



Course Name ELD, Fundamentals (Level 1 and 2)

Unit Title Trimester 1- Unit 1 Glad to Meet You

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
<p>ELD 2. Language for Language Arts</p> <p>Narrate</p> <p>ELD-LA 6-8 Narrate Interpretive</p> <p>Interpret language arts narratives by</p> <ul style="list-style-type: none"> Analyzing how character attributes and actions develop in relation to events or dialogue in the book “Good News” Evaluating impact of specific word choices about meaning and tone when creating writing samples <p>ELD-LA 6-8 Narrate Expressive</p> <p>Construct language arts narratives</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> read, write, listen and speak in English 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> I understand the importance of key language I understand how to apply grammar - nouns and pronouns I understand how to apply learning from reading 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> Why is it important to greet someone? How can you communicate? What kind of information can you share with someone?
	Acquisition	
<p><i>Students will know...</i></p> <p>Unit 1</p> <ul style="list-style-type: none"> I know how to use key vocabulary I know how to use greetings and goodbyes 	<p><i>Students will be skilled at...</i></p> <p>Unit 1</p> <p>Listening</p> <ul style="list-style-type: none"> I can listen to and respond to literature I can identify order of events 	

that

- **Orient audience to context and point of view**
- Expanded noun groups to state who or what the narrative is about**

- **Engage and adjust for audience**
- Language to address reader/listener and draw them in (She scuffled away across the snowy field like a small hunched animal.)**

Inform
ELD-LA 6-8 Inform Interpretive
Interpret informational texts in language arts by

- **Identifying and/or summarizing main ideas and their relationship to supporting ideas**

ELD-LA 6-8 Inform Expressive
Construct informational texts in language arts that

- **Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors**
- Expanded noun groups to add precision (strummed or plucked**

- I know how to fill out an order form
- I know how to write sentences using nouns and pronouns
- I know how to apply knowledge from what I read

- Speaking**
- I can discuss the meaning of the unit
 - I can share the personal card with the class
 - I can practice saying greetings and goodbyes
- Reading**
- I can read and use key vocabulary
- Writing**
- I can create a personal card
 - I can write sentences using nouns and pronouns
 - I can use personal information to complete an order form

vibration of the strings)		
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**EAST
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Course Name ML Beginner ESL (6-8)

Unit Title Trimester 2- Unit 2: Set the Table

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
ELD 2. Language for Language Arts	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> read, write, listen and speak in English	
Inform ELD-LA 6-8 Inform Expressive Construct informational texts in language arts that <ul style="list-style-type: none"> • Introduce and define topic and/or entity for audience -Opening statements to identify type of information (describing, comparing/contrasting, classifying) • Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and 	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> <input type="checkbox"/> I understand how to use new vocabulary. <input type="checkbox"/> I understand how to express my needs and wants. <input type="checkbox"/> I understand how to correctly use adjectives <input type="checkbox"/> I understand how to act out familiar verbs <input type="checkbox"/> I understand the US Map and how it is divided into regions 	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> <ul style="list-style-type: none"> <input type="checkbox"/> What are adjectives? <input type="checkbox"/> How can we use adjectives to describe things? <input type="checkbox"/> Why is it important to use adjectives? <input type="checkbox"/> What are names of different foods? <input type="checkbox"/> How can we sort types of foods? <input type="checkbox"/> Where do certain foods come from?

	Acquisition	
<p>behaviors</p> <p>-Visuals (graphs, data, diagrams) to support key details</p> <ul style="list-style-type: none"> • Develop coherence and cohesion throughout text <p>-Topic or headings to serve as openers for sentences or paragraphs</p> <p>ELD-LA 6-8 Inform Interpretive Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> • Identifying and/or summarizing main ideas and their relationship to supporting ideas <p>Narrate</p> <p>ELD-LA 6-8 Narrate Interpretive Interpret language arts narratives by</p> <ul style="list-style-type: none"> • Evaluating impact of specific word choices about meaning and tone 	<p><i>Students will know...</i></p> <p><i>Unit 2</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I know how to use important vocabulary <input type="checkbox"/> I know how express my needs and wants <input type="checkbox"/> I know how to identify the steps in a process <input type="checkbox"/> I know how to find common characteristics from various topics and group them <input type="checkbox"/> I know how to create a how-to card on various topics 	<p><i>Students will be skilled at...</i></p> <p><i>Unit 2</i></p> <p>Listening</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can group information into common topics <p>Speaking</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify vocabulary including: colors, shapes, sizes and food <input type="checkbox"/> I can express likes and dislikes <p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify the steps in a process based on a reading <input type="checkbox"/> I can apply the meaning of high frequency words in what I read. <p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can correctly use action verbs in sentences. <input type="checkbox"/> I can use high frequency words in sentences. <input type="checkbox"/> I can create a how-to card based on a selected topic



Course Name ML Beginner ESL (6-8)

