Middle School Supplemental Unit / Unit 5

Early human civilizations shared similar features...
The planet earth is one small part of our solar system.

<i>Unit</i>	<i>Big Idea(s)</i>	<i>Content</i>	<i>Skills</i>	<i>Strategies</i>
5	(1) Early human civilizations shared similar features based on their geography; as they developed agriculture, people were able to settle and thrive in locations near rivers. (2) The planet earth is one small part of our solar system. The object sin our solar system work together and operate in an orderly pattern to enable living things to survive on earth.	<p>Science: The Solar System: Planets, Stars and Moons Essential Questions: What makes up a solar system? How do the sun, planets, moons and comets work together? What do living things need to survive on earth? What is gravity’s role on earth?</p> <p>Social Studies: Classical River Valley Civilizations (Nile, Tigris/Euphrates, Indus Valley, Hueng He / Yellow Rivers) Essential Questions: How and why did rivers support human civilizations? What did humans create to build their civilizations?</p> <p>Experiments: Gravity, Phases of the Moon, Formation of the Solar System, Calculating Weight & Mass by Location</p>	<p>Read and interpret information from charts / graphs Identify text features Compare / contrast civilizations based on features of a civilization Compare / contrast planets based on features of a planet Support a position based on text-based and personal evidence Ask for advice using helping verbs <i>should, must</i> and <i>have to</i> Identify and use comparative and superlative adjectives Identify and use synonyms Sequence events (before, middle, end) Make predictions Summarize Calculate weight and mass by location</p>	<p>Modeling Think Aloud Give Your Opinion Fishbowl Discussion Evidence / Data Charts Numbered Heads Sentence stems / frames Make a Suggestions / Make A Denial Analyzing Primary Sources (Level 1 – 3 organizers) 5 Themes of Geography / 5 Ws chart Scaffold Language (cognates) Comparison/ contrast charts Science Lab Report (Levels 1 - 3 organizers) Video Clip Listening Log</p>

Middle School Supplemental Unit / Unit 6

Living things share certain characteristics and require energy to survive and grow.

Technological changes may alter gender roles, cultural norms and challenge gender and racial / ethnic stereotypes.

<i>Unit</i>	<i>Big Idea(s)</i>	<i>Content</i>	<i>Skills</i>	<i>Strategies</i>
6	(1) Living things share certain characteristics and require energy to survive and grow. (2) Technological changes may alter gender roles, cultural norms and challenge gender and racial / ethnic stereotypes.	<p>Science: To Produce and Consume Food: Photosynthesis and the Digestive System Essential Questions: Why are humans, animals and plants living things? How are plant photosynthesis and human digestion similar? Different?</p> <p>Social Studies: A Freedom Machine: A history of Bicycles and Bicycling Essential Questions: How did bicycle racing and riding change or challenge ideas about women? African Americans? Did the bicycle give more people freedom? Why or why not?</p> <p>Using evidence to support a position: Comparison/ Contrast: Bicycle or Automobile? (fractions, decimals, percent) Agree/ Disagree: Is a bike a “freedom machine?”</p> <p>Analyzing Primary Sources: Political Cartoons, Poems, Lyrics, Advertisements, Sheet Music Image, Photographs</p> <p>5 Themes of Geography: Bicycle Brigades – African American Soldiers</p> <p>Biographies: Annie Cohen Londonderry, Tillie Anderson, Kittie Knox, Major Taylor</p> <p>Experiments: Human Digestion, Photosynthesis, Creating Oxygen</p>	<p>Sequencing Read and interpret information from charts, diagrams and graphs Identify text features Discuss similarities / differences Trace change over time Locate evidence in a text to support a position Convert English / Metric systems of measurement Identify and use synonyms Identify and use sequence terms Identify and pronounce words with silent letters Identify subject and object pronouns Identify the main idea and supporting details Convert fractions, decimals, percent Analyze ads, cartoons, and lyrics Compare / contrast Support an argument with evidence</p>	<p>Modeling Sentence stems / frames Main idea / details Chart Digestion/Nutrition Eating Chart Three Step Interview Ask For and Give Information Think Aloud Numbered Heads Make a Suggestion / Make a Denial Scaffold Language (cognates) Venn Diagram Summary Chart Comparison/ Contrast chart Analyzing Primary Sources (Level 1 – 3 organizers) 5 Themes of Geography / 5 Ws chart Scaffold Language (cognates) Comparison/ contrast charts Science Lab Report (Levels 1 - 3 organizers) Video Clip Listening Log</p>

Middle School Supplemental Unit / Unit 7

The United States is a large, diverse country with many different...

Scientists observe and compare and contrast patterns in nature and human-made objects...

<i>Unit</i>	<i>Big Idea(s)</i>	<i>Content</i>	<i>Skills</i>	<i>Strategies</i>
7	(1) The United States is a large, diverse country with many different physical features, climates, resources, and people. (2) Scientists observe and compare and contrast patterns in nature and human-made objects to draw conclusions and develop explanations.	<p>Science: Finding and Making Patterns in Science Biographic Sketch: Wilson A. Bentley: The Snowflake Man Reading a Tree Essential Questions: What is a pattern in nature? What human-made objects are based on patterns?</p> <p>Social Studies: The Northeast United States: From Big Cities to Mountain Ranges Biographic Sketches: Octavius V. Catto: Philadelphia’s Forgotten Hero Caroline LeCount: A Fearless Leader Essential Questions: How does geography affect how and where people live? How do maps and data provide information about climate, population, and natural resources?</p> <p>Reading Data: Mean, Median, Mode and Range</p> <p>Analyzing Primary Sources: Historic Photographs</p> <p>Experiments: Reading a Tree, Tree Cookies / Rings, Snowflakes / Crystal Star, Leaf Skelton, Building a Bridge,</p>	<p>Read and interpret information from a mind map, chart, diagrams, and graphs Classify / Categorize information Identify examples of symmetry in nature and human-made Ask and answer 5W + H questions Answer questions using “because” Trace cardinal directions on a map Preview text structure Recognize multisyllabic and compound words Identify components of a biography Compare / contrast biographies Identify the main idea / support with text-based evidence Convert data to mean, median, mode and range Compare information from multiple texts (written, diagrams, videos, etc.) Make predictions and generalizations from evidence Identify and capitalize proper nouns Pronounce multisyllabic words</p>	<p>Modeling Sentence frames / starters Three Step Interview Think Aloud / Make Predictions Ask and Give Information Numbered heads Venn Diagram Same/ Different Chart Biographical Chart Scaffold Language (cognates) Analyzing Primary Sources (Level 1 – 3 organizers) 5 Themes of Geography / 5 Ws chart Scaffold Language (cognates) Science Lab Report (Levels 1 - 3 organizers) Video Clip Listening Log</p>

Appendix

Office of Multilingual Curriculum and Programs Promising Practices

OMCP has identified five practices that will have high impact on outcomes for English Language Learners (ELs). These five practices are aligned to the Danielson Framework, and are what we look for in all classes (both content and ESOL) that support ELs. Teachers can use this tool to identify steps towards making their instruction more effective for ELs. This tool can also be used to guide and inform instructional feedback. The practices are adapted from the *Go To Strategies* (see below).

