



Grades K-2

ESL

Curriculum

Middle Township Public Schools

216 S. Main Street

Cape May Court House, NJ 08210

Born On Date: December 20, 2017

Content Area:	E.S.L	Grade(s) Kindergarten
Unit Plan Title:	Journeys Unit 1	
Overview/Rationale (Describe and Justify)		
Students will develop a deeper understanding of the English language through the E.L.L. Program. Students will be able to read complex texts, complete a variety of tasks and meet high standards of the English Language.		
Standard(s) Number and Description (Established Goals)		
<p>ELD Standard 1: Social & Instructional Language – Students will remember how to work with their peers.</p> <p>ELD Standard 2: The Language of Language Arts – Students explore features of print in a variety of books with unique topics, formatting and style.</p> <p>ELD Standard 3: The Language of Mathematics- Students will talk with classmates about real objects and sort them according to attributes.</p> <p>ELD Standard 4: The Language of Science- Students will examine the book with a partner in which they will be able to share experiences.</p> <p>ELD Standard 5: The Language of Social Studies- Students participate in a shared reading.</p>		
Technology Standard(s) Number and Description		
<p>TECH.8.1.2.A.4. Demonstrate developmentally appropriate navigation skills</p> <p>TECH.8.1.2.A.CS1. Understand and use technology systems.</p>		
Interdisciplinary Standard(s) Number and Description		
<p>RF.K.1d. recognize and name all upper and lowercase letters</p> <p>SL.K.6 speak audibly and express thoughts, feelings and ideas clearly</p> <p>RI.K.1. ask and answer questions about key details</p> <p>L.K.5a sort common objects into categories to gain a sense of concepts the categories represent</p> <p>RI.K.10 engage in group reading activities with purpose and understanding.</p> <p>W.K.3 use drawing, dictating and writing to narrate</p>		

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

The focus of this unit is to provide students with the skills needed to identify different elements of writing and of a story:

- Students will use gained information to write their letters both uppercase and lower case letters
- Students will engage in group reading activities that will help identify different elements of the story.
- Students will use information to write and/or draw narratives about the story.
- Students will use information to identify different types of people.

Possible Misconceptions/misunderstandings: Students may become too focus on the different types of people and not focus on their writing or their learning of the different story elements.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

Lesson 1: How can I find the most important ideas in a selection?

Lesson 2: What clues tell me how a character feels?

Lesson 3: How do the parts of a story work together?

Lesson 4: How can photographs help me better understand a selection?

Lesson 5: Why is the order in which things happen in a story important?

21 st Century Connections (P21 Framework – Partnership for 21 st Century Learning):				
Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes			21 st Century Skills	
		Global Awareness	E	Critical Thinking and Problem Solving
	X	Environmental Literacy	E	Creativity and Innovation
		Health Literacy	E,T	Communication and Collaboration
		Civic Literacy	E	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy	E,	Initiative and Self-Direction
			E	Social and Cross-Cultural Skills
			E,T,A	Productivity and Accountability
			E	Leadership and Responsibility
				Informational Literacy Skills
				Media Literacy Skills
			E	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:				
Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.				
	ET	CRP1. Act as a responsible and contributing citizen and employee		
	E,T,A	CRP2. Apply appropriate academic and technical skills		
		CRP3. Attend to personal health and financial well-being		
	E,T	CRP4. Communicate clearly and effectively with reason		

		CRP5. Consider the environmental, social and economic impacts of decisions
	E, T,	CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
	E, A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	E	CRP9. Model integrity, ethical leadership, and effective management
		CRP10. Plan education and career paths aligned to personal goals
	E, T,	CRP11. Use technology to enhance productivity
	E, T, A	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
Students will know.... <ul style="list-style-type: none"> ○ How to work with other students in small group or partner form. ○ How to participate in discussions ○ Their letters both orally and in written form. 		Students will be able to (do)... <ul style="list-style-type: none"> ○ Say, read, and use Words to Know ○ Write their letters ○ Express their thoughts or feelings either orally or in a drawing ○ Provide writing samples about the story
Key Vocabulary and Terms:		
Lesson 1: I Lesson 2: like Lesson 3: the Lesson 4: and Lesson 5: and, I, like, the		

Assessment Evidence:

Performance Tasks: *(Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)*

Words to Know- Think Pair Share, Language Support Cards & Oral Language Chant

Letter Names- Graphic Organizer & Alphabet Song

Classify and Categorize- Graphic Organizer

Compare & Contrast- Venn Diagram

Story Structure- Graphic Organizer

Writing- Student Book & Graphic Organizer

Other Assessment Measures: *(Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?)* ***Include Benchmarks**

Scaffold Comprehension- Big Book. Student will express their thoughts, feelings and/or ideas clearly. **SL.K.6**

Letter Names- Students will raise their hand whenever they hear a specific letter or sound based on the letter/sound of the day. **RF.K.1d**

Classify and Categorize- Students will sort common objects into categories to gain a sense of concepts the categories represent. **L.K.5a**

Drawings- Students will add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

Readers Notebook/Worksheets- Students will use to demonstrate Words to Know, Main Idea and Summarizing and the LA & Reading Skills of the week.

Assessments- Journeys Grab & Go End of the Lesson Assessment for Vocabulary and Comprehension

Writing- Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell in the order in which they occurred and provide a reaction to what happened. **W.K.3**

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
<p>Instructional Strategies and Activities (add rows as needed)</p> <p>*D</p>	<p>Consider how will the design will: (WHERE TO – Understanding By Design –Wiggins and McTighe)</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?)</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
Title	Description with Modifications, number of days, etc.
1. Day 1	<p>Think-Pair-Share for sentence frames to review vocabulary.</p> <p>*D- Beginning/ Low Intermediate students will work with a partner on smaller sentence frames that have key words underlined or highlighted to help with completion and comprehension. Sentence frames may be used with pictures for understanding.</p> <p>High Intermediate students may work by themselves on larger or greater quantities of sentence frames based on their abilities without pictures.</p>
2. Day 2	<p>DiscoveryEducation.com for exposure to the new topic.</p> <p>Once students preview the topic, the teacher will then ask a variety of questions in order to hook the students onto the topic.</p> <p>*D Beginning/ Low Intermediate students will be able to answer the questions with a partner.</p> <p>High Intermediate students will work on questions independently.</p> <p>Questions will vary depending on the topic and on skill level.</p> <p>Story Structure</p> <p>Students will identify the structure of the story including the characters and a few main events from the story.</p> <p>*D Beginning/Low Intermediate students will have some detail that may include pictures or simple words and students may work with a partner to complete the work.</p> <p>High Intermediate students will have specific detail in their writing and/or in their oral presentation.</p>

	<p>Letter Names</p> <p>Students will sing the Alphabet Song and every time they hear the specific sound or hear the letter of the day, students will raise their hand to identify their understanding of the letter.</p> <p>*D Beginning/ Low Intermediate students will raise their hand and respond to the letter and/or sound and repeat the letter and/or sound.</p> <p>High Intermediate students will be able to provide another word that has the same letter or sound.</p>
3. Day 3	<p>Chant- used to review vocabulary; popcorn reading is recommended so all children are participating.</p> <p>*D- Beginning/Low Intermediate students circle the letter of the day in the chant.</p> <p>High Intermediate student will read the chant out loud and will identify all letters in one word.</p> <p>Classify and Categorize- students will classify and organize specific items</p> <p>*D- Beginning/Low Intermediate students will work with a partner to work the organizer</p> <p>High Intermediate students will work on graphic organizer alone.</p> <p>Letter Names</p> <p>Students will sing the Alphabet Song and every time they hear the specific sound or hear the letter of the day, students will raise their hand to identify their understanding of the letter.</p> <p>*D Beginning/ Low Intermediate students will raise their hand and respond to the letter and/or sound and repeat the letter and/or sound.</p> <p>High Intermediate students will be able to provide another word that has the same letter or sound.</p>
4. Day 4	<p>Understanding the text selection through the use of a variety of graphic organizers based on students ability to comprehend the material.</p> <p>*D- Beginning/Low Intermediate students may work with a partner to complete the graphic organizer with less detail or with a picture.</p> <p>High Intermediate students will work independently and will provide extended detail to complete the graphic organizer either written or orally in which case the teacher will write it down for the students and they will be able to copy what was written.</p>

