

High School ELD Level 1 Scope and Sequence 2020-2021

	<p>First week: assess students to figure out level</p> <p>Use rubric to find out level</p>		
Action	ELD Focus	Resources/Edge Units/Topics	Grammar Pieces/V
	<p style="text-align: center;">ELD 1</p> <p>Unit 1: (6 weeks) LF (Language Function): Explain and Describe KU (Key Usage): Recount</p> <p>Assessment: Given an image and a short passage, students will answer Wh questions about the image/text.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Can Dos</p> <p>Speaking L1: Answering select WH-questions L1: Naming and briefly describing content topics using visual support</p> <p>Listening L1: Matching everyday oral content-related words and phrases to pictures, diagrams,</p> </div>	<p>Level 1 <u>Topic:</u>Class and School Routines</p> <ul style="list-style-type: none"> ● Beginning of year ● Greetings ● Technical vocabulary for online learning ● Personal Information ● Expectations <p>Resources:</p> <p>Tech Vocab Sheet (online learning) Provided Vocab Sheet (for reading passages)</p> <p>Inside the USA: Unit 1</p> <ul style="list-style-type: none"> ● High Frequency Words- pages 1, 5, 9 ● I am Mat ● Fat Sam <p>Inside the USA: Unit 3</p> <ul style="list-style-type: none"> ● High Frequency Words- pages 17, 21, 25 ● Fin Flip <p>Inside the USA: Unit 5</p> <ul style="list-style-type: none"> ● High Frequency words 33, 37, 41 	<p>ELD 1: Beginning</p> <p>Parts of speech</p> <ul style="list-style-type: none"> ● Verbs ● Nouns ● Pronouns <p>Verbs: Describing Actions and S Present tense</p> <ul style="list-style-type: none"> • be • have • like • need • want <p><i>Respond to routine can and can't with an action or orally (yes/no word)</i></p> <p>Nouns: Common singular and plu articles: Naming people, p (School Vocabulary)</p>

	<p>or photographs L1: Selecting resources, places, products or figures from oral statements with visual support</p> <p>Writing L1: Listing content words or phrases that relate to the topic L1: Including images, diagrams, and charts to add details to the topic</p> <p>Reading: L1: Matching content-related terms and ideas to images, graphs, icons, or diagrams</p>	<ul style="list-style-type: none"> ● Hot Soup <p>Fundamentals: Unit 1</p> <ul style="list-style-type: none"> ● Language Workshop: Be, Have ● Who Am I? Introduce a Classmate ● Road map Vocab lesson and story ● Grammar and Writing practice 1-3, 6-10, 12-15, 19-22 	<p><u>Pronouns:</u> Subject pronouns: renami places, and things</p> <ul style="list-style-type: none"> ● I ● you ● he ● she ● it ● we ● They <p><u>Routine questions and sta</u></p> <ul style="list-style-type: none"> ● What is your name? ● How old are you? ● Where are you from? ● What grade are you in? ● Can you help me? ● Where is..? ● How do I...?
Section	ELD Focus	Resources/Edge Units/Topics	Grammar Pieces/V
	<p>Unit 2:(6 weeks) LF : Explain and Describe Sequence KU: Recount and Explain</p> <p>Assessment: Given multiple images depicting a sequence of events, students will create a written response about what they see happening in the sequence.</p>	<p>Level 1 Topic:</p> <ul style="list-style-type: none"> ● Directions/Road signs ● Cities ● Family ● Restaurants ● Parks/Sports <p>Resources:</p>	<p>ELD 1: <u>Verbs:</u> Describe Actions and Stat Present tense:</p> <ul style="list-style-type: none"> ● Be ● Have ● Go ● Like ● Need ● Want

CAN DOS

ELD 1

Speaking:

L1: Answering select yes/no or wh-questions

L1: Ordering events or stages of phenomena with sequential language

Listening:

L1: Ordering events of stages of phenomena from oral statements

L1: Identifying words and phrases related to sequence

Reading:

L1: Sequencing illustrated text of narrative or informational events

Writing:

L1: Producing short responses to question using word/phrase banks

L1: recount by including images, diagrams, and charts to add details to the topic

Teacher made worksheets

NewsELA

- How To Write A Thank You Note

Inside the USA: Unit 7

- High Frequency words page 65, 69, 73

Fundamentals: Unit 1

- Families
- Houses
- Language Workshop: do verbs
- Grammar Practice: 17-18, 23-24, 26-27

Fundamentals: Unit 2

- Cluster 2 Language Workshop

Fundamentals: Unit 3

- Grammar Practice: 67-70, 85-90

Fundamentals: Unit 4

- Maps
- Grammar Practice: 137, 138

Possibly parts of Unit 3 of Fundamentals

Respond to routine *can* and *can't* with action or orally (yes/no)
Imperative (receptive) Ex: Stand up, stand up