Unit Title Trimester 3- Unit 3 : On the Job


STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
<p>ELD 2. Language for Language Arts</p> <p>Inform ELD-LA 6-8 Inform Interpretive Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> • Identifying and/or summarizing main ideas and their relationship to supporting ideas • Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors <p>Narrate ELD-LA 6-8 Inform Expressive Construct informational texts in</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> read, write, listen and speak in English 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I understand how to use new vocabulary. <input type="checkbox"/> I understand how geologists work in their environment <input type="checkbox"/> I understand how to correctly conjugate present tense verbs <input type="checkbox"/> I understand how to relate jobs, tools and locations <input type="checkbox"/> I understand how to ask and answer yes and no questions including punctuation 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> What does it mean to have a job? <input type="checkbox"/> What is the difference between a job and a career? <input type="checkbox"/> What kinds of jobs are available in the world? <input type="checkbox"/> What kinds of skills and tools are needed for certain jobs?
Acquisition		

<p>language arts that</p> <ul style="list-style-type: none"> • Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors <p>-Adjectives and adverbs to answer questions about quantity, size, shape, manner (microscopic, right-angled, voraciously, precisely)</p> <p>ELD-LA 6-8 Argue Interpretive Interpret language arts arguments by</p> <ul style="list-style-type: none"> • Identifying and summarizing central idea distinct from prior knowledge or opinions <p>ELD-LA.6-8.Argue.Expressive Construct language arts arguments that</p> <ul style="list-style-type: none"> • Introduce and develop claim(s) and acknowledge counterclaim(s) -Noun groups to provide details (Maus, a graphic novel written and illustrated by Art Spiegelman...) - Connectors to introduce alternative points of view (although, on the other hand, unlike, contrary to common belief) -Pronouns, synonyms, collocations, 	<p><i>Students will know...</i></p> <p><i>Unit 3</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I know how to connect actions and careers to the correct tool <input type="checkbox"/> I know how to use present tense verbs in conversation and writing. <input type="checkbox"/> I know how to answer a variety of question styles. <input type="checkbox"/> I know how to use callouts and details to help understand a text <input type="checkbox"/> I know how to identify the part of a book <input type="checkbox"/> I know how to ask and answer basic WH questions 	<p><i>Students will be skilled at...</i></p> <p><i>Unit 3</i></p> <p>Listening</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can connect actions and careers <input type="checkbox"/> I can connect tools and careers <p>Speaking</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use present tense verbs in conversation. <input type="checkbox"/> I can answer WH questions <input type="checkbox"/> I can answer yes and no questions. <p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify details in the theme book <input type="checkbox"/> I can use callout to help understand the text. <p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use present tense verbs in sentences. <input type="checkbox"/> I can answer WH questions
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renaming subjects to maintain cohesion (graphic novels=these unique texts=young adult comic books)		
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Course Name ELD, Fundamentals (Level 1 and 2)

Unit Title Trimester 1- Unit 4 : Numbers Count

STAGE 1 DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
ELD 2. Language for Language Arts ELD-LA.6-8.Narrate.Expressive Construct language arts narratives that: <ul style="list-style-type: none"> • Develop and describe characters and their relationships -Saying, thinking, and feeling dialog verbs to add nuance to characters' relationships ("Danny," the old man said, "I was angry. Forgive me.") -Expanded noun groups to add 	<i>Students will be able to independently use their learning to..</i> <ul style="list-style-type: none"> <input type="checkbox"/> read, write, listen and speak in English 	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> <input type="checkbox"/> I understand the importance of key language <input type="checkbox"/> I understand how to apply grammar - negative sentences/contractions <input type="checkbox"/> I understand how to apply learning from reading to 	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> <ul style="list-style-type: none"> <input type="checkbox"/> Where do we find numbers in the real world? <input type="checkbox"/> How do we use numbers on a daily basis? <input type="checkbox"/> Why is it important to know the numbers and how to use them?

<p>description and detail (He was short, but strong, with light, closely cut hair and a determined face.)</p> <p>-Cohesive devices (pronouns, demonstratives, renaming, synonyms) to reference characters or ideas across the text</p> <p>• Develop story, including themes with complication</p> <p>-A variety of verb tenses to pace narrative and locate events in time, including dialog (“Where are you going?” I asked.)</p> <p>-Connectors to develop and link sections of text to sequence time (meanwhile, later), ideas (in the first place, at this point), and add information (what’s more, likewise, in addition)</p> <p>-Statements to provide closure, evaluate experience, or summarize narrative (Finally, it was over; The experience was enlightening; There are some things that can’t be seen but only felt.)</p> <p>ELD-LA.6-8.Inform.Expressive Construct informational texts in language arts that</p>	<p>informational texts and historical fiction</p> <p style="text-align: center;">Acquisition</p> <p><i>Students will know...</i></p> <p><i>Unit 1</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask questions using do/does <input type="checkbox"/> correctly use cardinal and ordinal numbers <input type="checkbox"/> formulate negative sentences using can not/does not/do not <input type="checkbox"/> understand the characteristics of historical fiction genre <input type="checkbox"/> complete a problem and solution chart <input type="checkbox"/> applying blends and digraphs using realistic fiction <input type="checkbox"/> how to make contractions with not <input type="checkbox"/> responds to visuals to understand captions and call outs 	<p><i>Students will be skilled at...</i></p> <p><i>Unit 1</i></p> <p>Listening</p> <ul style="list-style-type: none"> <input type="checkbox"/> understanding when native speakers use contractions and other unfamiliar grammar <p>Speaking</p> <ul style="list-style-type: none"> <input type="checkbox"/> detail how a piece of literature can be classified as realistic or historical fiction <p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> understanding the non-fiction reading, The Mighty Maya, and how the information is organized <p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> being able to conduct and create a research project about a selected country <input type="checkbox"/> creating a personal narrative to give details and explain a memory from their life
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<ul style="list-style-type: none"> • Establish objective or neutral stance -Declarative statements to provide objective, factual information -Technical word choices to add precise and descriptive information without evaluative language (the effects versus devastating effects) 		
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Course Name ELD, Fundamentals (Level 1 and 2)