Go To Strategies: Scaffolding Options for teachers of English Learners

by Linda New Levine, Laura Lukens, and Betty Ansin Smallwood for Project EXCELL

Copy of the document: <https://tinyurl.com/gnnpe9v>

5 core principles: (1) focus on academic language, literacy and vocabulary; (2) link background knowledge and culture to learning, (3) increase comprehensible input and language output, (4) promote classroom interaction, and (5) stimulate higher order thinking and the use of learning strategies. <http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies>

Go To Strategies Matrix: <https://tinyurl.com/yaxka6qn>

The GO TO Strategies Matrix: Scaffolding Options for Teachers of English Language Learners, K-12

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> Use physical gestures to accompany oral directives. Modify *Teacher Talk. Label visuals and objects with target vocabulary. Introduce Cognates to aid comprehension. Ask for Signal Responses to check comprehension. 	<ul style="list-style-type: none"> Give two step Contextualized directions. Restate/rephrase and use *Patterned Oral Language routines. Model Academic Language and vocabulary. Ask for Total Physical Responses from students. 	<ul style="list-style-type: none"> Provide graphics or objects to sequence steps in a process. Check Comprehension of all students frequently. Use *Wait Time. Provide Anticipation Guides for previewing content reading. 	<ul style="list-style-type: none"> Compare/contrast relationships from auditory information using a Venn Diagram. Require students to restate and rephrase from auditory input as in *Paraphrase Passport. 	<ul style="list-style-type: none"> Outline lectures on the SmartBoard. Use *Video Observation Guides. Confirm students' prior knowledge of content topics. Extend content vocabulary with multiple examples and non-examples.
Speaking	<ul style="list-style-type: none"> Provide wall charts with illustrated academic vocabulary. Ask simple WH (who, what, when, where), yes-no or either-or questions. Elicit *Choral Responses. Encourage participation in group chants, poems, and songs. 	<ul style="list-style-type: none"> Use 10-2 structures. Assign roles in group work. Use Clock Buddies. Use Numbered Heads Together. Use *Think-Pair-Share-Squared. Develop Key Sentence Frames for pair interactions. 	<ul style="list-style-type: none"> Provide Graphic Organizers or notes to scaffold oral retelling. Prompt for academic language output. Use Think-Pair-Share. Repeat and Expand student responses in a *Collaborative Dialogue. 	<ul style="list-style-type: none"> Require full sentence responses by asking open ended questions. Use Varied Presentation Formats such as role plays. * Scaffold oral reports with note cards and provide time for prior practice. Use Reader's Theatre to scaffold oral language growth. 	<ul style="list-style-type: none"> * Structure debates requiring various points of view with graphic organizers and/or outlines. Require the use of academic language. Require oral reporting for summarizing group work. Include oral presentations in the content classroom.
Reading	<ul style="list-style-type: none"> Preview the text content with pictures, demos, charts, or experiences. Pair students to read one text together. Preview text with a Picture Walk. Use Choral Reading. Use *Teacher Read Alouds. 	<ul style="list-style-type: none"> Use Card Sorts. Use K-W-L charts before reading. Use the Language Experience Approach. Provide a list of important concepts on a graphic organizer. Use *Shared Reading and/or simplify the text. 	<ul style="list-style-type: none"> Provide a content vocabulary Word Bank with non-linguistic representations. Teach skimming for specific information. Use Teach the Text Backwards. Use 4 to 1 for main ideas from text. Use *Guided Reading. 	<ul style="list-style-type: none"> Model the creation of a Story Map from a narrative. Provide Question Answer Relationship questions for student pairs to research. Use Directed Reading Thinking Activity. Use Cornell Notes. Use *Jigsaw Reading to scaffold independent reading. 	<ul style="list-style-type: none"> Require computer and library research. Ask students to analyze text structure and select an appropriate Graphic Organizer for summarizing. Use *Reciprocal Teaching to scaffold independent reading.
Writing	<ul style="list-style-type: none"> Require students to label visuals and/or create language balloons. Require vocabulary notebooks with L1 translations or non-linguistic representations. Provide *Key Sentence Frames with word and picture banks. 	<ul style="list-style-type: none"> Teach note taking on a Graphic Organizer. Use a Roving Chart in small group work. Use Interactive Journals. Use *Think-Write-Pair-Share. Provide Cloze sentences with a Word Bank. 	<ul style="list-style-type: none"> Require Learning Logs for summaries of learning. Use Text to Graphics and Back Again. Teach Signal Words (comparison, chronology, cause-effect, and listing) for academic writing. Provide *Cloze paragraphs with a *Word Bank. 	<ul style="list-style-type: none"> Provide Rubrics and exemplars to scaffold writing assignments. Teach and utilize the writing process. Provide an outline for the standard five-paragraph essay. Provide *Report Frames for independent, structured, content writing. 	<ul style="list-style-type: none"> Require academic writing and the use of target academic vocabulary. *Teach the process of writing a research paper. Address students' cultures in differing genres of writing. Hold frequent writing conferences with teacher and peers.

*Starred strategies are described in the summary document on the following page, "The Go To Strategies Matrix: Scaffolding Across Language Proficiency Levels."

Levine, L. N., Lukens, L. & Smallwood, B. A., (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12*. For Project EXCELL, a partnership between the University of Missouri- Kansas City and North Kansas City Schools, funded by the US Department of Education, PR Number T195N070316.

Instructional Values & Promising Practices for English Learners

Guiding Principles:

- **High Expectations:** All ELs can achieve at high levels and graduate ready for college and career
- **Asset Based:** Students' home languages and cultures are tremendous assets
- **Shared Ownership:** All educators share responsibility and take ownership for student success

Instructional Values:

We will...

1. Sustain academic rigor
2. Hold high expectations: high challenge, high supports
3. Engage all students in quality interactions
4. Sustain a language focus
5. Develop and deliver quality lessons

The five values detailed on the next several pages are aligned to the Danielson Framework, and are what we look for in all classes (both content and ESL) that support ELs. Together they provide high impact on outcomes for English Language Learners (ELs). Teachers can use this tool to identify steps towards making their instruction more effective for ELs. This tool can also be used to guide and inform instructional feedback. For supports or suggestions in any of these areas, contact OMCP at multilingual@philasd.org.

<i>Instructional Value 1: Sustain Academic Rigor</i>	
<i>Are students demonstrating complex understanding of concepts and themes central to the discipline?</i>	
Danielson Alignment	1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1e Designing Coherent Instruction 2b Establishing a Culture for Learning 3a Communicating with Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3e Demonstrating Flexibility and Responsiveness
Promising Practices for Teachers of ELs	<ul style="list-style-type: none"> ● Integrate and connect central ideas and themes of the discipline over time in order to promote deep disciplinary knowledge (deep focus on central ideas versus shallow coverage of several ideas) ● Invite students to build increasingly complex explanations of disciplinary concepts and processes ● Engage students in higher order thinking through complex text, tasks, and talk
Student Look-Fors	1. Students are engaged in higher-order thinking through complex texts, tasks, and talk 2. Students combine facts and ideas to synthesize, evaluate, and generalize 3. Students solve problems and construct new meanings and understandings 4. Students demonstrate complex understandings central to the discipline (through questioning, discussions, arguments, etc)
Research and Rationale	Learning concepts and analytical practices is conceived of as the integration of discrete understandings learned independently of language (Heritage, Walqui, LInquanti, 2016). Learning needs to take place in the student's zone of proximal development, more recently referred to as the construction zone. This metaphor refers to the area that lies beyond a student's ability to act on his or her own, where socially mediated learning prompts development. (Vygotsky, Newman Griffin, Cole, 1989). (Heritage, Walqui, LInquanti, 2016).

Instructional Value 2: Hold High Expectations <i>Are all students supported in meeting grade-level standards?</i>	
Danielson Alignment	1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1e Designing Coherent Instruction 1f Designing Student Assessments 2b Establishing a Culture for Learning 3a Communicating with Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 4c Communicating with Families
Promising Practices for Teachers of ELs	<ul style="list-style-type: none"> ● Engage students at every proficiency level in grade-level tasks that provide high challenge ● Provide appropriate scaffolds by using the following techniques: <ul style="list-style-type: none"> ○ Develop appropriate scaffolds for academic tasks and activities using the WIDA Can Do Descriptors and Model Performance Indicators (MPIs) as a guide ○ Implement specific techniques to increase students' comprehension of complex input and support students' production of complex output and remove scaffolds as students progress ○ Incorporate strategic use of L1 (first language) through translanguaging practices ● Use rubrics and other tools to ensure criteria for quality work is clear for students ● Conduct metacognitive activities so that students gain knowledge of how to learn, how to monitor their progress, and how to self-correct
Student Look-Fors	1. Students at all proficiency levels are engaged in grade-level content 2. Students are able to explain the expectations of quality work 3. Students have opportunities to monitor their progress, self-correct, and provide feedback to classmates
Research and Rationale	Learning truly happens only if it is ahead of development. In response to teacher's worries, we would say that development occurs precisely because teachers plan lessons beyond the students' ability to carry them out independently. The catch, of course, is that lessons be deliberately designed to present high support along with high challenge. (Heritage, Walqui, Linquanti, 2016). ELs learn both through the language they encounter (input) and the language they produce (output). Input should be at a level that is challenging but nonetheless comprehensible (Krashen, 1985).

