

ELD Levels 3 and 4 Scope and Sequence 2020-2021

	August 11-21-Routines, Procedures, Assessing Students, Making Goals	Gap Finder (summary of each student's abilities and share with teachers) Oral Discourse Routines Prefix, Suffix pre-assess							
ELA	ELD Focus	Inside Units	Grammar Pieces/Verbs/tenses						
Unit 1: Literary analysis Compare and contrast	Unit 1: August 24-October 2 (6 weeks) LF: Compare and Contrast <ul style="list-style-type: none"> Looking at two different texts to compare KU:Explain Assessment: Respond to a reading <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Can Dos</th> </tr> <tr> <th style="width: 50%;">ELD 3:</th> <th style="width: 50%;">ELD 4:</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> Reading: L2:Comparing ideas on the same topic in a series of simple sentences L3: Illustrating relationships between </td> <td style="vertical-align: top;"> Reading: L3: Illustrating relationships between main ideas and details in paragraphs L4: Writing: L4: </td> </tr> </tbody> </table>	Can Dos		ELD 3:	ELD 4:	Reading: L2:Comparing ideas on the same topic in a series of simple sentences L3: Illustrating relationships between	Reading: L3: Illustrating relationships between main ideas and details in paragraphs L4: Writing: L4:	<div style="background-color: red; color: white; padding: 2px;">Red Frog Book:</div> Unit 2 Stand or Fall GQ: <i>What happens when you come face to face with a rival?</i> <div style="background-color: green; color: white; padding: 2px;">Green Book</div> Unit 5 Close encounters GQ: <i>What happens when cultures meet?</i> <div style="background-color: blue; color: white; padding: 2px;">Blue Book</div> Unit 4 Creepy Classics GQ: <i>How can a powerful character inspire a range of reactions?</i>	ELD 3: Intermediate <ul style="list-style-type: none"> Learn to understand and produce regular and irregular past tense verbs in: <ul style="list-style-type: none"> Positive/negative statements Positive/negative questions How much v. How many Early Advanced <ul style="list-style-type: none"> Present and past perfect tense Specialized prepositions: un
Can Dos									
ELD 3:	ELD 4:								
Reading: L2:Comparing ideas on the same topic in a series of simple sentences L3: Illustrating relationships between	Reading: L3: Illustrating relationships between main ideas and details in paragraphs L4: Writing: L4:								

<p>main ideas and details in paragraphs</p> <p>Writing: L3: Comparing and contrasting information, events, or characters L4: Connecting content-related themes or topics to main ideas</p> <p>Listening: L4: Identifying relationships between people, ideas, or events in oral discourse L5: Comparing opposing points-of-view</p>	<p>Describing relationships between details or examples and supporting ideas</p> <p>L4: Connecting content-related themes or topics to main ideas</p> <p>Listening: L5. Establishing connections among claims, arguments, and supporting evidence within oral discourse</p> <p>L5. Comparing opposing points-of-view presented within oral discourse</p>			<p>since, for, again, onto</p> <ul style="list-style-type: none"> • To Contrast: however, either/neither/nor, yet • Good v. Well <p>ELD 4</p> <p>Early Advanced</p> <ul style="list-style-type: none"> • Present and past perfect • Specialized prepositions: until, since, for, against, onto • Well v. Good • Too+ adjective <p>Advanced</p> <ul style="list-style-type: none"> • Passive voice: it was written by, The picture of a grizzly bear was taken by • Relative pronouns used to introduce an adjective clause with who, whom, whose, which, that
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	<p>presented within oral discourse</p> <p>Speaking: L3: Connecting ideas in content-related discourse using transitions</p> <p>L4: · Comparing content-related concepts</p> <p>Speaking: L3: Connecting ideas in content-related discourse using transitions</p> <p>L4: · Comparing content-related concepts</p>		
ELA	ELD Focus	Inside Units	Grammar Pieces/Verbs/tenses
Unit 2: Narrative point of view	<p>Unit 2: October 5-November 6 (5 weeks -4 days off within)</p> <p>LF :Explain and describe, Sequence</p> <ul style="list-style-type: none"> Personal narrative or other narrative <p>KU: Recount</p> <p>Assessment: Writing</p> <p style="text-align: center;">Can Dos</p> <p>ELD 3:</p> <p>ELD 4:</p>	<p>Red Frog Book:</p> <p>Unit 1 Decision Point <i>GQ: How do decisions affect your identity?</i></p> <p>Green Book:</p> <p>Unit 3 A New Chapter <i>GQ: How does your past impact your future?</i></p>	<p>ELD 3:</p> <p>Intermediate</p> <ul style="list-style-type: none"> Prepositions of time: at, on, in, after, before Regular and irregular past tense verbs <p>Early Advanced</p>