Unit Title Trimester 2- Unit 5: City Sights

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
ELD 2. Language for Language Arts ELD-LA.6-8.Inform.Expressive Construct informational texts in language arts that <ul style="list-style-type: none"> • Introduce and define topic and/or 	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> read, write, listen and speak in English	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> <input type="checkbox"/> I understand the importance of key language	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> <input type="checkbox"/> What are the characteristics of cities?

<p>entity for audience</p> <ul style="list-style-type: none"> ■ Generalized nouns and descriptive titles to introduce topic (Revolutions, Environmental Disasters, Mining the Earth) ■ Timeless present verbs (rises, shapes, determines) to indicate generalizable nature of information 	<ul style="list-style-type: none"> ❑ I understand how to ask for and give information ❑ I understand how to apply grammar - past tense verbs ❑ I understand how to apply learning from reading to informational texts and historical fiction 	<ul style="list-style-type: none"> ❑ How would you describe your city? ❑ What are some things you can do in a city?
Acquisition		
<p>Establish objective or neutral stance through...</p> <ul style="list-style-type: none"> ■ Reporting devices (saying verbs) to integrate sourced information into report (said, reported, claims), direct and indirect quotes 	<p><i>Students will know...</i></p> <p><i>Unit 5</i></p> <ul style="list-style-type: none"> ❑ how to examine and interpret a city sign ❑ create city signs and explain each one ❑ define key vocabulary ❑ use illustrations and gestures to show understanding of prepositions ❑ discuss places in a city or neighborhood and what happens in each place ❑ differentiate between present and past tense verbs ❑ differentiate between there is and there are ❑ read and discuss fiction and non-fiction ❑ complete detail charts for the texts ❑ match the contractions and write them correctly 	<p><i>Students will be skilled at...</i></p> <p><i>Unit 1</i></p> <p>Listening</p> <ul style="list-style-type: none"> ❑ to the information that is given about the city in order to navigate to the various locations <p>Speaking</p> <ul style="list-style-type: none"> ❑ talk about the city that they chose for their project focusing on the tier 1 and tier 2 vocabulary words <p>Reading</p> <ul style="list-style-type: none"> ❑ identify details and apply text features while reading "San Francisco" <p>Writing</p> <ul style="list-style-type: none"> ❑ Writing a journal page: listing events in order, using details and editing for punctuation and capitalization



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Course Name ELD, Fundamentals (Level 1 and 2)

Unit Title Trimester 3- Unit 6- Welcome Home

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
<p>ELD 2. Language for Language Arts</p> <p>ELD-LA.6-8.Narrate.Expressive Construct language arts narratives that:</p> <ul style="list-style-type: none"> • Develop and describe characters and their relationships <p>Develop a story, including themes with complication and resolution, time, and event sequences through...</p> <ul style="list-style-type: none"> ▪ Dependent clauses to add details (the race, which only happened every four years) ▪ A variety of verb tenses to pace 	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> read, write, listen and speak in English 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I understand the importance of key language <input type="checkbox"/> I understand how to give information and ask and answer questions <input type="checkbox"/> I understand how to apply grammar - present tense verbs (have and has) <input type="checkbox"/> I understand how to identify main idea and classify details 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> What family members are in a typical family? <input type="checkbox"/> What activities do families do with each other? <input type="checkbox"/> What makes a family special?
Acquisition		

<p>narrative and locate events in time, including dialog (“Where are you going?” I asked.)</p> <p>ELD-LA.6-8.Inform.Interpretive Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> ● Identifying and/or summarizing main ideas and their relationship to supporting ideas <p>Introduce and define topic and/or entity for audience through...</p> <ul style="list-style-type: none"> ■ Generalized nouns and descriptive titles to introduce topic (Revolutions, Environmental Disasters, Mining the Earth) ■ Relating verbs (have, be, belong to) to link an entity with its attributes; define, describe, and classify (It was a cultural and intellectual movement.) <p>Establish objective or neutral stance through...</p> <ul style="list-style-type: none"> ■ Generalized nouns to maintain neutrality (millennials, stringed instruments, marsupials) ■ Variety of structures to define and describe entities (embedded clauses, relating verbs, 	<p><i>Students will know...</i></p> <p><i>Unit 6</i></p> <ul style="list-style-type: none"> ❑ understand the phrase “Welcome Home” ❑ discuss special occasions that draw family members back home from far away ❑ identify members of a family tree ❑ use family trees to determine how people are related ❑ create a personal family tree ❑ differentiate between the verbs have and has ❑ identify rooms in a house and the objects that belong in each room ❑ create a personal dream house illustration to present to the class ❑ examine different kinds of nonfiction such as photo essays and personal narratives ❑ complete a main idea diagram ❑ write a personal narrative about family and coming to the US (or the district) ❑ differentiate between singular and plural nouns ❑ apply math vocabulary to answer questions in regards to fractions, decimals and percents 	<p><i>Students will be skilled at...</i></p> <p><i>Unit 1</i></p> <p><i>Listening</i></p> <ul style="list-style-type: none"> ❑ to the information about families that is given by the teacher and other students <p><i>Speaking</i></p> <ul style="list-style-type: none"> ❑ accurately speak about their family using targeted vocabulary words presented within the unit <p><i>Reading</i></p> <ul style="list-style-type: none"> ❑ identify the main idea and details. Classify those details from the story. <p><i>Writing</i></p> <ul style="list-style-type: none"> ❑ Writing a journal page: listing events in order, using details and editing for punctuation and capitalization
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nominalizations, given/new patterns)	<input type="checkbox"/> identify nonfiction text features <input type="checkbox"/> write descriptions of family members	
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Course Name ELD, Fundamentals (Levels 1 and 2)