Instructional Value 3: Engage Students in Quality Interactions <i>Do students participate in <u>extended</u> interactions/discussions on academically relevant and challenging texts/topics/content?</i>	
Danielson Alignment	1c Setting Instructional Outcomes 1e Designing Coherent Instruction 2b Establishing a Culture for Learning 3a Communicating with Students 3b Using Questioning and Discussion Techniques

Promising Practices for Teachers of ELs	<ul style="list-style-type: none"> ● Structure tasks for extended interaction and discussion, in order for students to use language to co-construct knowledge and meaning ● Provide students with multiple opportunities to interact with peers in deliberate and sustained conversations on academically relevant and challenging texts/topics/content ● Ensure all students participate in discussion activities with multiple opportunities to provide corrective feedback aligned with instructional goals ● Ask open-ended questions that engage students in higher-order thinking
Student Look-Fors	<ol style="list-style-type: none"> 1. Students participate in sustained verbal interactions about disciplinary ideas with other students and with the teacher 2. Students interact in dialogue which involves the exchange of ideas and is not scripted or dominated by one or two students 3. Student responses to teacher or peer questions are elaborated to make complex points (beyond a single word response)
Research and Rationale	<p>Conversation builds oral language, which is a foundation for reading and writing (Roskos, Tabors & Lenhart, 2009). ELs’ vocabulary, grammar, and pronunciation develop faster when there are opportunities for interaction in the classroom using the language being learned (Mackey & Goo, 2007). Students develop abilities to communicate complex ideas when there are many opportunities for authentic interactions with others (Zwiers, O’Hara & Pritchard, 2014). Well over a century ago, linguist Wilhelm von Humboldt described expressions as having “meaning potential”, a potential that is realized in interaction. To explore this meaning potential is what we want students in general, and English language learners in particular, to do: construct new knowledge by engaging in interactions that pursue understanding, enhance it, problematize central ideas, propose counter arguments, debate, and reach some sort of conclusion. (Heritage, Walqui, Linqunti, 2016)</p>

<p><i>Instructional Value 4: Sustain a Language Focus</i> <i>Do students use the language of the discipline in meaningful ways?</i></p>	
Danielson Alignment	<ol style="list-style-type: none"> 1c Setting Instructional Outcomes 1e Designing Coherent Instruction 2c Managing Classroom Procedures 3a Communicating with Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 4a Reflection on Teaching
Promising Practices for Teachers of ELs	<ul style="list-style-type: none"> ● Provide opportunities for students to use the language of the discipline (e.g. the language of math, science, social studies, and language arts) both orally and in writing ● Explicitly teach the language of the discipline including word, sentence, and discourse level ● Model and explain the nuances of language specific to the discipline (formulaic expressions, text structures, active versus passive voice, etc.)
Student Look-Fors	<ol style="list-style-type: none"> 1. Students practice and produce language of the discipline orally and in writing at the word, sentence and discourse level.
Research and Rationale	<p>ELs who appear to be fully fluent in English may nonetheless struggle to express themselves effectively in academic settings (Cummins, 2000; Scarcella, 2003; Short & Echevarria, 2005). Research shows that students should be explicitly taught, in context, the language skills they need to succeed in the classroom (Saunders & Goldenberg, 2010). As ELs use more complex forms of language to accomplish interesting tasks, they learn more content and their language skills improve (Zwiers, O’Hara, & Pritchard, 2014). ELs benefit from many of the teaching practices that are effective for all students; however, these learners also require modifications to make instruction meaningful (August & Shanahan, 2006, 2010). Students learning rigorous</p>

	content in a language they do not speak or comprehend completely requires specialized teaching techniques to make the message understandable (Echevarria, Vogt & Short, 2012). Students retain more language and content concepts when they create and communicate original messages (Swain, 1985; Walqui, 2006).
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<i>Instructional Value 5: Develop and Deliver Quality Unit & Lesson Plans</i> <i>Are lessons designed to simultaneously develop language proficiency and content knowledge?</i>	
Danielson Alignment	1c Setting Instructional Outcomes 1e Designing Coherent Instruction 2b Establishing a Culture for Learning 3a Communicating with Students 3c Engaging Students in Learning 4a Reflecting on Teaching 4c Communicating with Families
Promising Practices for Teachers of ELs	<ul style="list-style-type: none"> ● Design units for continuity and coherence ● Design lessons that: <ul style="list-style-type: none"> ○ Provide opportunities for students to actively engage with the language and content of the discipline ○ Make connections between subject matter and students’ lives and experiences ○ Connect the tasks/activities to the instructional objectives so students know where they are headed and what is expected of them ○ Incorporate frequent opportunities to check comprehension/understanding, using a variety of formal and informal assessment techniques, to assess and promote student learning of language and content ○ Allow for adjustment of instruction in response to student learning with the goal of students monitoring their own learning
Student Look-Fors	1. Students can explain the key concepts and central ideas of the unit and lesson 2. Students are actively engaged with academic content and language of the discipline 3. Students are involved in assessing their own learning 4. Students can connect the key concepts to their lives and experiences
Research and Rationale	ELs need multiple opportunities to see and hear modeling of the target language, to try and modify their language output, with teachers offering specific feedback that describes progress and focuses on areas for revision. (Zwiers, 2008). Using formative assessment on a regular basis has a strong effect on student learning, and can help raise achievement for below-grade level students while also benefiting all students. Students who are involved in assessing their own learning significantly outperform students who are not involved (Black and Wiliam, 1998). Numerous studies show that students perform better when their home culture and background knowledge are welcomed, respected and incorporated into the academic environment (Doherty, Hilberg, Pinal, & Tharp, 2003; Gonzalez, Moll & Amanti, 2005; Nieto, 1999).

Resources:

1. Walqui Aida and Leo van Lier. Scaffolding. The Academic Success of Adolescent English Learners. WestEd. 2010.
2. Levine, L.N. Lukens, L & Smallwood, B.A. (2013). The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12. For Project EXCEL, a partnership between the University of Missouri-Kansas City and North Kansas City Schools, funded by the US Department of Education, PR Number T195N070316.

Quality Teaching for English Learners (QTEL) – <https://qtel.wested.org/>

QTEL provides a framework / foundation for planning and instruction for 6th – 12th grade just as Comprehensive Literacy provides a framework / foundation for planning and instruction for K-5.

QTEL Principles

From Walqui, A & van Lier, L. (2010) *Scaffolding the Academic Success of Adolescent English Language Learners: A Pedagogy of Promise*. San Francisco, CA: WestEd; pp. 84, 85, 152, 155, 169, 174.