	<p>Letter Names</p> <p>Students will sing the Alphabet Song and every time they hear the specific sound or hear the letter of the day, students will raise their hand to identify their understanding of the letter.</p> <p>*D Beginning/ Low Intermediate students will raise their hand and respond to the letter and/or sound and repeat the letter and/or sound.</p> <p>High Intermediate students will be able to provide another word that has the same letter or sound.</p>
5. Day 5	<p>Compare and Contrast- Venn Diagram</p> <p>*D- Beginning/Low Intermediate students may draw a picture of and label with simple words or may speak orally depending on their level.</p> <p>High Intermediate students may work with a partner or alone to describe the events orally and then will write out two sentences independently containing details from the text.</p> <p>Narrative Writing-</p> <p>Students will use the Writing Activity on the Flip Chart or Student Book to begin the process of Narrative Writing.</p> <p>*D- Beginning/Low Intermediate students will use work with a partner to label some of their pictures with names.</p> <p>High Intermediate students will use a partner to label all of their pictures with proper names.</p>
<p>Resources: (All textbooks, websites, and other major resources associated with the course)</p> <p>Journeys Textbooks, Journeys Grab n Go, Journeys Language Support Card, Journeys Student Resource book, Journeys Sound/Spelling Cards, Journeys Teachers Edition, Journeys Supported Reading books for English Language Learners.</p> <p>Website- Discovery Educaiton.com</p> <p>Graphic Organizers</p> <p>Journeys Peer Supported Reading Books</p>	
Suggested Time Frame (Days):	Each Lesson should only take a week; so 5 lessons equal 5 weeks.

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	E.S.L	Grade(s) Kindergarten
Unit Plan Title:	Journeys Unit 2	
Overview/Rationale (Describe and Justify)		
Students will develop a deeper understanding of the English language through the E.L.L. Program. Students will be able to read complex texts, complete a variety of tasks and meet high standards of the English Language.		
Standard(s) Number and Description (Established Goals)		
ELD Standard 1: Social & Instructional Language – Students will remember how to work with their peers.		
ELD Standard 2: The Language of Language Arts – Students explore features of print in a variety of books with unique topics, formatting and style.		
ELD Standard 3: The Language of Mathematics- Students will talk with classmates about real objects and sort them according to attributes.		
ELD Standard 4: The Language of Science- Students will examine the book with a partner in which they will be able to share experiences.		
ELD Standard 5: The Language of Social Studies- Students participate in a shared reading.		
Technology Standard(s) Number and Description		
TECH.8.1.2.A.4. Demonstrate developmentally appropriate navigation skills		
TECH.8.1.2.A.CS1. Understand and use technology systems.		
Interdisciplinary Standard(s) Number and Description		
L.K.6 use words and phrases acquired through conversations, reading and being read to and responding to texts		
RF.K.1d. recognize and name all upper and lowercase letters		
RF.K.3b associate long and short sounds with common spellings for the five major vowels		
RI.K.1. ask and answer questions about key details		
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RI.K.10 engage in group reading activities with purpose and understanding.		
RL.K.5 recognize common types of texts		
SL.K.6 speak audibly and express thoughts, feelings and ideas clearly		
W.K.3 use drawing, dictating and writing to narrate		

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

The focus of this unit is to provide students with the skills needed to identify different elements of writing and of a story:

- Students will use gained information to write their letters both uppercase and lower case letters
- Students will engage in group reading activities that will help identify different elements of the story.
- Students will use information to write and/or draw narratives about stories.
- Students will identify key information that is important within the story.

Possible Misconceptions/misunderstandings: students may have a hard time with the word visualize. Students will need to practice “seeing” the story beyond the lines on the page.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

Lesson 6: How are the five senses the same and different? When do we use our senses?

Lesson 7: How can I learn about characters in a story? What sounds do animals make?

Lesson 8: How can details help me understand a selection? How do animals move?

Lesson 9: What can I learn from the pictures in a selection? How do wheels help us?

Lesson 10: How do the parts of a story work together? What shapes do you know?

21 st Century Connections (P21 Framework – Partnership for 21 st Century Learning):				
Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes			21 st Century Skills	
		Global Awareness	E	Critical Thinking and Problem Solving
	X	Environmental Literacy	E	Creativity and Innovation
		Health Literacy	E,T	Communication and Collaboration
		Civic Literacy	E	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy	E,	Initiative and Self-Direction
			E	Social and Cross-Cultural Skills
			E,T,A	Productivity and Accountability
			E	Leadership and Responsibility
				Informational Literacy Skills
				Media Literacy Skills
			E	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:				
Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.				
	ET	CRP1. Act as a responsible and contributing citizen and employee		
	E,T,A	CRP2. Apply appropriate academic and technical skills		
		CRP3. Attend to personal health and financial well-being		
	E,T	CRP4. Communicate clearly and effectively with reason		

		CRP5. Consider the environmental, social and economic impacts of decisions
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		CRP10. Plan education and career paths aligned to personal goals
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Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
Students will know.... <ul style="list-style-type: none"> ○ How to work with other students in small group or partner form. ○ How to participate in discussions ○ Their letters both orally and in written form. 		Students will be able to (do)... <ul style="list-style-type: none"> ○ Say, read, and use Words to Know ○ Write their letters ○ Express their thoughts or feelings either orally or in a drawing ○ Provide writing samples about the story
Key Vocabulary and Terms:		
Lesson 6: see Lesson 7: we Lesson 8: a Lesson 9: to Lesson 10: see, we, a, to		

Assessment Evidence:

Performance Tasks: *(Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)*

Words to Know- Think Pair Share, Language Support Cards & Oral Language Chant

Letter Names- Graphic Organizer & Alphabet Song

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Other Assessment Measures: *(Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?)* ***Include Benchmarks**

Scaffold Comprehension- Big Book. Student will express their thoughts, feelings and/or ideas clearly. **SL.K.6**

Letter Names- Students will raise their hand whenever they hear a specific letter or sound based on the letter/sound of the day. **RF.K.1d**

Classify and Categorize- Students will sort common objects into categories to gain a sense of concepts the categories represent. **L.K.5a**

Drawings- Students will add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

Readers Notebook/Worksheets- Students will use to demonstrate Words to Know, Main Idea and Summarizing and the LA & Reading Skills of the week.

Assessments- Journeys Grab & Go End of the Lesson Assessment for Vocabulary and Comprehension

Writing- Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell in the order in which they occurred and provide a reaction to what happened. **W.K.3**

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
Instructional Strategies and Activities (add rows as needed) *D	<p>Consider how will the design will: (WHERE TO – Understanding By Design –Wiggins and McTighe)</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
Title	Description with Modifications, number of days, etc.
6. Day 1	<p>Think-Pair-Share for sentence frames to review vocabulary.</p> <p>*D- Beginning/ Low Intermediate students will work with a partner on smaller sentence frames that have key words underlined or highlighted to help with completion and comprehension. Sentence frames may be used with pictures for understanding.</p> <p>High Intermediate students may work by themselves on larger or greater quantities of sentence frames based on their abilities without pictures.</p> <p>Students will continue to practice the new vocabulary by using their Journeys Readers Notebook and their ABC packets.</p>
7. Day 2	<p>DiscoveryEducation.com or Youtube.com for exposure to the new topic.</p> <p>Once students preview the topic, the teacher will then ask a variety of questions in order to hook the students onto the topic.</p> <p>*D Beginning/ Low Intermediate students will be able to answer the questions with a partner.</p> <p>High Intermediate students will work on questions independently. Questions will vary depending on the topic and on skill level.</p> <p>Story Structure-</p> <p>Students will identify the structure of the story including the characters and a few main events from the story.</p>