Unit Title Trimester 1- Unit 1: “Here to Help” Community Workers

STAGE 1 DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
ELD 2. Language for Language Arts	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <input type="checkbox"/> read, write, listen and speak in English 	
ELD- LA.6-8. Narrate. Expressive Construct language arts narratives that <ul style="list-style-type: none"> - Orient audience to context and point of view through expanded noun groups to state who or what the narrative is about - A variety of sentence types to 	Meaning	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> <ul style="list-style-type: none"> <input type="checkbox"/> How do community workers depend on one another to get people what they need? <input type="checkbox"/> How do specific community workers take care of our communities? <input type="checkbox"/> Community workers and what they do on a daily basis?
	UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> <input type="checkbox"/> I understand the importance of key language around time and tell what may happen <input type="checkbox"/> I understand how to apply grammar - verbs (“Mouse-Deer Must Be 	

<p>introduce the context</p> <ul style="list-style-type: none"> - preposition phrases to establish time (Friendly Letter) <p>ELD- LA. 6-8 Narrate. Interpretive Interpret language arts narratives by</p> <ul style="list-style-type: none"> - analyzing how character attributes and actions develop in relation to events or dialogue. (The Book: “Power Out”) <p>ELD- LA.6-8 Inform. Expressive Construct informational text in language arts that</p> <ul style="list-style-type: none"> - introduce and define topic and/or entity for audience using opening statements to identify type of information - add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, behaviors (Magazine: “Hot Crumbs Cause Fire” & “Dog Detectives”) through adjectives to answer questions. <p>ELD- LA. 6-8 Inform Interpretive Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> - analyzing observations and 	<p>Quick!” Folktale) (may, might, could), phrases with Have to and Need to, and possessive adjectives (“Maria & the Baker’s Bread” Folktale) and pronouns</p> <ul style="list-style-type: none"> ❑ I understand how to apply learning from reading- long vowels (ie,igh,ui, ue), identify cause and effect, and text features: paragraphs ❑ a friendly letter has paragraphs with a topic sentence and details and includes 4 parts: date, greeting, body, and closing. 	
Acquisition		
	<p><i>Students will know...</i></p> <p><i>Unit 1</i></p> <ul style="list-style-type: none"> ❑ how to use key vocabulary and high frequency words ❑ how to formulate a friendly letter through the writing process ❑ identify long vowel sounds and blend sounds to decode words ❑ how to write and speak phrases with “have to” and “need to” ❑ how to apply knowledge from what I have read 	<p><i>Students will be skilled at...</i></p> <p><i>Unit 1</i></p> <p>Listening</p> <ul style="list-style-type: none"> ❑ I can listen to and respond to nonfiction and fiction text about community helpers and community jobs <p>Speaking</p> <ul style="list-style-type: none"> ❑ I can express a specific activity I do at a specific time. ❑ I can express myself using the specific vocabulary from “Power Out”, “Dog Detectives” and ‘Hot Crumbs Cause Fire”

<p>descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors (Nonfiction texts in Unit)</p>		<p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifying cause and effect within their nonfiction stories. <input type="checkbox"/> Decoding Long Vowel sounds <p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can formulate a friendly letter by incorporating the parts of a friendly letter with a variety of sentences and ideas about how someone helped you and tell about that experience
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Course Name ELD, Fundamentals (Level 1 and 2)

Unit Title Trimester 2- Unit 2 “Make a Difference”

STAGE 1 DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
ELD 2. Language for Language Arts	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <input type="checkbox"/> read, write, listen and speak in English 	
ELD-LA. 6-8. Argue. Interpretive Interpret Language arts arguments	Meaning	
	UNDERSTANDINGS <i>Students will understand ...</i>	ESSENTIAL QUESTIONS <i>Students will keep considering...</i>