Principles	Goals	Objectives
<i>Sustain Academic Rigor</i>	<ol style="list-style-type: none"> Promote deep disciplinary knowledge Engage students in generative disciplinary concepts and skills Engage students in generative cognitive skills (higher order thinking) 	<ul style="list-style-type: none"> Develop central ideas in the discipline first, postponing interesting but secondary details Establish interconnections among central ideas of the disciplines Deepen understanding of themes over time Have students anchor new knowledge to central concepts to build understanding Have students apply familiar central ideas or strategies to their emerging understanding of new concepts Invite students to build increasingly complex explanations of disciplinary concepts and processes Have students combine facts and ideas to synthesize, evaluate, and generalize Have students build arguments, solve problems, and construct new meanings and understandings
<i>Hold High Expectations</i>	<ol style="list-style-type: none"> Engage students in tasks that provide high challenge and high support Engage students (and teacher) in the development of their own expertise 	<ul style="list-style-type: none"> Provide students with activities that are robust, but flexible enough to allow multiple entry points: all students, regardless of where they starts, will benefit from participation Scaffold students' ability to participate in the activities Ensure that students are asked to engage in increasingly more complex tasks Treat students as if they already possess the abilities you are seeking to develop Conduct metacognitive activities so that students gain knowledge of how to learn, how to monitor their progress, and how to self-correct Provide practice in the use of academic tools and activities so that students appropriate them over time

	<ol style="list-style-type: none"> 3. Make criteria for quality work clear for all 	<ul style="list-style-type: none"> • Encourage students to support each other in their development • Encourage students to support each other in building academic stamina • Use rubrics to spell out expected quality of work • Encourage students to take risks and to work hard to master challenging academic work
<i>Engage Students in Quality Interactions</i>	<ol style="list-style-type: none"> 1. Engage students in sustained interactions with teacher and peers 2. Focus interactions on the construction of knowledge 	<ul style="list-style-type: none"> • Invite students to go beyond brief, single responses and to elaborate, illustrate, and connect to their interlocutors' ideas • State explicitly that constructing new understandings is hard work, that is requires listening intently to interlocutors, making sense of what they are saying, and deciding how to respond, either by agreeing and providing further evidence or by disagreeing and stating why this is the case • Ask students to focus on the coherence of what they are saying (Are they staying with the main ideas? Are they making sense?) and to deepen their understanding by making connections to related ideas
<i>Sustain a Language Focus</i>	<ol style="list-style-type: none"> 1. Promote language learning in meaningful contexts 2. Promote disciplinary language use 3. Amplify rather than simplify communications 4. Address specific 	<ul style="list-style-type: none"> • Provide explicit examples, for example, formulaic expressions, of how to mark agreement, disagreement, and other moves in response to an interlocutor or text. • Focus on social purpose of genre, audience, structure, and specific language of disciplinary texts; have students practice deconstructing and creating similar texts. • Give rich and varied examples, looking at difficult concepts from several angles.

	language issues judiciously	<ul style="list-style-type: none"> • Focus corrective feedback on fluency, complexity, or accuracy, but not at the same time
<i>Develop Quality Curriculum</i>	1. Structure opportunities to scaffold learning, incorporating the goals above	<ul style="list-style-type: none"> • Set long-term goals and benchmarks • Use a problem-based approach with increasing interrelated lessons • Use a spiraling progression • Make connections between subject matter and students' reality • Build on students' lives and experiences

QTEL Unit / Lesson Planning: Three Moments in a Lesson and Sample Tasks

Preparing Learners	Sample Tasks
<ul style="list-style-type: none"> • Focus attention on concepts to be developed • Activate / build on background knowledge • Introduce essential new vocabulary in context • Connect lessons to students' experiences 	Think-Write-Pair-Share Quick-Write / Round-Robin Anticipatory Guide or Extended Anticipatory Guide Knowledge Rating Scale Novel Ideas Only Jig-Saw Project Frayer Model List – Group – Label (vocabulary)
Interacting with Text / Concepts / Content	Sample Tasks
<ul style="list-style-type: none"> • Deconstruct text; focus on understanding a chunk and reconnect a chunk to the emerging whole text • Establish connections between ideas within text • Work collaboratively to discuss, evaluate, predict, check for understanding, summarize, etc. 	Teacher Model Double-entry Journal / Triple-Entry Journal Reading with a Focus / Viewing with a Focus Clarifying Bookmark or Partner Clarifying Bookmark Reading Aloud in Four Voices Partner Reading and Discussion Novel Ideas Only Four Corners Carousel
Extending Understanding	Sample Tasks
<ul style="list-style-type: none"> • Re-create text in a new genre or create new text to represent new understanding • Apply newly gained knowledge to novel situations or use to problem-solve • Connect ideas learned to other ideas and experiences outside the text - compare, synthesize, evaluate, create, critique, problem solve, etc. 	Collaborative Mind Mirror / Monologue Collaborative Poster Famous Phrases Create, Exchange, Assess Collaborative (Dialogue) Writing Literary Elements Famous Phrases Gallery Walk

Pennsylvania Department of Education for English Learners

English Learner Overlay (Standards):

<http://www.pdesas.org/Page/Viewer/ViewPage/15>

English Learners Basic Education Circulars (BECS), July 2017

<https://tinyurl.com/y86q9svj> (22 Pa. Code 4.26)

School District of Philadelphia Policy #138 / English Language Development and Bilingual Education Program

<https://www.philasd.org/src/wp-content/uploads/sites/80/2018/01/Policy-138.pdf>

District, School and Teacher Responsibilities

<https://tinyurl.com/yda7g34u>

WIDA

WIDA is an educational consortium of 39 state education agencies and 200 international schools. ACCESS testing is developed by WIDA. The mission of WIDA is to advance academic language development and academic achievement for children and youth who are culturally and linguistically diverse. WIDA's Can Do Philosophy is grounded on students' assets and contributions to the classroom and community. Lastly, WIDA challenges linguistic discrimination, cultural biases and racism in education.

WIDA English Language Development Standards: <https://www.wida.us/standards/eld.aspx>

WIDA Can Do Descriptors and Key Uses Edition: https://www.wida.us/standards/CAN_DOs/

Scaffolds Supports (WIDA)

<i>Sensory</i>	<i>Graphic</i>
<ul style="list-style-type: none"> ○ Real life objects (Realia) / concrete objects / Physical models ○ Manipulative (measurement tools, models, scientific instruments, etc.) ○ Pictures / photos ○ Visual representations (illustrations, diagrams, drawings, etc.) / Cartoons ○ Videos / broadcasts / audio books ○ Newspapers / magazines ○ Gestures / Physical movement ○ Music / songs / chants ○ Posters / display 	<ul style="list-style-type: none"> ○ Charts / Tables ○ Graphs ○ Timelines ○ Number lines ○ Graphic organizers ○ Graphing paper ○ Number lines ○ Timelines ○ Maps ○ Rubrics ○ Study guides / Guided Notes
<i>Interactive</i>	<i>Verbal and Textual*</i> *by Halla Jmourko
<ul style="list-style-type: none"> ○ Whole group ○ Small group ○ Partner (turn-&-talk) ○ Cooperative groups (think/write/pair/share) ○ Triads ○ Interactive websites / software ○ Mentor / coach ○ L1 (home or first language) ○ Word to Word Dictionary / Picture Dictionary ○ Jigsaw activities 	<ul style="list-style-type: none"> ○ Labeling ○ Teacher Modeling / Monitoring ○ Repetition ○ Paraphrasing / Summarizing ○ Guiding, clarifying, probing questions ○ Leveled questions (5Ws) ○ Questioning prompts / cues ○ Word banks / phrase banks / word walls ○ Sentence starters / sentence frames / discussion frames / formulaic expressions ○ Cloze paragraphs / sentences ○ Talk moves (structured academic conversations: re-voicing/clarifying, restating, reasoning, adding on, wait time) ○ Wait time

Tools

Scaffolding Planning Template

(adapted from WIDA Scaffolds (2012) and Staehr Fenner and Snyder, Unlocking English Learner's Potential, (2017))