	<p>*D Beginning/Low Intermediate students will have some detail that may include pictures or simple words and students may work with a partner to complete the work.</p> <p>High Intermediate students will have specific detail in their writing and/or in their oral presentation.</p> <p>Letter Names, Shapes and Sounds-</p> <p>Students will sing the Alphabet Song and every time they hear the specific sound or hear the letter of the day, students will raise their hand to identify their understanding of the letter.</p> <p>*D Beginning/ Low Intermediate students will raise their hand and respond to the letter and/or sound and repeat the letter and/or sound.</p> <p>High Intermediate students will be able to provide another word that has the same letter or sound.</p> <p>Students will practice writing the letter by using their ABC packet and will practice saying the name using their Alphatales book from the teacher.</p>
8. Day 3	<p>Chant- used to review vocabulary; popcorn reading is recommended so all children are participating.</p> <p>*D- Beginning/Low Intermediate students circle the letter of the day in the chant.</p> <p>High Intermediate student will read the chant out loud and will identify all letters in one word.</p> <p>Classify and Categorize- students will classify and organize specific items</p> <p>*D- Beginning/Low Intermediate students will work with a partner to work the organizer</p> <p>High Intermediate students will work on graphic organizer alone.</p> <p>Letter Names, Shapes and Sounds-</p> <p>Students will sing the Alphabet Song and every time they hear the specific sound or hear the letter of the day, students will raise their hand to identify their understanding of the letter.</p> <p>*D Beginning/ Low Intermediate students will raise their hand and respond to the letter and/or sound and repeat the letter and/or sound.</p> <p>High Intermediate students will be able to provide another word that has the same letter or sound.</p> <p>Students will practice writing the letter by using their ABC packet and will practice saying the name using their Alphatales book from the teacher.</p>

<p>9. Day 4</p>	<p>Understanding the text selection through the use of a variety of graphic organizers based on students ability to comprehend the material-</p> <p>*D- Beginning/Low Intermediate students may work with a partner to complete the graphic organizer with less detail or with a picture.</p> <p>High Intermediate students will work independently and will provide extended detail to complete the graphic organizer either written or orally in which case the teacher will write it down for the students and they will be able to copy what was written.</p> <p>Letter Names, Shapes and Sounds-</p> <p>Students will sing the Alphabet Song and every time they hear the specific sound or hear the letter of the day, students will raise their hand to identify their understanding of the letter.</p> <p>*D Beginning/ Low Intermediate students will raise their hand and respond to the letter and/or sound and repeat the letter and/or sound.</p> <p>High Intermediate students will be able to provide another word that has the same letter or sound.</p> <p>Students will practice writing the letter by using their ABC packet and will practice saying the name using their Alphatales book from the teacher.</p>
<p>10. Day 5</p>	<p>Compare and Contrast- Venn Diagram-</p> <p>*D- Beginning/Low Intermediate students may draw a picture of and label with simple words or may speak orally depending on their level.</p> <p>High Intermediate students may work with a partner or alone to describe the events orally and then will write out two sentences independently containing details from the text.</p> <p>Narrative Writing-</p> <p>Students will use the Writing Activity on the Flip Chart or Student Book to begin the process of Narrative Writing.</p> <p>*D- Beginning/Low Intermediate students will use work with a partner to label some of their pictures with names.</p> <p>High Intermediate students will use a partner to label all of their pictures with proper names.</p>
<p>Resources: (All textbooks, websites, and other major resources associated with the course)</p>	

Core Materials- Journeys Textbooks, Journeys Grab n Go, Journeys Language Support Card, Journeys Student Resource book, Journeys Sound/Spelling Cards, Journeys Teachers Edition, Journeys Supported Reading books for English Language Learners and Journeys Common Core Reading Book

Website- Discovery Education or Youtube.com

Graphic Organizers

ABC Packets

Alphatales

Whiteboards

Flip Chart

Suggested Time Frame (Days):

Each Lesson should only take a week; so 5 lessons equal 5 weeks.

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	E.S.L	Grade(s) Kindergarten
Unit Plan Title:	Journeys Unit 3	
Overview/Rationale (Describe and Justify)		
Students will develop a deeper understanding of the English language through the E.L.L. Program. Students will be able to read complex texts, complete a variety of tasks and meet high standards of the English Language.		
Standard(s) Number and Description (Established Goals)		
<p>ELD Standard 1: Social & Instructional Language – Students will remember how to work with their peers.</p> <p>ELD Standard 2: The Language of Language Arts – Students explore features of print in a variety of books with unique topics, formatting and style.</p> <p>ELD Standard 3: The Language of Mathematics- Students will talk with classmates about real objects and sort them according to attributes.</p> <p>ELD Standard 4: The Language of Science- Students will examine the book with a partner in which they will be able to share experiences.</p> <p>ELD Standard 5: The Language of Social Studies- Students participate in a shared reading.</p>		
Technology Standard(s) Number and Description		
<p>TECH.8.1.2.A.4. Demonstrate developmentally appropriate navigation skills</p> <p>TECH.8.1.2.A.CS1. Understand and use technology systems.</p>		
Interdisciplinary Standard(s) Number and Description		
<p>L.K.6 use words and phrases acquired through conversations, reading and being read to and responding to texts</p> <p>RF.K.1d. recognize and name all upper and lowercase letters</p> <p>RF.K.3b associate long and short sounds with common spellings for the five major vowels</p> <p>RI.K.1. ask and answer questions about key details</p> <p>RL.K.1 ask and answer questions about key details</p> <p>RI.K.10 engage in group reading activities with purpose and understanding.</p> <p>RL.K.5 recognize common types of texts</p> <p>SL.K.6 speak audibly and express thoughts, feelings and ideas clearly</p> <p>W.K.3 use drawing, dictating and writing to narrate</p>		

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

The focus of this unit is to provide students with the skills needed to identify different elements of writing and of a story:

- Students will use gained information to write their letters both uppercase and lower case letters
- Students will engage in group reading activities that will help identify different elements of the story.
- Students will use information to write and/or draw narratives about stories.
- Students will identify key information that is important within the story.
- Students will begin the process of understanding why an author writes a story.

Possible Misconceptions/misunderstandings: students may have a hard time understanding Author's Purpose.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

Lesson 11: How are the months of the year the same and different? What can we do in different kinds of weather?

Lesson 12: What clues help me figure out things the author does say? What happens when it snows?

Lesson 13: Why do authors write informational text? What different kinds of parts do animals have?

Lesson 14: What can I learn from the pictures in a selection? What animals might live near a pond?

Lesson 15: Why is it important to know what happens first, next and last in a selection? What do we see in the sky during the day and at night?