Nouns:
Common Singular and plural articles- Naming people, places, and things

Pronouns:
Subject pronouns: renaming people, places, and things
Possessive pronouns
● My
● Your
● His
● Her
● Our
● their

Prepositions:
Location
● On, off, in, out
Direction
● Up, down
● Cardinal directions

Conjunctions
To combine using and

Adjectives:
Concrete, descriptive adjectives: number, color, size, sensory
Adjective placement: big, small

Routine questions and statements

			<ul style="list-style-type: none"> • Can I go left? • Where is...? • Where am I/are yo • What is...? 			
ction	ELD Focus	Resources/Edge Units/Topics	Grammar Pieces/V			
	<p>Unit 3: (__ weeks) LF: Cause and Effect, Explain and Describe KU: Recount, Explain</p> <p>Assessment: Given a choice in writing prompts, students will write 5-7 simple sentences related to the topic, using relevant vocabulary.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">CAN DOs</td> </tr> <tr> <td>ELD 1:</td> </tr> <tr> <td> <p>Speaking: L1: Naming and briefly describing content topics using visual support L1: Answering select yes/no or WH questions</p> <p>Listening: L1: Process recounts by selecting resources, places, products, or</p> </td> </tr> </table>	CAN DOs	ELD 1:	<p>Speaking: L1: Naming and briefly describing content topics using visual support L1: Answering select yes/no or WH questions</p> <p>Listening: L1: Process recounts by selecting resources, places, products, or</p>	<p>Level 1 Topic: Landforms</p> <ul style="list-style-type: none"> • Weather • Sizes • Emotions • Senses <p>Resources:</p> <p>ReadWorks</p> <p>NewsELA</p> <ul style="list-style-type: none"> • How Volcanoes Formed the Hawaiian Islands • The Water Cycle • What is love actually? • Goats Can Distinguish Emotions • Elephants Comfort Upset Friends • What Makes A Biome? <p>Fundamentals: Unit 1</p> <ul style="list-style-type: none"> • Growing Together <p>Fundamentals: Unit 2</p> <ul style="list-style-type: none"> • How Ananse Gave Wisdom to the World <p>Fundamentals: Unit 3 Grammar Practice: 71-75, 91-93</p>	<p>ELD 1</p> <p>Verbs: Present tense:</p> <ul style="list-style-type: none"> • See • Hear • Feel* • Taste • Smell <p>Auxiliary Uses <i>can</i> in simple with concrete verbs: She <u>can</u> fly.</p> <p>Nouns: Common singular and plu articles</p> <p>Pronouns: Subject pronouns: renami places, and things Possessive pronouns</p> <ul style="list-style-type: none"> • My • Your • His • Her • Our • their
CAN DOs						
ELD 1:						
<p>Speaking: L1: Naming and briefly describing content topics using visual support L1: Answering select yes/no or WH questions</p> <p>Listening: L1: Process recounts by selecting resources, places, products, or</p>						

	<p>figures from oral statements and visual support</p> <p>Reading: L1: Identifying key words and phrases that describe the topics or phenomena</p> <p>Writing: L1: Labeling charts, graphs, timelines, or cycles to describe phenomena L1: Listing content words or phrases that relate to the topic</p>	<p>Fundamentals: Unit 4</p> <ul style="list-style-type: none"> ● Tornado Survivor Luckiest Man ● Surviving Katrina 	<p>Adjectives: Concrete, descriptive adjectives: number, color, size, sensory, how it <i>feels and sounds</i> Adjective placement</p>
ACCESS Prep and Testing-January 5-29 (4 weeks)			
	ELD Focus	Resources/Edge Units/Topics	Grammar Pieces/V
	<p>Unit 4: (weeks) LF: Compare and Contrast, Sequence KU: Explain, Argue, and Discuss</p> <p>Assessment: Given two famous people/events, students will complete a graphic organizer to present, explaining the differences between the two.</p>	<p>Level 1 Topic: Famous Faces and Places</p> <ul style="list-style-type: none"> ● Jobs ● Physical descriptions ● Personal points of view ● Immigrants ● Events (historical) <p>Resources:</p>	<p>ELD 1 Verbs: Past tense</p> <p>Nouns: Common singular and plural articles Proper Nouns Collective nouns: team, group</p>