	<p>Reading: L2: Locating main ideas in a series of simple sentences L3: Identifying topic sentences, main ideas, and details in paragraphs</p> <p>Writing: L3: Producing short paragraphs with main ideas and some details L4: Producing content-related reports</p> <p>Listening: L4: Identifying main ideas and details in oral discourse L5: Categorizing details of content-related main ideas seen and heard in videos or other technologies</p> <p>Speaking: L3: Relating a series of events by expressing time in multiple tenses L4: Paraphrasing and summarizing content-related ideas presented orally</p>	<p>Reading: L3: Identifying topic sentences, main ideas, and details in paragraphs L4: Identifying summaries of passages in a variety of genres</p> <p>Writing: L4.1: Producing content-related reports L4.2: Reproducing a sequence of events or experiences using transitional words</p> <p>Listening: L5.1: Categorizing details of content-related main ideas seen and heard in videos or other technologies L5.2: Sequencing a series of illustrated events from oral passages (e.g., <i>historical recaps</i>)</p> <p>Speaking: L3: Relating a series of events by expressing time in multiple tenses L4: Paraphrasing and summarizing content-related ideas presented orally</p>	<p>Blue Book Unit 1 Finding your own place <i>GQ: What defines home?</i></p>	<ul style="list-style-type: none"> • Present and past perfect tense • Similes • Simple idioms • Reflexive pronouns: myself, yourselves, ect <p>ELD 4 Early Advanced</p> <ul style="list-style-type: none"> • Present and past perfect • Positive/negative statements • Prepositions of time such as: during, while, from, to <p>Advanced</p> <ul style="list-style-type: none"> • Figurative Language: similes, metaphors, and idioms ect.
ELA	ELD Focus		Inside Units	Grammar Pieces/Verb tenses

Unit 3:
Summarize
arguments
and claims

Unit 3: November 9-December 17 (5 weeks)
LF:**Argument**, Explain and describe, Sequence, Cause
and Effect
KU: Argue

Assessment: Debate

CAN DOs	
ELD 3:	ELD 4:
<p>Reading: L3: Identifying claims and the reasons for each claim L3: Identifying opposing points of view Writing: L3: Substantiat ing opinions with content- related examples and evidence L3:</p>	<p>Reading: L4: Identifying evidence to support analysis of what text says L4: Classifying pros and cons of claims and evidence presented within written texts Writing: L4: Crafting persuasive pieces with a series of substantiat</p>

Red Book

Unit 6

Conflict & Resolution
GQ: *How should people
overcome conflict?*

Green Book

Unit 7

More than a Game
GQ: *How do sports bring
people together?*

Blue Book

Unit 6

Struggle for Freedom
GQ: *How far should
people go for the sake of
freedom?*

ELD 3

Intermediate

- Auxiliary verbs:
may, might, must,
should, could,
would

Early Advanced:

- Statements and
questions with
there will be/ the
has been
- Conditional
statements and
questions using
and auxiliary
verbs would, will,
may, might, must,
can could, should
- To Explain: not
only/but also,
although

ELD 4

Early Advanced

- Adverbs to
describe
frequency:
usually, rarely,
seldom,
frequently, often

Advanced

Providing feedback to peers on language used for claims and evidence

Listening:

L4: Formulating opinions based on evidence presented within oral discourse

L5: Comparing opposing points of view presented within oral discourse

Speaking:

L3: Critiquing opposing claims
L4: Taking stances and summarizing ideas and supporting

ed content-related claims

L4: Composing scripts with protagonists and antagonists

Listening:

L5: Comparing opposing points of view presented within oral discourse

L6: Identifying bias within claims in oral discourse

Speaking:

L4: Taking stances and summarizing ideas and supporting them

L5: Engaging in debates on content-related topics with

- Conditional statements: if, will, may, might, must, can, could, should, unless
- All Conjunctions
- Progressive, future, and conditional perfect tenses