Lesson:	
Background of Els (e.g. home language, ACCESS level(s), etc.):	
Categories of Scaffolds	Possible Scaffold
Materials and Resources	<ul style="list-style-type: none"> ○ Graphic organizers ○ Charts / tables ○ Photos, pictures, maps, graphs / graphing paper ○ Timelines / number lines ○ English / bilingual glossaries or dictionaries ○ Word - to - word dictionaries ○ Home language materials ○ Reduced linguistic load (labeling, word banks, sentence frames, sentence starters, formulaic expressions, discussion frames, talk moves / structured academic conversations) ○ Sensory supports (realia, manipulatives, illustrations / diagrams, audio books, diagrams, posters, videos, music /chants, gestures, magazines / newspapers, displays)
Instruction	<ul style="list-style-type: none"> ○ Pre-identified and pre-teach ESSENTIAL vocabulary (academic / disciplinary terms, morphology) ○ Build on prior knowledge / instruction of background knowledge ○ Repetition, paraphrasing, summarizing, wait time ○ Modeling ○ Guiding, clarifying, probing questions, leveled questions (5 Ws/H) ○ Read/think-aloud, chunk text (reconnect to whole), scan the text/text structure, echo reading, choral read, read with a partner, read in L1, reading in 4 voices, make connections between ideas within a text, embed vocabulary instruction (morphology, cognates, etc.), etc. ○ Create formative assessments to monitor progress / plan instruction
Student grouping	<ul style="list-style-type: none"> ○ Structure pair / triad work ○ Structured small-group work (collaborative groups) ○ Teacher-led small-group work

Scaffolding Lesson Plan Checklist

(adapted from Quality Teaching for English Learners (QTEL) (2010), Walqui and van Lier and Staehr Fenner and Snyder, Unlocking Els' Potential, (2017)

Checklist	Yes	No
1. Determine the strengths and needs of Els in relation to the language demands of the lesson. Sets goals for both content and language learning to support Els progress in their acquisition of English.		
2. Determine the possible challenges in the text / concepts based on both the content and language demands (word, sentence, discourse).		
3. Determine how to extend understanding (summative) - re-create the text in a new genre, apply newly gained knowledge to novel situations / problem-solve, connect ideas learn to ideas outside of the text, etc.		
4. Preparing the learners: tasks (strategies) to activate or build prior knowledge		
5. Preparing the learners: analyze the language demands of the lesson and identify areas that may be challenging for Els.		
6. Preparing the learners: Develop a list of ESSENTIAL vocabulary to introduce in context. Determine how to provide opportunities to practice the vocabulary in the lesson.		
7. Determine specific aspects of language use to focus on during lesson (e.g. grammar / syntax / sentence level and discourse complexity / paragraph level).		
8. Interacting with texts / concepts / content: Determine how to effectively group students in order to support their learning of content and acquisition of English.		
9. Interacting with texts / concepts / content: Determine how to provide opportunities to practice key concepts in varied ways using multiple modalities (tasks/strategies, materials, instruction, grouping).		
10. Prepare scaffolded materials to support Els of varying proficiency levels (e.g. graphic organizers, formulaic expressions, visuals, materials in L1, etc.)		
11. Determine how to assess student learning (formative) and, if appropriate, how to scaffold the assessments.		

Checklist for Increasing Academic-Language Awareness

(adapted from Staehr Fenner and Snyder, *Unlocking Els' Potential*, 2017)

1. Select a text.
2. What is the purpose for teaching the text? (content, structure, language, etc.)
3. Use the checklist of analyze the elements of the text's language.

Awareness-Building Questions

Vocabulary (Word Level)	Text information	Example(s) found in the text	Teach this feature?
Are there everyday words that may be unfamiliar to students? (e.g. run, cat, etc.)	Yes/No		Yes/No
Are there general academic words that may be unfamiliar? (e.g. analyze, critique, compare, etc.)	Yes/No		Yes/No
Based on the vocabulary, is a mini-lesson on word-learning strategies necessary or generative? (e.g. words with multiple meanings, cognates, determine meaning in context, morphology, etc.)	Yes/No		Yes/No
Are there disciplinary specific or technical terms that may be unfamiliar?	Yes/No		Yes/No
Grammar or Syntax (Sentence Level)	Text information	Example(s) found in the text	Teach this feature?
Are there aspects of grammar that may be challenging for Els? (e.g. clauses, verb tense, interrogatives, count / non-count nouns, passive voice, idioms, etc.)	Yes/No		Yes/No

Is there any syntax (arrangements of words and phrases) that might be confusing?	Yes/No		Yes/No
Are there any conventions that may be new or confusing? (e.g. punctuation, spelling, etc.)			
Organization (Discourse Level)	Text information	Example(s) found in the text	Teach this feature?
Type of text (e.g. text, lab report, word problem, narrative essay, etc.)			Yes/No
Purpose of the text (e.g. persuade, inform, entertain, etc.)			Yes/No
How is the text organized or structured? (e.g. description, cause / effect, comparative /contrast, problem / solution, chronological, sequence, etc.)			Yes/No
Are there markers of sequence or relationships between ideas? (e.g. in addition, therefore, first, etc.)	Yes/No		Yes/No
Sociocultural Level	Text information	Example(s) found in the text	Teach this feature?
Does the text assume any experience, background knowledge, and/or awareness for students to understand it?	Yes/No		Yes/No
Does the text assume a perspective or point of view	Yes/No		Yes/No

that may conflict with the student's culture, belief system(s), heritage or national origin? (e.g. interpretation of historical event, religious values, etc.)			
Could the students' first language and/or home culture impact their understanding of the text?	Yes/No		Yes/No

Determining the language focus and opportunities in a lesson

(adapted from *A Focus on Language: Understanding and Producing Language*, Walqui & Hernandez, 2001)

For students to participate in the class and complete the formative and summative assessment, what language do students need to produce (speaking, writing) and understand the text and their peers (reading, listening)?

What language do students need to..

	Understand the content / concepts / themes?	Explain / apply their understanding(s) to the content / concepts / themes?	Participate in a discussion about the content / concepts / themes?
Purpose (genre)			
Ideas			
Organization of the text			
Language of the genre and communication*			
Sentences / clauses			
Vocabulary (disciplinary and technical terms)			
Spelling			

*Language of the genre and communication

Biography may be written in the past tense and in chronological order

Cause / effect essays: nouns (cause / reason, effect, consequence, results),

transitions (as a result, therefore, first, initial)

verbs (cause, contributes to, is responsible for, is due to)

Clarifying Bookmark

(from *English Language Learners and the New Standards*, Heritage, Walqui, Linquanti)(Quality Teaching for English Learners)

Purpose: Develop students' capacity to monitor and remedy their own comprehension difficulties.

Distribute Clarifying Bookmark to each student. Explain and model the activity for your students. Read aloud the first paragraph of the story. Stop and think aloud through the process while using relevant aspects explained in the *What you can do* side of the bookmark. Indicate the relationship to the other side of the bookmark, *What you can say*.

Invite students to continue the activity working in dyads. The first member of the dyad reads the second paragraph aloud, and then chooses the appropriate action from those offered in the bookmark. Students then take turns with the bookmark to use starters presented in the *What you can say* section. Then, the second students read the next paragraph aloud.

Process:

- Students work in dyads reading the text.
- Student A reads the problem in a soft voice to his/her/their partner.
- Student A then announces which strategy s/he/they is/are going to choose: I am going to identify what the problem is asking, and choose one of the formulaic chunks offered to them in the right hand side of the chart: "The units of the unknown are..."
- Student B adds ideas on the same problem, and the students alternate, adding to the shared conversation.

Literacy Clarifying Bookmark

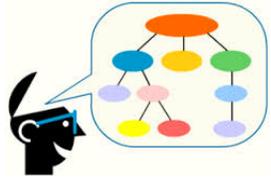
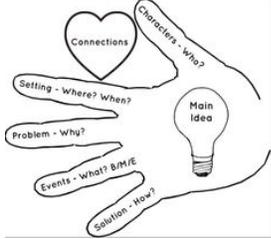
What I can do	What I can say
I am going to think about what the selected text may mean.	I'm not sure what this is about, but I think it may mean...
	This part is tricky, but I think it means...
	After rereading this part, I think it may mean...
I am going to summarize my understanding so far.	What I understand about this reading so far is...
	I can summarize this part by saying...
	The main points of this section are...
I am going to use my prior knowledge to help me understand.	I know something about this from...
	I have read or heard about this when...
	I don't understand the section, but I do recognize...
I am going to apply related concepts and/or readings.	One reading/idea I have encountered before that relates to this is..
	We learned about this idea/concept when we studied...
	This concept/idea is related to...
I am going to ask questions about ideas and phrases I don't understand.	Two questions I have about this section are...
	I understand this part, but I have a question about...
	I have a question about...
I am going to use related text, pictures, tables, and graphs to help me understand unclear ideas.	If we look at this graphic, it shows...
	The table gives me more information about...
	When I scanned the earlier part of the chapter, I found...