<p>by</p> <ul style="list-style-type: none"> ● Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints <ul style="list-style-type: none"> ○ logically organize claims with clear reasons and relevant evidence through verb structures to present information in a variety of ways (past tense verbs). 	<ul style="list-style-type: none"> ❑ direction words and civil rights vocabulary ❑ how to give information ❑ how to give directions ❑ how to express wants and feelings ❑ irregular past tense verbs ❑ how to decode R-controlled vowels ❑ sequence of events and classify details from nonfiction text (“Who is Martin Luther King Jr.?”, “Kids Are Helping Kids”, and “Striving for Change”) 	<p>How can we make a difference in our world?</p> <p>Who are some people who have made a difference in our world?</p>
Acquisition		
<p>ELD- LA. 6-8. Argue. Expressive Construct language arts arguments that</p> <ul style="list-style-type: none"> ● Establish and maintain formal style <ul style="list-style-type: none"> ○ Introduce and develop claims through declarative statements to frame topic, provide background information, state a claim. ○ support claims with reasons and evidence that are clear, relevant, and credible through 	<p><i>Students will know...</i> <i>Unit 2</i></p> <ul style="list-style-type: none"> ❑ Discuss the meaning of “Make a Difference” and relate ways to do so throughout the unit. ❑ Differentiate between present and past tense ❑ identify past tense verbs ❑ Write present and past tense verbs in sentences ❑ Listen to direction words and follow the direction given ❑ Use the appropriate direction word in speaking and writing ❑ discuss rights that we have and things we’d like to change/how to change them 	<p><i>Students will be skilled at...</i> <i>Unit 2</i></p> <p>Listening</p> <ul style="list-style-type: none"> ❑ I can listen to direction words and follow the directions given ❑ I can listen to information presented digitally on Martin Luther King Jr. and women’s rights. <p>Speaking</p> <ul style="list-style-type: none"> ❑ I can use appropriate direction words ❑ I can express how I have made a difference ❑ I can express the rights I have

connectors to link claims with evidence and reasoning (because, as a result, when, if, although, but)

ELD- LA. 6-8. Inform. Interpretive Interpret informational texts in language arts by

- **Identifying main ideas and their relationship to supporting ideas**
 - **Establish objective or neutral stance through declarative statements to provide objective, factual information**
- **Add precision, details, and clarity about behaviors through visuals (timelines, diagrams) to support key details.**

ELD- LA. 6-8. Inform. Interpretive Interpret informational texts in language arts by

- **Identifying and/or summarizing main ideas and their relationship to supporting ideas**

- ❑ Compare/Contrast rights of long ago to rights that exist now
- ❑ Use given information to complete a timeline
- ❑ Create timeline of own life
- ❑ Listen to a variety of texts and answer questions about them
- ❑ Use vocabulary words to complete cloze activities
- ❑ Write a paragraph to describe a time when you helped someone

- ❑ I can express the differences between rights of the past and rights we have now


Reading

- ❑ I can read R- controlled vowels in context
- ❑ I can identify specific rights in nonfiction texts

Writing

- ❑ I can write a paragraph with topic sentences and supporting details
- ❑ I can write a personal narrative on how I have made a difference in the world

<ul style="list-style-type: none"> ○ Introduce and define topic and/or entity for audience through opening statements to identify type of information (comparing/contrasting) 		
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Course Name ELD, Fundamentals (Level 1 and 2)

Unit Title Trimester 3- Unit 3 “Our Living Planet”

STAGE 1 DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer
ELD 2. Language for Language Arts	<i>Students will be able to independently use their learning to...</i>
ELD- LA. 6-8. Inform. Expressive	<ul style="list-style-type: none"> <input type="checkbox"/> read, write, listen and speak in English
	Meaning

<p>Construct informational texts in language arts that</p> <ul style="list-style-type: none"> - Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors - Declarative statements to provide objective, factual information - Adjectives to answer questions about quantity, size, shape, manner - Visuals to support key details 	<p>UNDERSTANDINGS <i>Students will understand ...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> be able to give an opinion and make suggestions based on their reasoning and background knowledge <input type="checkbox"/> the difference between an opinion and fact <input type="checkbox"/> how to describe places using sensory adjectives <input type="checkbox"/> how to apply learning from reading with R- controlled Syllable Types <input type="checkbox"/> how to pull out details in text to support the main idea using the science articles, "Animals in the Wild" and " Animal Ecosystems." <input type="checkbox"/> how to collect ideas and choose a topic to formulate a fact and opinion article using a Fact-Opinion Chart 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How do the animals on our planet live in different parts of the world?</p> <p>What are the various types of animals on our planet and their habitats?</p>
Acquisition		
	<p><i>Students will know...</i> <i>Unit 3</i> The students will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Differentiate</i> between animal habitats on Earth <input type="checkbox"/> <i>Identify</i> animals, plants and other features of habitats 	<p><i>Students will be skilled at...</i> <i>Unit 3</i></p> <p>Listening</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can listen to and respond to nonfiction texts (<i>Rachel Carson, Animals in the Wild, and Animal Ecosystems</i>)

	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Compare/contrast</i> animals and habitats <input type="checkbox"/> <i>Write</i> about animals and opinions <input type="checkbox"/> <i>Create</i> a sign promoting ways to take care of our animals/Earth <p><i>Use</i> adjectives to describe animals and habitats</p> <p><i>Engage in discussions</i> about animals and their habitats</p> <p><i>Watch and respond</i> to power points of habitats and Rachel Carson</p>	<p>Speaking</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can express my opinion about specific topics <input type="checkbox"/> I can make suggestions pertaining to animals/plants and their habitats <input type="checkbox"/> I can share out details from a nonfiction text to support the overall main idea <p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Decode multisyllabic words <input type="checkbox"/> Decode with R- controlled Syllable Types <input type="checkbox"/> Identify Details <p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Formulate a Fact-and-Opinion Article using sensory adjectives and details
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Course Name ELD, Fundamentals (Level 1 and 2)