Can Dos		
ELD 1:		
<p>Reading: L1: Recognizing sequence statements and illustrations that describe phenomena L1: Connecting characters/historical figures with positions or stances on various issues</p> <p>Writing: L1: Producing short responses to questions using word/phrase banks L1: Selecting words and phrases to represent points of view</p> <p>Listening: L1: Matching oral information to pictures, diagrams, or photographs that show points of view L1: Identifying words and phrases related to sequence</p> <p>Speaking: L1: Using words and phrases to identify visually supported phenomena L1: Relating points of view with visual support (posters, photographs)</p> <p>Oral Discussion: L1: Responding to yes and no questions posed by the group</p>	<p>Teacher Made Material</p> <p>NewsELA:</p> <ul style="list-style-type: none"> ● Chicago Aquarium Releases Penguins ● Penguin Interns at Penguin Random House ● Jordan or James? ● Meet Annie Easley ● A day in the life of Pepper the robot <p>Fundamentals: Unit 3</p> <ul style="list-style-type: none"> ● Grammar Practice: 76-84 <p>Fundamentals: Unit 4</p> <ul style="list-style-type: none"> ● Hercules ● Grammar Practice: 100-117, <p>Fundamentals: Unit 5</p> <ul style="list-style-type: none"> ● I'm Nobody- Emily Dickenson ● Frankenstein ● Cluster 2 Language Workshop: Vote for Me! ● Cochlear Implants: 2 Sides of the Story ● Frijoles <p>Fundamentals: Unit 6</p> <ul style="list-style-type: none"> ● Young At Heart 	<p><u>Pronouns:</u></p> <p>Subject pronouns</p> <ul style="list-style-type: none"> ● I ● You ● He ● She ● It ● We ● They <p>Possessive pronouns</p> <ul style="list-style-type: none"> ● My ● Your ● His ● Hers <p><u>Adjectives:</u></p> <p>Concrete descriptive adjectives: number, color, size, sensory how it feels and sounds</p> <p>Adjective placement</p>

	L1: Using nonverbal signals to demonstrate engagement in conversations		
	Project Based Learning- review of language March 15-18 Can Do: L5: Giving demonstrations with step-by-step details		
	ELD Focus	Resources/Edge Units/Topics	Grammar Pieces/V
	<p>Unit 5: (5 weeks) LF: Compare and Contrast, explain and describe KU: explain, argue, discuss</p> <p>Assessment: Given a choice of topics, students will create a presentation containing a writing and speaking component. They will explain the differences of two elements and state which element they believe is better and why.</p> <p style="text-align: center;">Can Dos</p> <p>Reading: L1: Matching key content-related terms and ideas to images, graphs, icons, or diagrams L1: Matching media with point of view words and phrases</p> <p>Writing:</p>	<p>Level 1 Topic: Tourist Attractions</p> <ul style="list-style-type: none"> ● Activities (fish, boat, swim, rides, etc) ● Shopping ● Personal Preferences (amusements parks, museums, sporting event) ● Destinations <p>Resources:</p> <p>NewsELA:</p> <ul style="list-style-type: none"> ● Paris Landmark Burns ● Social Media turns Sticky Alley in Seattle ● Grand Canyon’s Views could be altered ● What if Curators were teens? ● Why Can’t People Stop Touching Museum Exhibits? <p>Fundamentals: Unit 5</p> <ul style="list-style-type: none"> ● Language Workshop: Prepositions, pp. 352-3 ● The Marketplace ● Grammar Practice: 142-150, 	<p>ELD 1: Verbs: Present progressive state is reading, she is running</p> <p>Nouns: Common singular and plu articles Difficult plurals: boxes, ro</p> <p>Prepositions: Location such as: inside, o to, beside, between, behind under Direction such as: over, ur across, around, into</p> <p>Adjectives: Ordinal numbers Descriptive</p>

<p>L1: Including images, diagrams, and charts to add details to the topic L1: Listing pros and cons of issues</p> <p>Listening: L1: Distinguishing words and phrases related to opinions or facts from oral statements</p> <p>Speaking: L1: Stating pros and cons listed visually on a topic</p> <p>Oral Discussion: L1: Representing one’s ideas using various media L1: Using nonverbal signals to demonstrate engagement in conversations</p>	<p>Fundamentals: Unit 6</p> <ul style="list-style-type: none"> ● Grammar Practice: 166-174 	
ELD Focus	Resources/Edge Units/Topics	Grammar Pieces/V
<p>Unit 6: May 3-21 (3 weeks)</p> <p>Assessment: Portfolio- Students will revise previous assessments for their portfolio</p>	<p>Topic: Roadmap Reflection</p> <ul style="list-style-type: none"> ● Time ● Emotions ● Goals <p>Resources:</p> <p>Post-Assessments</p> <p>Students will review and revise previous work, workshop with each other, or complete their portfolios for the next year.</p>	<p>ELD 1: Verbs: Present tense Past tense Present progressive stater</p> <p>Nouns: Common singular and plu articles Collective nouns: team, gr</p> <p>Prepositions: Location Direction</p>

			<p>Time such as: before, after</p> <p><u>Conjunctions:</u> To combine using and and</p> <p><u>Adjectives:</u> Ordinal numbers Descriptive Comparatives- -er Superlatives -est Antonyms: tall/short, slow</p> <p><u>Adverbs:</u> Formula phrases: with ver very good, very quiet)</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