Clarifying Bookmark 1	
What you can do	What you can say
Think about what the selected text may mean.	I'm not sure what this is about, but I think it may mean...
	This part is tricky, but I think it means...
	After rereading this part, I think it may mean...
Summarize your understanding every so often.	What I understand about this reading so far is...
	I can summarize this part by saying...
	The main points of this section are...
Clarifying Bookmark 2	
What you can do	What you can say
Use your prior knowledge to help you understand.	I know something about this from...
	I have read or heard about this when...
	I don't understand this section, but I do recognize...
Apply related concepts and/or readings	One reading/idea I have encountered before that relates to this is ...
	We learned about this idea/concept when we studied...
	This concept/idea is related to...

Clarifying Bookmark 3	
What you can do	What you can say
Ask questions about ideas and phrases you don't understand.	Two questions I have about this section are...
	I understand this part, but I have a question about...
	I have a question about...
Use related text, pictures, tables, and graphs to help you understand unclear ideas.	If we look at this graphic, it shows...
	The table gives me more information about...
	When I scanned the earlier part of the chapter, I found...

Clarifying Bookmark Entering Students

(from *English Language Learners and the New Standards*, Heritage, Walqui, Linquanti)(Quality Teaching for English Learners)

<p>I am going to...</p>	<p>What I can say...</p> 	<p>What my partner can say...</p> 
<p>Use my <u>knowledge</u> to help me understand</p> 	<p>I know something about this because (from)...</p> <p>I have read or heard something about this when...</p>	<p>This also reminds me of...</p> <p>I agree / disagree because...</p>
<p><u>Summarize</u> what I read</p> 	<p>I can summarize this part by saying....</p> <p>I think the main idea of this section is...</p>	<p>I agree with your summary and I can add...</p> <p>I agree / disagree because...</p>
<p>Ask for <u>clarification</u></p> 	<p>This part confuses me because I don't understand...</p> <p>I'm not sure what this is about, but I think it might mean...</p>	<p>Yes, I can help. I think this part means...</p> <p>I am also confused about this part because....</p>

Reading Strategies

<http://www.edutopia.org/blog/alternatives-to-round-robin-reading-todd-finley>

In “Round Robin Reading,” students read orally from a common text, one student after another, while the rest of the class follows along in their copies of the text. Several spinoffs of the technique offer negligible advantages over RRR, if any. They simply differ in how the reading transition occurs:

- **Popcorn Reading:** A student reads orally for a time, and then calls out "popcorn" before selecting another student in class to read.
- **Combat Reading:** A kid nominates a classmate to read in the attempt to catch a peer off task, explains Gwynne Ash and Melanie Kuhn in their chapter of *Fluency Instruction: Research-Based Best Practices*.
- **Popsicle Stick Reading:** Student names are written on Popsicle sticks and placed in a can. The learner whose name is drawn reads next.
- **Touch Go Reading:** As described by Professor Cecile Somme, the instructor taps a child when it's his or her turn to read.

Katherine Hilden and Jennifer Jones' criticism is unmitigated: “We know of no research evidence that supports the claim that RRR actually contributes to students becoming better readers, either in terms of their fluency or comprehension.” (PDF)

Why all the harsh attitude? Because Round Robin Reading . . .

- **Stigmatizes poor readers.** Imagine the terror that English-language learners and struggling readers face when made to read in front of an entire class.
- **Weakens comprehension.** Listening to a peer orally read too slowly, too fast, or too haltingly weakens learners' comprehension -- a problem exacerbated by turn-taking interruptions.
- **Sabotages fluency and pronunciation.** Struggling readers model poor fluency skills and pronunciation. When instructors correct errors, fluency is further compromised.

BETTER Approaches to Reading

1. Choral Reading

The teacher and class read a passage aloud together, minimizing struggling readers' public exposure. In a [2011 study](#) of over a hundred sixth graders (PDF, 232KB), David Paige found that 16 minutes of whole-class choral reading per week enhanced decoding and fluency. In another version, every time the instructor omits a word during her oral reading, students say the word all together.

2. Partner Reading

Two-person student teams alternate reading aloud, switching each time there is a new paragraph. Or they can read each section at the same time.

3. PALS

The Peer-Assisted Learning Strategies (PALS) exercises pair strong and weak readers who take turns reading, re-reading, and retelling.

4. Silent Reading

For added scaffolding, frontload silent individual reading with vocabulary instruction, a plot overview, an anticipation guide, or KWL+ activity.

5. Teacher Read Aloud

This activity, says Julie Adams of Adams Educational Consulting, is "perhaps one of the most effective methods for improving student fluency and comprehension, as the teacher is the expert in reading the text and models how a skilled reader reads using appropriate pacing and prosody (inflection)." Playing an audiobook achieves similar results.

6. Echo Reading

Students "echo" back what the teacher reads, mimicking her pacing and inflections.

7. Shared Reading/Modeling

By reading aloud while students follow along in their own books, the instructor models fluency, pausing occasionally to demonstrate comprehension strategies. (PDF, 551KB)

8. Buddy Reading

Students practice orally reading a text in preparation for reading to an assigned buddy in an earlier grade.

9. FORI

With Fluency-Oriented Reading Instruction (FORI), students read the same section of a text many times over the course of a week (PDF, 54KB). Here are the steps:

1. The teacher reads aloud while students follow along in their books.
2. Students echo read.
3. Students choral read.
4. Students partner read.
5. The text is taken home if more practice is required, and extension activities can be integrated during the week.

Student Survey - Getting to Know our Students

Name:	Country / Place of origin:											
Student home language(s):	Family home language(s):											
Home language(s) literacy level (read and write): _____ Advanced (fluent) _____ Intermediate _____ Novice	English proficiency scores <table border="1" data-bbox="824 648 1417 1031"> <tr> <td data-bbox="824 648 1062 722">Composite</td> <td data-bbox="1063 648 1417 722"></td> </tr> <tr> <td data-bbox="824 724 1062 798">Speaking</td> <td data-bbox="1063 724 1417 798"></td> </tr> <tr> <td data-bbox="824 800 1062 873">Reading</td> <td data-bbox="1063 800 1417 873"></td> </tr> <tr> <td data-bbox="824 875 1062 949">Listening</td> <td data-bbox="1063 875 1417 949"></td> </tr> <tr> <td data-bbox="824 951 1062 1031">Writing</td> <td data-bbox="1063 951 1417 1031"></td> </tr> </table>		Composite		Speaking		Reading		Listening		Writing	
Composite												
Speaking												
Reading												
Listening												
Writing												
Education experiences (e.g. amount of time in US schools, educational experience in home country / place of origin, any interrupted formal schooling, IEP, etc.)												
Family background: (e.g. the student lives with..., siblings / family members in school, family separation, family reunification, etc.)												
Student interests:												
Student plans and/or goals:												

Adapted from *Unlocking English Learners' Potential: Strategies for Making Content Accessible* by Diane Staehr Fenner and Sydney Snyder. Thousand Oaks, CA: Corwin. (2017)