21 st Century Connections (P21 Framework – Partnership for 21 st Century Learning):				
Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes			21 st Century Skills	
	X	Global Awareness	E	Critical Thinking and Problem Solving
	X	Environmental Literacy	E	Creativity and Innovation
		Health Literacy	E,T	Communication and Collaboration
		Civic Literacy	E	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy	E,	Initiative and Self-Direction
			E	Social and Cross-Cultural Skills
			E,T,A	Productivity and Accountability
			E	Leadership and Responsibility
				Informational Literacy Skills
				Media Literacy Skills
			E	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:				
Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.				
	ET	CRP1. Act as a responsible and contributing citizen and employee		
	E,T,A	CRP2. Apply appropriate academic and technical skills		
		CRP3. Attend to personal health and financial well-being		
	E,T	CRP4. Communicate clearly and effectively with reason		

		CRP5. Consider the environmental, social and economic impacts of decisions
	E, T,	CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
	E, A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	E	CRP9. Model integrity, ethical leadership, and effective management
		CRP10. Plan education and career paths aligned to personal goals
	E, T,	CRP11. Use technology to enhance productivity
	E, T, A	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
Students will know.... <ul style="list-style-type: none"> ○ How to work with other students in small group or partner form. ○ How to participate in discussions ○ Their letters both orally and in written form. 		Students will be able to (do)... <ul style="list-style-type: none"> ○ Say, read, and use Words to Know ○ Write their letters ○ Express their thoughts or feelings either orally or in a drawing ○ Provide writing samples about the story
Key Vocabulary and Terms:		
Lesson 11: come, me Lesson 12: my, with Lesson 13: what, you Lesson 14: are, now Lesson 15: are, come, me, my, now, what, with, you		

Assessment Evidence:	
<p>Performance Tasks: <i>(Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)</i></p> <p>Words to Know- Think Pair Share, Language Support Cards & Oral Language Chant</p> <p>Letter Names- Graphic Organizer & Alphabet Song</p> <p>Classify and Categorize- Graphic Organizer</p> <p>Compare & Contrast- Venn Diagram</p> <p>Story Structure- Graphic Organizer</p> <p>Writing- Student Book & Graphic Organizer</p>	<p>Other Assessment Measures: <i>(Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?)</i> *Include Benchmarks</p> <p>Scaffold Comprehension- Big Book. Student will express their thoughts, feelings and/or ideas clearly. SL.K.6</p> <p>Letter Names- Students will raise their hand whenever they hear a specific letter or sound based on the letter/sound of the day. RF.K.1d</p> <p>Classify and Categorize- Students will sort common objects into categories to gain a sense of concepts the categories represent. L.K.5a</p> <p>Drawings- Students will add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.</p> <p>Readers Notebook/Worksheets- Students will use to demonstrate Words to Know, Main Idea and Summarizing and the LA & Reading Skills of the week.</p> <p>Assessments- Journeys Grab & Go End of the Lesson Assessment for Vocabulary and Comprehension</p> <p>Writing- Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell in the order in which they occurred and provide a reaction to what happened. W.K.3</p>

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
Instructional Strategies and Activities (add rows as needed) *D	<p>Consider how will the design will: (WHERE TO – Understanding By Design –Wiggins and McTighe)</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
Title	Description with Modifications, number of days, etc.
11. Day 1	<p>Think-Pair-Share for sentence frames to review vocabulary.</p> <p>*D- Beginning/ Low Intermediate students will work with a partner on smaller sentence frames that have key words underlined or highlighted to help with completion and comprehension. Sentence frames may be used with pictures for understanding.</p> <p>High Intermediate students may work by themselves on larger or greater quantities of sentence frames based on their abilities without pictures.</p> <p>Students will continue to practice the new vocabulary by using their Journeys Readers Notebook and their ABC packets.</p>
12. Day 2	<p>DiscoveryEducation.com or Youtube.com for exposure to the new topic.</p> <p>Once students preview the topic, the teacher will then ask a variety of questions in order to hook the students onto the topic.</p> <p>*D Beginning/ Low Intermediate students will be able to answer the questions with a partner.</p> <p>High Intermediate students will work on questions independently. Questions will vary depending on the topic and on skill level.</p> <p>Story Structure-</p> <p>Students will identify the structure of the story including the characters and a few main events from the story.</p>

	<p>*D Beginning/Low Intermediate students will have some detail that may include pictures or simple words and students may work with a partner to complete the work.</p> <p>High Intermediate students will have specific detail in their writing and/or in their oral presentation.</p> <p>Letter Names, Shapes and Sounds-</p> <p>Students will sing the Alphabet Song and every time they hear the specific sound or hear the letter of the day, students will raise their hand to identify their understanding of the letter.</p> <p>*D Beginning/ Low Intermediate students will raise their hand and respond to the letter and/or sound and repeat the letter and/or sound.</p> <p>High Intermediate students will be able to provide another word that has the same letter or sound.</p> <p>Students will practice writing the letter by using their ABC packet and will practice saying the name using their Alphatales book from the teacher.</p>
13. Day 3	<p>Chant- used to review vocabulary; popcorn reading is recommended so all children are participating.</p> <p>*D- Beginning/Low Intermediate students circle the letter of the day in the chant.</p> <p>High Intermediate student will read the chant out loud and will identify all letters in one word.</p> <p>Classify and Categorize- students will classify and organize specific items</p> <p>*D- Beginning/Low Intermediate students will work with a partner to work the organizer</p> <p>High Intermediate students will work on graphic organizer alone.</p> <p>Letter Names, Shapes and Sounds-</p> <p>Students will sing the Alphabet Song and every time they hear the specific sound or hear the letter of the day, students will raise their hand to identify their understanding of the letter.</p> <p>*D Beginning/ Low Intermediate students will raise their hand and respond to the letter and/or sound and repeat the letter and/or sound.</p> <p>High Intermediate students will be able to provide another word that has the same letter or sound.</p> <p>Students will practice writing the letter by using their ABC packet and will practice saying the name using their Alphatales book from the teacher.</p>

<p>14. Day 4</p>	<p>Understanding the text selection through the use of a variety of graphic organizers based on students ability to comprehend the material-</p> <p>*D- Beginning/Low Intermediate students may work with a partner to complete the graphic organizer with less detail or with a picture.</p> <p>High Intermediate students will work independently and will provide extended detail to complete the graphic organizer either written or orally in which case the teacher will write it down for the students and they will be able to copy what was written.</p> <p>Letter Names, Shapes and Sounds-</p> <p>Students will sing the Alphabet Song and every time they hear the specific sound or hear the letter of the day, students will raise their hand to identify their understanding of the letter.</p> <p>*D Beginning/ Low Intermediate students will raise their hand and respond to the letter and/or sound and repeat the letter and/or sound.</p> <p>High Intermediate students will be able to provide another word that has the same letter or sound.</p> <p>Students will practice writing the letter by using their ABC packet and will practice saying the name using their Alphatales book from the teacher.</p>
<p>15. Day 5</p>	<p>Compare and Contrast- Venn Diagram-</p> <p>*D- Beginning/Low Intermediate students may draw a picture of and label with simple words or may speak orally depending on their level.</p> <p>High Intermediate students may work with a partner or alone to describe the events orally and then will write out two sentences independently containing details from the text.</p> <p>Narrative Writing-</p> <p>Students will use the Writing Activity on the Flip Chart or Student Book to begin the process of Narrative Writing.</p> <p>*D- Beginning/Low Intermediate students will use work with a partner to label some of their pictures with names.</p> <p>High Intermediate students will use a partner to label all of their pictures with proper names.</p>
<p>Resources: (All textbooks, websites, and other major resources associated with the course)</p>	

Core Materials- Journeys Textbooks, Journeys Grab n Go, Journeys Language Support Card, Journeys Student Resource book, Journeys Sound/Spelling Cards, Journeys Teachers Edition, Journeys Supported Reading books for English Language Learners and Journeys Common Core Reading Book

Website- Discovery Education or Youtube.com

Graphic Organizers

ABC Packets

Alphatales

Whiteboards

Flip Chart

Suggested Time Frame (Days):

Each Lesson should only take a week; so 5 lessons equal 5 weeks.