	<table border="1"> <tr> <td>them</td> <td>claims and counterclaims along with reasonable evidence</td> </tr> </table>	them	claims and counterclaims along with reasonable evidence		
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	ACCESS Prep and Testing-January 5-29 (4 weeks)				
ELA	ELD Focus	Inside Units	Grammar Pieces/Venues		
Unit 4: Literary analysis Author's purpose Point of view Argumentative writing Compare and contrast	Unit 4: February 1-March 10 (5.5 weeks) LF: Cause and Effect KU: Explain/Argument Assessment: Presentation	Red Book Unit 5 Our Precious World GQ: <i>What makes the environment so valuable?</i>	ELD 3 Early Advanced <ul style="list-style-type: none"> Present and past perfect tense Conditional statements To Show cause/effect: therefore 		
	Can Dos		Green Book Unit 8 Global Warnings GQ: <i>How can changing our ways benefit the earth?</i>	ELD 4 Early Advanced <ul style="list-style-type: none"> Too+ adjective To Show cause/effect: therefore 	
	ELD 3:	ELD 4:	Blue Book Unit 3 Natural Forces GQ: <i>How should people deal with the forces of nature?</i>	Advanced <ul style="list-style-type: none"> Progressive, future, and 	
	Reading: L3: Identifying claims and the reasons for each claim L4: Matching content-related cause to effect in graphically-supported text Writing: L4: Producing content-related reports	Reading: L4: Matching content-related cause to effect in graphically-supported text L:5 Sequencing events based on cause and effect (e.g., how a machine operates) Writing:			

Language	Can Dos		<p>Green Book Unit 4 Every Body is a Winner <i>GQ: Why is the human body so amazing?</i></p> <p>Blue Book Unit 8 Art and Soul <i>GQ: What do we learn about people from their artful expressions?</i></p>	<ul style="list-style-type: none"> • To Explain: not only/but also, although • To Contrast: however, either/neither/nor, yet <p>ELD 4</p> <p>Early Advanced</p> <ul style="list-style-type: none"> • Too+ adjective • Adverbs to describe frequency: usually, rarely, seldom, frequently, often <p>Advanced</p> <ul style="list-style-type: none"> • Figurative Language: similes, metaphors, and idioms ect.
	ELD 3:	ELD 4:		
	<p>Reading: L4: Identifying summaries of passages in a variety of genres L4: Highlighting text evidence that points to how systems function</p> <p>Writing: L4: Describing relationships between details or examples and supporting ideas</p> <p>Listening: L4: Matching complex oral descriptions to images, graphs, or formulas</p> <p>Speaking: L4: Connecting ideas with supporting details or evidence L4: Connecting ideas with supporting details to show relationships (e.g. a character's actions to their feelings)</p>	<p>Reading: L4: Identifying summaries of passages in a variety of genres L5: Sorting grade-level text by highlighting elements of the genre</p> <p>Writing: L5: Justifying ideas using multiple sources</p> <p>Listening: L4: Matching complex oral descriptions to images, graphs, or formulas L5: Categorizing details of content-related main ideas seen and heard in videos or other technologies</p> <p>Speaking: L6: Posing questions that elicit elaboration and responding to other's questions and comments</p>		
ELA	ELD Focus		Inside Units	Grammar Pieces/Verbs/tenses

Unit 6:	<p>Unit 6: May 3-21 (3 weeks) Portfolio Making and Presenting</p> <p>Assessment: All Domains</p>	<p>Assessments/Data: -End of Unit Assessments -STAR results -Grammar/Spelling tests?</p> <p>Exemplar Essays/paragraphs: -Compare & Contrast -Argumentative -Explanatory -Technical (Sequential)</p> <p>Goals: -WIDA Can Dos</p> <p>Photographs? : BOY, MOY, EOY</p> <p>Students create an EPortfolio throughout the year. For the final portfolio, they have to look through E-portfolio and select the best items to print throughout the year. They will present to parents at the EOY.</p>	<p>BIG REVIEW FOR ELA and 4</p>
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Other important language skills to hit throughout the year:

- Context Clues
- Analyzing genre
- Textual evidence

- Word patterns and relationships
- Reading strategies

Grammar focuses for each unit:

- synonyms/antonyms
- A v. An
- Word Parts
- Nouns

Additional Thoughts for Year Planning: Complete in August

- Specific Inside materials/readings to use for each unit

KMS: Already completed in 2019-2020

- Unit 3 in red book
- Unit 1 and 2 in green book
- Unit 1 and 2 in blue book

- Rubrics