Unit Title Trimester 1- Unit 4 “Past and Present”

STAGE 1 DESIRED RESULTS Context and relevance for student learning	
Standards	Transfer

ELD 2. Language for Language Arts	<i>Students will be able to independently use their learning to...</i>	
	<input type="checkbox"/> read, write, listen and speak in English	
ELD - LA. 6-8. Inform. Expressive	Meaning	
Construct informational texts in language arts that	UNDERSTANDINGS <i>Students will understand how to...</i>	ESSENTIAL QUESTIONS <i>Students will keep considering..</i>
<ul style="list-style-type: none"> - Introduce and define topic and/or entity for audience/ Establish objective stance 	<input type="checkbox"/> how to use key vocabulary and high frequency words	<input type="checkbox"/> How has the World Changed over Time?
<ul style="list-style-type: none"> - Opening statements to identify type of information (comparing/contrasting and classifying) 	<input type="checkbox"/> how to make comparisons from the historical account, <i>The Children We Remember</i> , in the webpage, <i>Kidworks for Peace</i> , and in the informational text, <i>Our Government</i> .	<input type="checkbox"/> How have the people and events from the past shaped our world in the present?
<ul style="list-style-type: none"> - Referential devices (pronoun reference) to link ideas across sections of text 	<input type="checkbox"/> how to identify plurals and words with y	
<ul style="list-style-type: none"> - Variety of structures to define and describe entities (relating verbs, given/new patterns) 	<input type="checkbox"/> how to identify nouns, object pronouns, and the difference between past tense and present verbs	
	Acquisition	
	<i>Students will know.....</i>	<i>Students will be skilled at...</i>
	<i>Unit 4</i>	<i>Unit 4</i>
	<input type="checkbox"/> interpret a timeline	Listening

	<ul style="list-style-type: none"> <input type="checkbox"/> differentiate between events of the past and present <input type="checkbox"/> identify sources of information about the past <input type="checkbox"/> make comparisons <input type="checkbox"/> identify nouns and differentiate between people, places, and things <input type="checkbox"/> identify verbs and differentiate between past and present tense forms <input type="checkbox"/> use the correct object pronoun in speaking and writing <input type="checkbox"/> become familiar with World War II and discuss other important events in history via powerpoint and text <input type="checkbox"/> create comparison charts <input type="checkbox"/> use knowledge of spelling rules to correctly spell words that end in y <input type="checkbox"/> become familiar with operation of U.S. government via powerpoint and text <input type="checkbox"/> identify informational text features <input type="checkbox"/> engage in class discussion 	<ul style="list-style-type: none"> <input type="checkbox"/> I can listen to and respond to history and historical records <p>Speaking</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can express comparisons seen throughout text using graphic organizers <input type="checkbox"/> I can express connections between my life and left from our past <p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Decoding words with Y, noun endings, and blend sounds to decode words <input type="checkbox"/> comprehend comparisons within text <p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can formulate a comparison paragraph using various present and past tense verbs comparing own life to life in a past decade <input type="checkbox"/> The writing process
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	<ul style="list-style-type: none"> <input type="checkbox"/> complete a variety of written activities as a class, with a partner, and independently <input type="checkbox"/> research a period in time <input type="checkbox"/> write a comparison paragraph 	
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Course Name ELD, Fundamentals (Level 1 and 2)

Unit Title Trimester 2- Unit 5- Tell Me More

STAGE 1 DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<p>ELD 2. Language for Language Arts</p> <p>ELD-LA.6-8.Narrate.Interpretive Interpret language arts narratives by:</p> <ul style="list-style-type: none"> • Identifying a theme or central idea that develops over the course of a text. 	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> read, write, listen and speak in English 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I understand the relationship of opposite words (i.e. good and evil) 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> How can we use elements of realistic fiction to create an interesting story?

<ul style="list-style-type: none"> • Analyzing how character attributes and actions develop in relation to events or dialogue. • Evaluating impact of specific word choices about meaning and tone. <p>ELD-LA.6-8.Narrate.Expressive Construct language arts narratives that</p> <ul style="list-style-type: none"> • Orient audience to context and point of view • Develop and describe characters and their relationships • Develop story, including themes with complication and resolution, time, and event sequences • Engage and adjust for audience • Adverbial and prepositional phrases to establish time and location (They stood together silently on the hill as the sun rose.) 	<ul style="list-style-type: none"> <input type="checkbox"/> I understand prepositional phrases (phrases for times and places) <input type="checkbox"/> I understand how to ask for and give advice <input type="checkbox"/> I understand how to ask for an accept a favor <input type="checkbox"/> I understand how to describe actions <input type="checkbox"/> I understand how to identify and use prepositions in a sentence. <input type="checkbox"/> I understand diphthongs and variant vowels <input type="checkbox"/> I understand how to blend the sounds that follow a variant vowel pattern. <input type="checkbox"/> I understand how to identify, analyze and discuss character traits and story elements. 	<ul style="list-style-type: none"> <input type="checkbox"/> How do opposite words help us better understand the meaning? <input type="checkbox"/> Why are time and place important when connecting ideas? <input type="checkbox"/> How do words help us describe what people and things are doing?
Acquisition		
	<p><i>Students will know...</i> <i>Unit 5</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> to differentiate and express the differences between opposite words. <input type="checkbox"/> how to give, understand and interpret commands (i.e. put on your shoes) 	<p><i>Students will be skilled at...</i> <i>Unit 5</i> Listening</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can listen and respond to Short Story Narrative Texts (The Eagle and the Moon Gold and A Chill in the Air) <input type="checkbox"/> I can listen and respond to Realistic Fiction Text