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	E.S.L	Grade(s) Kindergarten
Unit Plan Title:	Journeys Unit 4	
Overview/Rationale (Describe and Justify)		
Students will develop a deeper understanding of the English language through the E.L.L. Program. Students will be able to read complex texts, complete a variety of tasks and meet high standards of the English Language.		
Standard(s) Number and Description (Established Goals)		
<p>ELD Standard 1: Social & Instructional Language – Students will remember how to work with their peers.</p> <p>ELD Standard 2: The Language of Language Arts – Students explore features of print in a variety of books with unique topics, formatting and style.</p> <p>ELD Standard 3: The Language of Mathematics- Students will talk with classmates about real objects and sort them according to attributes.</p> <p>ELD Standard 4: The Language of Science- Students will examine the book with a partner in which they will be able to share experiences.</p> <p>ELD Standard 5: The Language of Social Studies- Students participate in a shared reading.</p>		
Technology Standard(s) Number and Description		
<p>TECH.8.1.2.A.4. Demonstrate developmentally appropriate navigation skills</p> <p>TECH.8.1.2.A.CS1. Understand and use technology systems.</p>		
Interdisciplinary Standard(s) Number and Description		
<p>L.K.6 use words and phrases acquired through conversations, reading and being read to and responding to texts</p> <p>RF.K.1d. recognize and name all upper and lowercase letters</p> <p>RF.K.3b associate long and short sounds with common spellings for the five major vowels</p> <p>RI.K.1. ask and answer questions about key details</p> <p>RL.K.1 ask and answer questions about key details</p> <p>RI.K.10 engage in group reading activities with purpose and understanding.</p> <p>RL.K.5 recognize common types of texts</p> <p>SL.K.6 speak audibly and express thoughts, feelings and ideas clearly</p> <p>W.K.3 use drawing, dictating and writing to narrate</p>		

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

The focus of this unit is to provide students with the skills needed to identify different elements of writing and of a story:

- Students will use gained information to write their letters both uppercase and lower case letters
- Students will engage in group reading activities that will help identify different elements of the story.
- Students will use information to write and/or draw narratives about stories.
- Students will identify key information that is important within the story.
- Students will begin the process of understanding why an author writes a story.

Possible Misconceptions/misunderstandings: students may have a hard time identifying which information is critical and which is not.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

Lesson 16: Why are details helpful? What do you wonder about?

Lesson 17: What clues help to figure out what the author does not say in his writing? What facts do we know about bugs?

Lesson 18: How does knowing why the author wrote a selection help me? In what ways is the Atlantic Ocean special?

Lesson 19: What causes events in a story to happen? What kinds of things could happen on a hike?

Lesson 20: What is it fun to learn about dinosaurs? Why is it important to know when things happen in a story?

21 st Century Connections (P21 Framework – Partnership for 21 st Century Learning):				
Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes			21 st Century Skills	
	X	Global Awareness	E	Critical Thinking and Problem Solving
	X	Environmental Literacy	E	Creativity and Innovation
		Health Literacy	E,T	Communication and Collaboration
		Civic Literacy	E	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy	E,	Initiative and Self-Direction
			E	Social and Cross-Cultural Skills
			E,T,A	Productivity and Accountability
			E	Leadership and Responsibility
				Informational Literacy Skills
				Media Literacy Skills
			E	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:				
Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.				
	ET	CRP1. Act as a responsible and contributing citizen and employee		
	E,T,A	CRP2. Apply appropriate academic and technical skills		
		CRP3. Attend to personal health and financial well-being		
	E,T	CRP4. Communicate clearly and effectively with reason		

		CRP5. Consider the environmental, social and economic impacts of decisions
	E, T,	CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
	E, A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	E	CRP9. Model integrity, ethical leadership, and effective management
		CRP10. Plan education and career paths aligned to personal goals
	E, T,	CRP11. Use technology to enhance productivity
	E, T, A	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
Students will know.... <ul style="list-style-type: none"> ○ How to work with other students in small group or partner form. ○ How to participate in discussions ○ Their letters both orally and in written form. 		Students will be able to (do)... <ul style="list-style-type: none"> ○ Say, read, and use Words to Know ○ Write their letters ○ Express their thoughts or feelings either orally or in a drawing ○ Provide writing samples about the story
Key Vocabulary and Terms:		
Lesson 16: how, is of , so many, where Lesson 17: find, this, from, came, but, on Lesson 18: be, will, into, that, your, who Lesson 19: for, go, here, they, soon, up Lesson 20: be, find, for, go, how, is, this will, of , so many, where, from, come, but on, into, that, who, here, they, soon, up		

Assessment Evidence:	
<p>Performance Tasks: <i>(Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)</i></p> <p>Words to Know- Think Pair Share, Language Support Cards & Oral Language Chant</p> <p>Letter Names- Graphic Organizer & Alphabet Song</p> <p>Classify and Categorize- Graphic Organizer</p> <p>Compare & Contrast- Venn Diagram</p> <p>Story Structure- Graphic Organizer</p> <p>Writing- Student Book & Graphic Organizer</p>	<p>Other Assessment Measures: <i>(Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?)</i> *Include Benchmarks</p> <p>Scaffold Comprehension- Big Book. Student will express their thoughts, feelings and/or ideas clearly. SL.K.6</p> <p>Letter Names- Students will raise their hand whenever they hear a specific letter or sound based on the letter/sound of the day. RF.K.1d</p> <p>Classify and Categorize- Students will sort common objects into categories to gain a sense of concepts the categories represent. L.K.5a</p> <p>Drawings- Students will add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.</p> <p>Readers Notebook/Worksheets- Students will use to demonstrate Words to Know, Main Idea and Summarizing and the LA & Reading Skills of the week.</p> <p>Assessments- Journeys Grab & Go End of the Lesson Assessment for Vocabulary and Comprehension</p> <p>Writing- Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell in the order in which they occurred and provide a reaction to what happened. W.K.3</p>

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
Instructional Strategies and Activities (add rows as needed) *D	<p>Consider how will the design will: (WHERE TO – Understanding By Design –Wiggins and McTighe)</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
Title	Description with Modifications, number of days, etc.
16. Day 1	<p>Think-Pair-Share for sentence frames to review vocabulary.</p> <p>*D- Beginning/ Low Intermediate students will work with a partner on smaller sentence frames that have key words underlined or highlighted to help with completion and comprehension. Sentence frames may be used with pictures for understanding.</p> <p>High Intermediate students may work by themselves on larger or greater quantities of sentence frames based on their abilities without pictures.</p> <p>Students will continue to practice the new vocabulary by using their Journeys Readers Notebook and their ABC packets.</p>
17. Day 2	<p>DiscoveryEducation.com or Youtube.com for exposure to the new topic.</p> <p>Once students preview the topic, the teacher will then ask a variety of questions in order to hook the students onto the topic.</p> <p>*D Beginning/ Low Intermediate students will be able to answer the questions with a partner.</p> <p>High Intermediate students will work on questions independently. Questions will vary depending on the topic and on skill level.</p> <p>Story Structure-</p> <p>Students will identify the structure of the story including the characters and a few main events from the story.</p>

	<p>*D Beginning/Low Intermediate students will have some detail that may include pictures or simple words and students may work with a partner to complete the work.</p> <p>High Intermediate students will have specific detail in their writing and/or in their oral presentation.</p> <p>Letter Names, Shapes and Sounds-</p> <p>Students will sing the Alphabet Song and every time they hear the specific sound or hear the letter of the day, students will raise their hand to identify their understanding of the letter.</p> <p>*D Beginning/ Low Intermediate students will raise their hand and respond to the letter and/or sound and repeat the letter and/or sound.</p> <p>High Intermediate students will be able to provide another word that has the same letter or sound.</p> <p>Students will practice writing the letter by using their ABC packet and will practice saying the name using their Alphatales book from the teacher.</p>
18. Day 3	<p>Chant- used to review vocabulary; popcorn reading is recommended so all children are participating.</p> <p>*D- Beginning/Low Intermediate students circle the letter of the day in the chant.</p> <p>High Intermediate student will read the chant out loud and will identify all letters in one word.</p> <p>Classify and Categorize- students will classify and organize specific items</p> <p>*D- Beginning/Low Intermediate students will work with a partner to work the organizer</p> <p>High Intermediate students will work on graphic organizer alone.</p> <p>Letter Names, Shapes and Sounds-</p> <p>Students will sing the Alphabet Song and every time they hear the specific sound or hear the letter of the day, students will raise their hand to identify their understanding of the letter.</p> <p>*D Beginning/ Low Intermediate students will raise their hand and respond to the letter and/or sound and repeat the letter and/or sound.</p> <p>High Intermediate students will be able to provide another word that has the same letter or sound.</p> <p>Students will practice writing the letter by using their ABC packet and will practice saying the name using their Alphatales book from the teacher.</p>