<p>Locate the most <u>powerful academic words</u> in the text and integrate questions and discussions that explore their role into the set of questions above.</p>	<p>Teachers of ELs will need to decide which academic words to teach ELs. Select key words that students have to know in order to understand the passage.</p>	<p>Academic words:</p>
<p>Consider if there are any other academic words that students would profit from focusing on. Build discussion planning or additional questions to focus attention on them.</p>	<p>Teachers of ELs will need to decide which other academic words to teach ELs. It is important that the words are embedded throughout the lesson.</p>	<p>Other academic words for ELLs:</p>
<p>Take stock of what standards are being addressed in the series of questions above. Then decide if any other standards are suited to being a focus for this text. If so, form questions that exercise those standards.</p>	<p>In addition to Common Core standards, English language proficiency/development standards will also need to guide the creation of TDAs.</p> <p>ESL teachers will need to collaborate with content teachers to help them integrate English language proficiency/development standards into their TDAs.</p>	<p>Standards:</p>

<p>Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections. These could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences.</p>	<p>The sections of text that will present the greatest difficulty to ELs may differ from those which will present the greatest difficulty for non-ELs. Teachers should analyze the academic language found in each text and background knowledge necessary to understand the text.</p>	<p>Sections of the text that will provide greatest difficulty:</p>
<p>2. Provide Additional Supports for ELLs</p> <p>Teachers should provide <u>explicit vocabulary instruction of select, key terms</u> either prior to reading the text AND during the close reads of the text. Some strategies for teaching vocabulary include providing <u>real objects or images</u> for students to see along with student-friendly definitions, giving students <u>opportunities to practice</u> with the new vocabulary by asking and answering questions, having students draw an image or symbol that represents the word, vocabulary jigsaw, etc.</p>	<p>Ideas:</p> <ul style="list-style-type: none"> create a glossary pre-teach words or embed in instruction use L1 visuals / objects * 	

		<p>Third Read (Integration of Knowledge and Ideas)</p>
<p>5. Have students participate in a culminating activity</p> <p>Develop a culminating activity around the idea or learning identified in #1. A good task should reflect mastery of one or more of the standards, involve writing, and be structured to be done by students independently.</p>	<p>The culminating activity should incorporate CCSS as well as English language proficiency/development standards for ELs. Classroom-based assessments should be scaffolded so that ELs can demonstrate what they know and can do. In order for ELLs to take part in the task, they will need scaffolding in order to do so.</p> <p>The amount and type of scaffolding needed will depend on their level of English proficiency.</p>	<p>Culminating Activity:</p>

Progress Reports

English Language Development Progress Report Level 1 (Entering) (6 - 8)

Year: _____

Student's Name: _____ Grade: _____ Teacher: _____ Course: _____

✓ = On Track

✓+ = Met

X = Not Met

E = Exceeded

Listening: Level 1 (Entering)	1	2	3	4
<p>Newcomers will move to a Level 1 (Entering) in listening, by demonstrating mastery of the following Can Do Descriptors: <u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Process recounts by • Identifying familiar objects or places from oral statements • Pointing to objects, people, or places based on short oral descriptions ● Process explanations by • Matching instructional language, given orally, with visual representation (e.g., "Show me your schedule.") • Identifying functions of content-related topics based on short oral statements reinforced visually (e.g., organisms in ecosystems) ● Process arguments by • Signaling agreement or disagreement of short oral statements or questions • Identifying points of view (e.g., first or third person) from short statements ● Discuss by • Using appropriate nonverbal behaviors to show engagement and listening • Contributing to conversations by sharing own work (e.g., pictures, posters, graphics) 				
Speaking: Level 1 (Entering)	1	2	3	4
<p>Newcomers will move to a Level 1 (Entering) in listening, by demonstrating mastery of the following Can Do Descriptors: <u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Recount by • Answering select Wh-questions • Naming and briefly describing past community or school events using visual support (e.g., posters, photographs) ● Explain by • Comparing attributes of real life objects with a partner • Showing how to solve real-world problems using symbols, numerals, graphs, or diagrams ● Argue by • Responding yes or no to short statements or questions related to a claim • Expressing personal points of view (in home language and English) in support of or against a claim ● Discuss by • Using appropriate nonverbal behaviors to show engagement and listening • Contributing to conversations by sharing own work (e.g., pictures, posters, graphics) 				

Reading: Level 1 (Entering)	1	2	3	4
<p>Newcomers will move to a Level 1 (Entering) in listening, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Recount by • Answering select Wh-questions • Naming and briefly describing past community or school events using visual support (e.g., posters, photographs) ● Process explanations by • Matching content related objects, pictures, or media to words and phrases • Identifying social or academic topics highlighted in text ● Process arguments by • Identifying words or phrases associated with topic choices • Classifying true from false short statements 				
Writing: Level 1 (Entering)	1	2	3	4
<p>Newcomers will move to a Level 1 (Entering) in listening, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Recount by • Listing content words or phrases that relate to the topic • Including images, diagrams, and charts to add details to the topic ● Explain by • Producing short responses to questions using word/phrase banks • Labeling charts, graphs, timelines, or cycles to describe phenomena ● Argue by • Selecting words and phrases to represent points of view • Listing pros and cons of issues 				

Teacher Comments:

Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4

English Language Development Progress Report Level 2 (Emerging) (6- 8)

Year: _____

Student's Name: _____ Grade: _____ Teacher: _____ Course: _____

✓ = On Track

✓+ = Met

X = Not Met

E = Exceeded

Listening: Level 2 (Emerging)	1	2	3	4
<p>Students in a Level 1 (Entering) will move to a Level 2 (Beginning) in listening, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> Process recounts by <ul style="list-style-type: none"> Identifying settings or time frames in narrative or informational scenarios read aloud Process explanations by <ul style="list-style-type: none"> Classifying content related visuals per oral descriptions (e.g., environmental v. genetic factors) Matching oral sentences of cause and effect to illustrations (e.g., weather or climate conditions) Process arguments by <ul style="list-style-type: none"> Identifying claims from a series of oral statements Identifying evidence to support claims from charts and tables Process arguments by <ul style="list-style-type: none"> Distinguishing facts from opinions in text Identifying features associated with content-related claims 				
Speaking: Level 2 (Emerging)	1	2	3	4
<p>Students in a Level 1 (Entering) will move to a Level 2 (Beginning) in speaking, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> Recount by <ul style="list-style-type: none"> Stating main ideas or points of classroom conversations Restating details of content-related topics (in home language and English) in small groups Explain by <ul style="list-style-type: none"> Describing situations from modeled sentences Connecting two content-related ideas that define "how" or "why" Argue by <ul style="list-style-type: none"> Answering simple questions related to claims Stating evidence to support claims (in home language and English) Process arguments by <ul style="list-style-type: none"> Distinguishing facts from opinions in text Identifying features associated with content-related claims 				

Reading: Level 2 (Emerging)	1	2	3	4
<p>Students in a Level 1 (Entering) will move to a Level 2 (Beginning) in reading, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> • Process recounts by • Sequencing illustrated text of narrative or informational events • Locating main ideas in a series of simple sentences • Process explanations by • Comparing ideas on the same topic in a series of simple sentences • Identifying how content-related phenomena relate to one another in illustrated text or media • Process arguments by • Distinguishing facts from opinions in text • Identifying features associated with content-related claims 				
Writing: Level 2 (Emerging)	1	2	3	4
<p>Students in a Level 1 (Entering) will move to a Level 2 (Beginning) in writing, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> • Recount by • Completing sentences using word banks • Producing statements related to main ideas on familiar topics in home language and English • Explain by • Connecting short sentences • Comparing illustrated descriptions of content-related concepts (e.g., mitosis v. meiosis) • Argue by • Stating opinions using evaluative language related to content (e.g., "I agree. Metric is better.") • Connecting simple sentences to form content-related ideas 				

Teacher Comments:

Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4

English Language Development Progress Report Level 3 (Developing) (6 - 8)