	<ul style="list-style-type: none">❑ Use prepositions to describe phrases for time, location and direction.❑ How to identify key components of realistic fiction.❑ How to identify story elements in short stories.❑ Use a mentor text to formulate their own short story.	<p>Speaking</p> <ul style="list-style-type: none">❑ I can ask for advice from a peer.❑ I can ask for and accept a new favor.❑ I can describe actions and commands.❑ I can share details from a short story to support the overall main idea.❑ I can describe the characteristics of Ancient Greece. <p>Reading</p> <ul style="list-style-type: none">❑ I can decode Diphthongs and Variant Vowels.❑ I can blend sounds to decode words.❑ I can identify details and story elements in a short story.❑ I can identify character traits.❑ I can analyze story elements <p>Writing</p> <ul style="list-style-type: none">❑ I can analyze the writing prompt.❑ I can collect ideas and choose a writing topic.❑ I can organize ideas utilizing a storyboard.❑ I can follow the steps of the writing process (Prewrite, draft, revise, edit/proofread and publish/share).
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		<input type="checkbox"/> I can write a short story using elements of fiction.
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Course Name ELD, Fundamentals (Level 1 and 2)

Unit Title Unit 6 “Personal Best” Trimester 3, Year 2

STAGE 1 DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
ELD 2. Language for Language Arts ELD-LA.6-8.Inform.Interpretive Interpret informational texts in language arts by <ul style="list-style-type: none"> Identifying and/or summarizing main ideas and their relationship to supporting ideas ELD-LA.6-8.Inform.Interpretive Interpret informational texts in language arts by	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> read, write, listen and speak in English	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> I understand the various body parts. I understand how to ask for and give information. I understand present tense tense verbs. I understand various types of pronouns (subject, object, reflexive). 	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> <ul style="list-style-type: none"> How can you live up to your personal best? What are our major body parts? How do people in sports use their body parts? How can we maintain a healthy body?

<ul style="list-style-type: none"> • Timeless present verbs (rises, shapes, determines) to indicate generalizable nature of information • Establish objective or neutral stance through declarative statements to provide objective, factual information • Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors through visuals (graphs, data, diagrams) to support key details 	<ul style="list-style-type: none"> ❑ I understand variant vowel and consonant sounds when writing and listening. ❑ I understand the main idea and details when reading nonfiction texts. ❑ I understand how to put in order step by step procedures. 	
Acquisition		
	<p><i>Students will know...</i> Unit 6</p> <ul style="list-style-type: none"> ❑ identify the elements of nonfiction and informational text (text features and structures) ❑ formulate predictions. ❑ ask for and give information. ❑ how to express thanks. ❑ decipher between the hard and soft “c” and “g” sounds with specific words. ❑ identify words with the <u>oo</u> sound and words with silent consonants. ❑ practice saying aloud high frequency words 	<p><i>Students will be skilled at...</i> Unit 6</p> <p>Listening</p> <ul style="list-style-type: none"> ❑ Listen for the hard and soft “c” and “g” sounds, as well as silent consonants and the <u>oo</u> sound. ❑ Listen to nonfiction text about our bodies and athletes <p>Speaking</p> <ul style="list-style-type: none"> ❑ Using specific vocabulary from the unit, share aloud with peers how we can live up to our personal best, take care of our body, and maintain our health. ❑ Ask for and give information <p>Reading</p>

	<ul style="list-style-type: none"> <input type="checkbox"/> use present tense verbs in my writing project-procedure. <input type="checkbox"/> use pronouns appropriately in speaking and writing. <input type="checkbox"/> go through the steps of the writing process. <input type="checkbox"/> write a step by step (sequence) procedure telling a friend how to do an exercise. 	<ul style="list-style-type: none"> <input type="checkbox"/> Comprehend nonfiction and informative articles on body parts and people in sports by pulling out the main idea and details in text. <p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing a procedure using a sequence chain on how to complete a favorite exercise going through the steps of the writing process.
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Course Name ELD, ML Intermediate, ESL (6-8)

Unit Title Trimesters 1 and 2- Unit 1

Context and relevance for student learning		
Standards	Transfer	
<p>ELD 2. Language for Language Arts</p> <p>ELD-LA 6-8 Narrate Interpretive Interpret language arts by</p> <ul style="list-style-type: none"> Identifying a theme or central idea that develops over the course of a text Analyzing how character attributes and actions develop in relation to events or dialogue Evaluating impact of specific word choices about meaning and tone <p>ELD-LA-6-8 Narrate Expressive Construct language arts narratives that</p> <ul style="list-style-type: none"> Orient audience to context and point of view Develop and describe characters and their relationships. Develop story, including theme with complication and resolution, time, and event sequences. 	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Read, write, listen, and speak in English 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i> <i>Unit 1</i></p> <ul style="list-style-type: none"> I understand how to use context clues to better understand the meaning of vocabulary. I understand that words can have multiple meanings. I understand various reading strategies I understand To Be verbs I understand how to make inferences. I understand types of sentences. I understand how to determine the main idea from “Growing Together”, “Kids Like Me”, “Familiar Places”, and “Call Me Maria.” 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> What defines home? What do you think Papi means when he says the mango and magnolia grow together? Do you think it is easier for teens or for adults to adjust to living in a new country? How can neighborhoods change?
	Acquisition	
	<p><i>Students will know...</i></p> <p><i>Unit 1</i></p>	
	<p><i>Students will be skilled at...</i></p> <p>Unit 1 Listening</p>	

- Engage and adjust for the audience.