<p>19. Day 4</p>	<p>Understanding the text selection through the use of a variety of graphic organizers based on students ability to comprehend the material-</p> <p>*D- Beginning/Low Intermediate students may work with a partner to complete the graphic organizer with less detail or with a picture.</p> <p>High Intermediate students will work independently and will provide extended detail to complete the graphic organizer either written or orally in which case the teacher will write it down for the students and they will be able to copy what was written.</p> <p>Letter Names, Shapes and Sounds-</p> <p>Students will sing the Alphabet Song and every time they hear the specific sound or hear the letter of the day, students will raise their hand to identify their understanding of the letter.</p> <p>*D Beginning/ Low Intermediate students will raise their hand and respond to the letter and/or sound and repeat the letter and/or sound.</p> <p>High Intermediate students will be able to provide another word that has the same letter or sound.</p> <p>Students will practice writing the letter by using their ABC packet and will practice saying the name using their Alphatales book from the teacher.</p>
<p>20. Day 5</p>	<p>Compare and Contrast- Venn Diagram-</p> <p>*D- Beginning/Low Intermediate students may draw a picture of and label with simple words or may speak orally depending on their level.</p> <p>High Intermediate students may work with a partner or alone to describe the events orally and then will write out two sentences independently containing details from the text.</p> <p>Narrative Writing-</p> <p>Students will use the Writing Activity on the Flip Chart or Student Book to begin the process of Narrative Writing.</p> <p>*D- Beginning/Low Intermediate students will use work with a partner to label some of their pictures with names.</p> <p>High Intermediate students will use a partner to label all of their pictures with proper names.</p>
<p>Resources: (All textbooks, websites, and other major resources associated with the course)</p>	

Core Materials- Journeys Textbooks, Journeys Grab n Go, Journeys Language Support Card, Journeys Student Resource book, Journeys Sound/Spelling Cards, Journeys Teachers Edition, Journeys Supported Reading books for English Language Learners and Journeys Common Core Reading Book

Website- Discovery Education or Youtube.com

Graphic Organizers

ABC Packets

Alphatales

Whiteboards

Flip Chart

Suggested Time Frame (Days):

Each Lesson should only take a week; so 5 lessons equal 5 weeks.

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	E.S.L	Grade(s) Kindergarten
Unit Plan Title:	Journeys Unit 5	
Overview/Rationale (Describe and Justify)		
Students will develop a deeper understanding of the English language through the E.L.L. Program. Students will be able to read complex texts, complete a variety of tasks and meet high standards of the English Language.		
Standard(s) Number and Description (Established Goals)		
<p>ELD Standard 1: Social & Instructional Language – Students will remember how to work with their peers.</p> <p>ELD Standard 2: The Language of Language Arts – Students explore features of print in a variety of books with unique topics, formatting and style.</p> <p>ELD Standard 3: The Language of Mathematics- Students will talk with classmates about real objects and sort them according to attributes.</p> <p>ELD Standard 4: The Language of Science- Students will examine the book with a partner in which they will be able to share experiences.</p> <p>ELD Standard 5: The Language of Social Studies- Students participate in a shared reading.</p>		
Technology Standard(s) Number and Description		
<p>TECH.8.1.2.A.4. Demonstrate developmentally appropriate navigation skills</p> <p>TECH.8.1.2.A.CS1. Understand and use technology systems.</p>		
Interdisciplinary Standard(s) Number and Description		
<p>L.K.6 use words and phrases acquired through conversations, reading and being read to and responding to texts</p> <p>RF.K.1d. recognize and name all upper and lowercase letters</p> <p>RF.K.3b associate long and short sounds with common spellings for the five major vowels</p> <p>RI.K.1. ask and answer questions about key details</p> <p>RL.K.1 ask and answer questions about key details</p> <p>RI.K.10 engage in group reading activities with purpose and understanding.</p> <p>RL.K.5 recognize common types of texts</p> <p>SL.K.6 speak audibly and express thoughts, feelings and ideas clearly</p> <p>W.K.3 use drawing, dictating and writing to narrate</p>		

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

The focus of this unit is to provide students with the skills needed to identify different elements of writing and of a story:

- Students will use gained information to write their letters both uppercase and lower case letters
- Students will engage in group reading activities that will help identify different elements of the story.
- Students will use information to write and/or draw narratives about stories.
- Students will identify key information that is important within the story.
- Students will begin the process of understanding why an author writes a story.

Possible Misconceptions/misunderstandings: students may have a hard time understanding the lessons of the story. Each story presents a lesson and students may need assistance with understanding the lessons being presented.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

Lesson 21: How do characters change in a story? Who do musicians work together to make music?

Lesson 22: How do the parts of a story work together? How do we change as we grow up?

Lesson 23: Why is the order of events in a selection important? What do plants need to grow?

Lesson 24: What clues help to identify which information is important to the story? What do animals need to survive?

Lesson 25: How do words and pictures help tell a story? How do people get food from plants?

21 st Century Connections (P21 Framework – Partnership for 21 st Century Learning):				
Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes			21 st Century Skills	
	X	Global Awareness	E	Critical Thinking and Problem Solving
	X	Environmental Literacy	E	Creativity and Innovation
		Health Literacy	E,T	Communication and Collaboration
		Civic Literacy	E	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy	E,	Initiative and Self-Direction
			E	Social and Cross-Cultural Skills
			E,T,A	Productivity and Accountability
			E	Leadership and Responsibility
				Informational Literacy Skills
				Media Literacy Skills
			E	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:				
Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.				
	ET	CRP1. Act as a responsible and contributing citizen and employee		
	E,T,A	CRP2. Apply appropriate academic and technical skills		
		CRP3. Attend to personal health and financial well-being		
	E,T	CRP4. Communicate clearly and effectively with reason		

		CRP5. Consider the environmental, social and economic impacts of decisions
	E, T,	CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
	E, A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	E	CRP9. Model integrity, ethical leadership, and effective management
		CRP10. Plan education and career paths aligned to personal goals
	E, T,	CRP11. Use technology to enhance productivity
	E, T, A	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
Students will know.... <ul style="list-style-type: none"> ○ How to work with other students in small group or partner form. ○ How to participate in discussions ○ Their letters both orally and in written form. 		Students will be able to (do)... <ul style="list-style-type: none"> ○ Say, read, and use Words to Know ○ Write their letters ○ Express their thoughts or feelings either orally or in a drawing ○ Provide writing samples about the story
Key Vocabulary and Terms:		
Lesson 21: make, play, them, give, say, new Lesson 22: good, said, was, then, ate, could Lesson 23: all, she, over, her, when, some Lesson 24: he, no, away, must, by, there Lesson 25: all, ate, away, by, could, give, good, he, her, make, must, new, no, over, play, said, say, she, some, then, there, was, when		

Assessment Evidence:	
<p>Performance Tasks: <i>(Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)</i></p> <p>Words to Know- Think Pair Share, Language Support Cards & Oral Language Chant</p> <p>Letter Names- Graphic Organizer & Alphabet Song</p> <p>Classify and Categorize- Graphic Organizer</p> <p>Compare & Contrast- Venn Diagram</p> <p>Story Structure- Graphic Organizer</p> <p>Writing- Student Book & Graphic Organizer</p>	<p>Other Assessment Measures: <i>(Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?) *Include Benchmarks</i></p> <p>Scaffold Comprehension- Big Book. Student will express their thoughts, feelings and/or ideas clearly. SL.K.6</p> <p>Letter Names- Students will raise their hand whenever they hear a specific letter or sound based on the letter/sound of the day. RF.K.1d</p> <p>Classify and Categorize- Students will sort common objects into categories to gain a sense of concepts the categories represent. L.K.5a</p> <p>Drawings- Students will add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.</p> <p>Readers Notebook/Worksheets- Students will use to demonstrate Words to Know, Main Idea and Summarizing and the LA & Reading Skills of the week.</p> <p>Assessments- Journeys Grab & Go End of the Lesson Assessment for Vocabulary and Comprehension</p> <p>Writing- Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell in the order in which they occurred and provide a reaction to what happened. W.K.3</p>