Year: _____

Student's Name: _____ Grade: _____ Teacher: _____ Course: _____

✓ = On Track

✓+ = Met

X = Not Met

E = Exceeded

Listening: Level 3 (Developing)	1	2	3	4
<p>Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in listening, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> • Process recounts by • Matching main ideas of familiar text read aloud to visuals • Stating the next event in a series based on clues from narrative or informational oral texts • Process explanations by • Matching main ideas of familiar text read aloud with visuals • Showing differences between or among content-related phenomena described orally (e.g., descriptive statistics) • Process arguments by • Illustrating claims or reasons from oral narratives • Identifying opposing perspectives from oral text (e.g., sides in wars, regimes, or revolutions) • Discuss by • Supporting ideas with examples • Asking clarifying questions to demonstrate engagement • Generating new questions to maintain conversations 				
Speaking: Level 3 (Developing)	1	2	3	4
<p>Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in speaking, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> • Recount by • Relating a series of events by expressing time in multiple tenses • Connecting ideas in content-related discourse using transitions • Explain by • Demonstrating how to conduct experiments, engage in processes, or solve problems with supports • Stating why events occur, phenomena exist, or some things happen • Argue by • Critiquing opposing claims • Evaluating the value of options in content-based situations • Discuss by • Supporting ideas with examples • Asking clarifying questions to demonstrate engagement • Generating new questions to maintain conversations 				

Reading: Level 3 (Developing)	1	2	3	4
<p>Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in reading, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Process recounts by <ul style="list-style-type: none"> • Identifying topic sentences, main ideas, and details in paragraphs • Connecting people to actions based on oral descriptions with details ● Process explanations by <ul style="list-style-type: none"> • Illustrating relationships between main ideas and details in paragraphs • Sequencing steps or events to describe processes (e.g., solving math problems) ● Process arguments by <ul style="list-style-type: none"> • Identifying claims and the reasons for each claim • Identifying opposing points of view 				
Writing: Level 3 (Developing)	1	2	3	4
<p>Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in writing, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Recount by <ul style="list-style-type: none"> • Producing short paragraphs with main ideas and some details • Composing dialogues or blogs based on personal experiences ● Explain by <ul style="list-style-type: none"> • Comparing and contrasting information, events, or characters • Producing descriptive paragraphs around a central idea ● Argue by <ul style="list-style-type: none"> • Substantiating opinions with content-related examples and evidence • Providing feedback to peers on language used for claims and evidence 				

Teacher Comments:

Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4

English Language Development Progress Report (Expanding) (6 - 8)

Year: _____

Student's Name: _____ Grade: _____ Teacher: _____ Course: _____

✓ = On Track

✓+ = Met

X = Not Met

E = Exceeds

Listening: Level 4 (Expanding)	1	2	3	4
<p>Student will move from a Level 3 (Developing) to a Level 4 (Expanding) in listening, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Process recounts by <ul style="list-style-type: none"> • Identifying main ideas and details in oral discourse • Evaluating oral presentations of peers based on criteria for success ● Process explanations by <ul style="list-style-type: none"> • Identifying relationships between people, ideas, or events in oral discourse • Matching complex oral descriptions to images, graphs, or formulas ● Process arguments by <ul style="list-style-type: none"> • Matching evidence to claims in oral discourse • Formulating opinions based on evidence presented within oral discourse ● Discuss by <ul style="list-style-type: none"> • Recognizing purposes of contributions in conversations • Demonstrating awareness of personal bias when defending one's point of view 				
Speaking: Level 4 (Expanding)	1	2	3	4
<p>Student will move from a Level 3 (Developing) to a Level 4 (Expanding) in speaking, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Recount by <ul style="list-style-type: none"> • Paraphrasing and summarizing content-related ideas presented orally • Connecting ideas with supporting details in a variety of oral venues ● Explain by <ul style="list-style-type: none"> • Comparing content related concepts • Connecting ideas with supporting details to show relationships (e.g., characters' actions to their feelings) ● Argue by <ul style="list-style-type: none"> • Connecting ideas with supporting details or evidence • Taking stances and summarizing ideas supporting them ● Discuss by <ul style="list-style-type: none"> • Recognizing purposes of contributions in conversations • Demonstrating awareness of personal bias when defending one's point of view 				

Reading: Level 4 (Expanding)	1	2	3	4
<p>Student will move from a Level 3 (Developing) to a Level 4 (Expanding) reading, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Process recounts by <ul style="list-style-type: none"> • Ordering paragraphs in narrative and informational text • Identifying summaries of passages in a variety of genres ● Process explanations by <ul style="list-style-type: none"> • Matching content related cause to effect in graphically supported text • Highlighting text evidence that points to how systems function (e.g., different forms of government) ● Process arguments by <ul style="list-style-type: none"> • Identifying evidence to support analysis of what texts say (e.g., position papers) • Classifying pros and cons of claims and evidence presented within written texts 				
Writing: Level 4 (Expanding)	1	2	3	4
<p>Student will move from a Level 3 (Developing) to a Level 4 (Expanding) in writing, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Recount by <ul style="list-style-type: none"> • Producing content related reports • Reproducing a sequence of events or experiences using transitional words ● Explain by <ul style="list-style-type: none"> • Describing relationships between details or examples and supporting ideas • Connecting content-related themes or topics to main ideas ● Argue by <ul style="list-style-type: none"> • Crafting persuasive pieces (e.g., editorials) with a series of substantiated content-related claims • Composing scripts with protagonists and antagonists 				

Teacher Comments:

Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4

English Language Development Progress Report (Bridging)

Year: _____

Student's Name: _____ Grade: _____ Teacher: _____ Course: _____

✓ = On Track

✓+ = Met

X = Not Met

E = Exceeds

Listening: Level 5 (Bridging)	1	2	3	4
<p>Student will move from a Level 4 (Expanding) to a Level 5 (Bridging) in listening by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Process recounts by • Categorizing details of content-related main ideas seen and heard in videos or other technologies • Sequencing a series of illustrated events from oral passages (e.g., historical recaps ● Process explanations by • Carrying out a series of oral directions to construct mathematical or scientific models • Connecting details to main ideas based on extended oral discourse ● Process arguments by • Establishing connections among claims, arguments, and supporting evidence within oral discourse • Comparing opposing points of-view presented within oral discourse ● Discuss by • Building on the ideas of others • Listening to others with a purpose (e.g., to challenge own or others' ideas) 				
Speaking: Level 5 (Bridging)	1	2	3	4
<p>Student will move from a Level 4 (Expanding) to a Level 5 (Bridging) in speaking, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Recount by • Producing oral multimedia, content-related reports based on research from multiple sources • Tracing the evolution of literary characters, themes, and plots from different venues (e.g., digital text or video) ● Explain by • Giving demonstrations with step-by-step details (e.g., converting Fahrenheit to Celsius) • Evaluating the significance of events, people, or phenomena in oral presentations ● Argue by • Engaging in debates on content-related topics with claims and counterclaims along with reasonable evidence • Defending points of view with specific claims ● Discuss by • Building on the ideas of others • Listening to others with a purpose (e.g., to challenge own or others' ideas) 				

Reading: Level 5 (Bridging)								
<p>Student will move from a Level 4 (Expanding) to a Level 5 (Bridging) in reading, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> • Process recounts by • Sequencing main ideas, events, and conclusions in narrative and informational text • Matching details of content-related topics to main ideas • Process explanations by • Sorting grade-level text by highlighting elements of the genre (e.g., differentiating the “how” from the “why”) • Sequencing events based on cause and effect (e.g., how machines operate) • Process arguments by • Evaluating evidence presented in support of claims • Developing a stance in favor of or against claims presented within content related text • 					1	2	3	4
Writing: Level 5 (Bridging)								
<p>Student will move from a Level 4 (Expanding) to a Level 5 (Bridging) writing, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> • Recount by • Producing research reports using multiple sources • Summarizing conclusions reached from steps in problem-solving or conducting experiments • Explain by • Producing informational text around graphs and charts • Comparing content related ideas from multiple sources in essays, reports, and narratives • Argue by • Presenting opinions in persuasive essays or reports backed by content-related research • Justifying ideas using multiple sources 					1	2	3	4

Teacher Comments:

Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4