ELD- LA 6-8 Inform Interpretive

Interpret Informational texts in language arts by

- Identifying and/or summarizing main ideas and their relationship to supporting ideas
- Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
- Evaluating the impact of author's key word choices over the course of a text

ELD-LA-6-8 Inform Expressive

Construct Informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities,

- I know the vocabulary by using context clues.
- I know how to create a paragraph with various types of sentences.
- I know how to write a paragraph using a topic sentence and supporting details with correct subject-verb agreement.

- I can listen to and respond to literature

Speaking

- I can give information
- I can express ideas and feelings from a specific story
- I can ask and answer questions
- I can give commands


Reading

- I can read and use key vocabulary
- I can echo read sentences from a familiar story
- I can read using the various reading strategies to determine main idea

Writing

- I can create a paragraph with topic sentences, and supporting details using textual evidence.

<p>and behaviors</p> <ul style="list-style-type: none"> • Develop coherence and cohesion throughout text 		
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Course Name ELD, ML Intermediate, ESL (6-8)

Unit Title Trimesters 1 and 2- Unit 2

STAGE 1 DESIRED RESULTS Context and relevance for student learning		
Standards	Transfer	
<p>ELD 2. Language for Language Arts ELD-S1 4-12 Explain</p> <ul style="list-style-type: none"> • Generate and convey initial thinking • Follow and describe cycles and sequences of steps or procedures and their causes and effects • Compare changing variables, 	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> read, write, listen and speak in English 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i> <i>Unit 2</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I understand synonyms and antonyms of specific vocabulary. <input type="checkbox"/> I understand various nouns. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> How do we depend on Earth's resources? <input type="checkbox"/> How do we use water?

<p>factors, and circumstances</p> <ul style="list-style-type: none"> • Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes • Act on feedback to revise understandings of how or why something is or works in particular ways 	<ul style="list-style-type: none"> <input type="checkbox"/> I understand the sequence of events in “The Secret of Water.” <input type="checkbox"/> I understand the elements of nonfiction texts. <input type="checkbox"/> I understand different reading strategies. 	<ul style="list-style-type: none"> <input type="checkbox"/> When is it OK to take an available resource from somebody to help others? <input type="checkbox"/> How would your life change if you had a smaller amount of water to use? <input type="checkbox"/> Why do cities and towns often develop near rivers?
Acquisition		
<p>ELD-LA 6-8 Inform Interpretive</p> <p>Interpret Informational texts in language arts by</p> <ul style="list-style-type: none"> • Identifying and/or summarizing main ideas and their relationship to supporting ideas • Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors • Evaluating the impact of author’s key word choices over the course of a text <p>ELD- LA 6-8 Inform Expressive</p> <p>Construct informational texts in language arts that</p> <ul style="list-style-type: none"> • Introduce and define topic and/or entity for audience 	<p><i>Students will know...</i></p> <p><i>Unit 2</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I know word choice is important when constructing an explanatory paragraph. <input type="checkbox"/> I know how to use singular and plural nouns in a complete sentence. <input type="checkbox"/> I know how to use textual evidence from nonfiction texts to construct an explanatory paragraph. <input type="checkbox"/> I know how to use various reading strategies (infer, predict, synthesize, summarize) to understand fiction and nonfiction texts. 	<p><i>Students will be skilled at...</i></p> <p><i>Unit 2</i></p> <p>Listening</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can listen to and respond to literature <input type="checkbox"/> I can identify the order of events to summarize a text aloud. <p>Speaking</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can discuss with a peer the thoughts/answers of the essential questions of each story “Secret Water”, “How do we use water?”, “Water at Work”, “Irrigation Pumps can save poor Farmers” <p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can read and use key vocabulary <input type="checkbox"/> I can read fiction and nonfiction text and determine the difference

<ul style="list-style-type: none"> • Establish objective or neutral stance • Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors • Develop coherence and cohesion throughout text 		<p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can write an explanatory paragraph using textual evidence from a nonfiction text. <input type="checkbox"/> I can write an informative paragraph on the plot of a fiction text.
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Course Name ELD, ML Intermediate, ESL (6-8)

Unit Title Trimesters 1 and 2- Unit 3

STAGE 1 DESIRED RESULTS Context and relevance for student learning		
Standards	Transfer	
ELD 2. Language for Language Arts	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <input type="checkbox"/> read, write, listen and speak in English 	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> 	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> <ul style="list-style-type: none"> <input type="checkbox"/> What happens at school

Acquisition		
	<i>Students will know...</i> <ul style="list-style-type: none"><input type="checkbox"/>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"><input type="checkbox"/> I can giving information<input type="checkbox"/> I can echo read sentences from a familiar story<input type="checkbox"/>