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
Instructional Strategies and Activities (add rows as needed) *D	<p>Consider how will the design will: (WHERE TO – Understanding By Design –Wiggins and McTighe)</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
Title	Description with Modifications, number of days, etc.
21. Day 1	<p>Think-Pair-Share for sentence frames to review vocabulary.</p> <p>*D- Beginning/ Low Intermediate students will work with a partner on smaller sentence frames that have key words underlined or highlighted to help with completion and comprehension. Sentence frames may be used with pictures for understanding.</p> <p>High Intermediate students may work by themselves on larger or greater quantities of sentence frames based on their abilities without pictures.</p> <p>Students will continue to practice the new vocabulary by using their Journeys Readers Notebook and their ABC packets.</p>
22. Day 2	<p>DiscoveryEducation.com or Youtube.com for exposure to the new topic.</p> <p>Once students preview the topic, the teacher will then ask a variety of questions in order to hook the students onto the topic.</p> <p>*D Beginning/ Low Intermediate students will be able to answer the questions with a partner.</p> <p>High Intermediate students will work on questions independently. Questions will vary depending on the topic and on skill level.</p> <p>Story Structure-</p> <p>Students will identify the structure of the story including the characters and a few main events from the story.</p>

	<p>*D Beginning/Low Intermediate students will have some detail that may include pictures or simple words and students may work with a partner to complete the work.</p> <p>High Intermediate students will have specific detail in their writing and/or in their oral presentation.</p> <p>Letter Names, Shapes and Sounds-</p> <p>Students will sing the Alphabet Song and every time they hear the specific sound or hear the letter of the day, students will raise their hand to identify their understanding of the letter.</p> <p>*D Beginning/ Low Intermediate students will raise their hand and respond to the letter and/or sound and repeat the letter and/or sound.</p> <p>High Intermediate students will be able to provide another word that has the same letter or sound.</p> <p>Students will practice writing the letter by using their ABC packet and will practice saying the name using their Alphatales book from the teacher.</p>
23. Day 3	<p>Chant- used to review vocabulary; popcorn reading is recommended so all children are participating.</p> <p>*D- Beginning/Low Intermediate students circle the letter of the day in the chant.</p> <p>High Intermediate student will read the chant out loud and will identify all letters in one word.</p> <p>Classify and Categorize- students will classify and organize specific items</p> <p>*D- Beginning/Low Intermediate students will work with a partner to work the organizer</p> <p>High Intermediate students will work on graphic organizer alone.</p> <p>Letter Names, Shapes and Sounds-</p> <p>Students will sing the Alphabet Song and every time they hear the specific sound or hear the letter of the day, students will raise their hand to identify their understanding of the letter.</p> <p>*D Beginning/ Low Intermediate students will raise their hand and respond to the letter and/or sound and repeat the letter and/or sound.</p> <p>High Intermediate students will be able to provide another word that has the same letter or sound.</p> <p>Students will practice writing the letter by using their ABC packet and will practice saying the name using their Alphatales book from the teacher.</p>

<p>24. Day 4</p>	<p>Understanding the text selection through the use of a variety of graphic organizers based on students ability to comprehend the material-</p> <p>*D- Beginning/Low Intermediate students may work with a partner to complete the graphic organizer with less detail or with a picture.</p> <p>High Intermediate students will work independently and will provide extended detail to complete the graphic organizer either written or orally in which case the teacher will write it down for the students and they will be able to copy what was written.</p> <p>Letter Names, Shapes and Sounds-</p> <p>Students will sing the Alphabet Song and every time they hear the specific sound or hear the letter of the day, students will raise their hand to identify their understanding of the letter.</p> <p>*D Beginning/ Low Intermediate students will raise their hand and respond to the letter and/or sound and repeat the letter and/or sound.</p> <p>High Intermediate students will be able to provide another word that has the same letter or sound.</p> <p>Students will practice writing the letter by using their ABC packet and will practice saying the name using their Alphatales book from the teacher.</p>
<p>25. Day 5</p>	<p>Compare and Contrast- Venn Diagram-</p> <p>*D- Beginning/Low Intermediate students may draw a picture of and label with simple words or may speak orally depending on their level.</p> <p>High Intermediate students may work with a partner or alone to describe the events orally and then will write out two sentences independently containing details from the text.</p> <p>Narrative Writing-</p> <p>Students will use the Writing Activity on the Flip Chart or Student Book to begin the process of Narrative Writing.</p> <p>*D- Beginning/Low Intermediate students will use work with a partner to label some of their pictures with names.</p> <p>High Intermediate students will use a partner to label all of their pictures with proper names.</p>
<p>Resources: (All textbooks, websites, and other major resources associated with the course)</p>	

Core Materials- Journeys Textbooks, Journeys Grab n Go, Journeys Language Support Card, Journeys Student Resource book, Journeys Sound/Spelling Cards, Journeys Teachers Edition, Journeys Supported Reading books for English Language Learners and Journeys Common Core Reading Book

Website- Discovery Education or Youtube.com

Graphic Organizers

ABC Packets

Alphatales

Whiteboards

Flip Chart

Suggested Time Frame (Days):

Each Lesson should only take a week; so 5 lessons equal 5 weeks.

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)



Grade 1

ESL Curriculum

Middle Township Public School
216 S. Main Street
Cape May Court House, NJ 08210

Content Area:	E.S.L	Grade(s) 1
Unit Plan Title:	Journeys Unit 1	
Overview/Rationale (Describe and Justify)		
Students will develop a deeper understanding of the English language through the E.L.L. Program. Students will be able to read complex texts, complete a variety of tasks and meet high standards of the English Language.		
Standard(s) Number and Description (Established Goals)		
ELD Standard 1: Social & Instructional Language – Students understanding meaning in text. ELD Standard 2: The Language of Language Arts – Students create original texts. ELD Standard 5: The Language of Social Studies- Students interact with grade level words.		
Technology Standard(s) Number and Description		
TECH.8.1.2.A.4. Demonstrate developmentally appropriate navigation skills TECH.8.1.2.A.CS1. Understand and use technology systems.		
Interdisciplinary Standard(s) Number and Description		
RF.1.3.b Decode regularly spelled one syllable words RF 1.3g recognize and read irregularly spelled words S.L. 1.2 ask and answer questions about details in a text RI 1.2 identify the main topic and retell key details RI (RL) 1.7 use illustrations and details to describe key ideas RI.1.9 identify similarities and difference RI 1.10 read informational text RL.1.3 describe characters, settings and major events W.1.3 Writing Narratives		

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

The focus of this unit is to provide students with the skills needed to identify story elements including:

- Students will understand how to use clues to understand characters.
- Students will use evidence from the text to form conclusions.
- Students will use information to write narratives about the story.
- Students will develop an understanding of what a friend is and how they can impact their lives.

Possible Misconceptions/misunderstandings: Students may become too focus on the friend concept and not focus on the language skills being taught.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

Lesson 1: What is important about being a friend?

Lesson 2: What clues tell you how a character feels?

Lesson 3: Why is the order of story events important?

Lesson 4: What information do words and pictures give?

Lesson 5: How does the setting make a story interesting?

21 st Century Connections (P21 Framework – Partnership for 21 st Century Learning):				
Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes			21 st Century Skills	
		Global Awareness	ETA	Critical Thinking and Problem Solving
	X	Environmental Literacy	E	Creativity and Innovation
		Health Literacy	E,T	Communication and Collaboration
		Civic Literacy	E	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy	E,T,A	Initiative and Self-Direction
			E	Social and Cross-Cultural Skills
			E,T,A	Productivity and Accountability
			E	Leadership and Responsibility
				Informational Literacy Skills
				Media Literacy Skills
			E	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:				
Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.				
	ET	CRP1. Act as a responsible and contributing citizen and employee		
	E,T,A	CRP2. Apply appropriate academic and technical skills		
		CRP3. Attend to personal health and financial well-being		
	E,T	CRP4. Communicate clearly and effectively with reason		

		CRP5. Consider the environmental, social and economic impacts of decisions
	E	CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
	E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
		CRP9. Model integrity, ethical leadership, and effective management
		CRP10. Plan education and career paths aligned to personal goals
	E	CRP11. Use technology to enhance productivity
	E	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
Students will know.... <ul style="list-style-type: none"> ○ How to work with other students in small group or partner form. ○ How to participate in discussions ○ How to identify the key features of being a friend/pal. 		Students will be able to (do)... <ul style="list-style-type: none"> ○ Say, read, and use Words to Know. ○ Identify the Main Idea and Summarize the story. ○ Compare and Contrast ○ Identify key story elements ○ Provide writing samples about the story
Key Vocabulary and Terms:		
Lesson 1: and, be, help, play, with, you, Lesson 2: he, look, have, for, too, what Lesson 3: sing, do, they, find, funny, no Lesson 4: my, here, who, all, does, me Lesson 5: many, friend, full, pull, hold, good		

Assessment Evidence:	
<p>Performance Tasks: <i>(Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)</i></p> <p>Words to Know- Think Pair Share, Language Support Cards & Oral Language Chant</p> <p>Main Idea- Graphic Organizer & Student Book</p> <p>Summarizing- Think Pair Share & Graphic Organizer</p> <p>Compare & Contrast- Venn Diagram</p> <p>Context Clues- Think Pair Share & Graphic Organizer</p> <p>Story Structure- Graphic Organizer</p> <p>Writing- Student Book & Graphic Organizer</p>	<p>Other Assessment Measures: <i>(Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?)</i> *Include Benchmarks</p> <p>Scaffold Comprehension- Student Book- Students will ask and answer questions about key details in a text. RL.1.1; Students will retell stories, including key details and demonstrate understanding, RL.1.2; Students will describe characters, settings and major events in a story, using key details.</p> <p>Summarizing- Students will use illustrations and details to describe characters, settings or events. RL.1.7</p> <p>Classroom Conversations/Observations/Academic Prompts- Students will participate in conversations SL.1.1</p> <p>Drawings- Students will add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings. SL 1.5</p> <p>Readers Notebook/Worksheets- Students will use to demonstrate Words to Know, Main Idea and Summarizing and the LA & Reading Skills of the week.</p> <p>Assessments- Journeys Grab & Go End of the Lesson Assessment for Vocabulary and Comprehension</p> <p>Compare and Contrast- Students will use a graphic organizer to demonstrate understanding of two texts on the same topic. RI.1.9</p>

		Writing- Students will write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure. W.1.3
<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>		
<i>Instructional Strategies and Activities (add rows as needed)</i> <i>*D</i>		Consider how will the design will: (WHERE TO – Understanding By Design –Wiggins and McTighe) W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)? H = Hook all students and Hold their interest? E = Equip students, help the Experience the key ideas and Explore the issue? R =Provide opportunities to Rethink and Revise their understandings and work? E =Allow students to Evaluate their work and its implications? T =be Tailored (personalized to the different needs, interests and abilities of learners)? O =be Organized to maximize initial and sustained engagement as well as effective learning?
Title		Description with Modifications, number of days, etc.
26. Day 1		Think-Pair-Share for sentence frames to review vocabulary. *D- Beginning/ Low Intermediate students will work with a partner on smaller sentence frames that have key words underlined or highlighted to help with completion and comprehension. Sentence frames may be used with pictures for understanding. High Intermediate students may work by themselves on larger or greater quantities of sentence frames based on their abilities without pictures.
27. Day 2		DiscoveryEducation.com for exposure to the new topic. Once students preview the topic, the teacher will then ask a variety of questions in order to hook the students onto the topic. *D Beginning/ Low Intermediate students will be able to answer the questions with a partner. High Intermediate students will work on questions independently. Questions will vary depending on the topic and on skill level.

	<p>Reading the Story-</p> <p>Teacher will read the story and then students will reread the story using the popcorn method so all students are interacting in the story. Teacher will then ask a variety of questions to help the students not only understand the story but to help them identify the Main Idea, Theme and then Summarize the story. A variety of graphic organizers will be used for this activity. Teacher will select the organizer based on the individual level and need of each student.</p> <p>*D Beginning/ Low Intermediate students will be able to answer the questions with a partner and will be able to use the text/story as a reference for their graphic organizers. Students need to complete at least one of the three graphic organizers.</p> <p>High Intermediate students will work on questions independently and should really complete all three graphic organizers.</p> <p>Questions will vary depending on the topic and on skill level.</p>
28. Day 3	<p>Chant- used to review vocabulary; popcorn reading is recommended so all children are participating.</p> <p>Bubble Graphic Organizer or Two Column Note Organizer for questions and answers.</p> <p>*D- Beginning/Low Intermediate students will use Two Column Notes Organizer that will have questions already written out.</p> <p>High Intermediate students will use a Bubble Graphic Organizer or Two Column Notes Organizer in which students will need to create their own question or questions about the story and then as a group we will draw a conclusion to answer the question.</p> <p>Story Structure will the focus on Main Idea</p> <p>Students will identify the structure of the story after reading the story. Students will identify the main idea, sequence key events, and/or infer/predict what they believe will happen after the story. What do you think will happen next?</p> <p>*D Beginning/Low Intermediate students will use a Story Map in which they will have some detail from the story that may include pictures or simple words and students may work with a partner to complete the work. Teacher may provide assistance for helping the students fill out the Story Map organizer.</p> <p>High Intermediate students will have specific detail in their writing and in their oral presentation. Student work will be completed on their own and will very little to no help from the teacher.</p>

<p>29. Day 4</p>	<p>Understanding the text selection through the use of a variety of graphic organizers based on students ability to comprehend the material.</p> <p>*D- Beginning/Low Intermediate students may work with a partner to complete the graphic organizer with less detail.</p> <p>High Intermediate students will work independently and will provide extended detail to complete the graphic organizer.</p>
<p>30. Day 5</p>	<p>Compare and Contrast- Venn Diagram</p> <p>*D- Beginning/Low Intermediate students may draw a picture of and label with simple words or may speak orally depending on their level.</p> <p>High Intermediate students may work with a partner or alone to describe the events orally and then will write out two sentences independently containing details from the text.</p> <p>Narrative Writing-</p> <p>Students will review the features of a short story and will use their Student Books to begin the writing process for Narrative Writing. Students will also use a Brainstorming Graphic Organizer for assistance in their writing.</p> <p>*D- Beginning/Low Intermediate students will use sentence frames in order to start their Narrative Writing.</p> <p>High Intermediate students will use a partner or will work independently to start their writing, but will finish their writing on their own with their own conclusions.</p>
<p>Resources: (All textbooks, websites, and other major resources associated with the course)</p> <p>Core Materials- Journeys Textbooks, Journeys Grab n Go, Journeys Language Support Card, Journeys Student Resource book, Journeys Sound/Spelling Cards, Journeys Teachers Edition, Journeys Supported Reading books for English Language Learners.</p> <p>Website- Discovery Education.com or Youtube.com</p> <p>Graphic Organizers</p> <p>Journeys Peer Supported Reading Books</p> <p>Whiteboards</p>	
<p>Suggested Time Frame (Days):</p>	<p>Each Lesson should only take a week; so 5 lessons equal 5 weeks.</p>

**D* – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	E.S.L	Grade(s) 1
Unit Plan Title:	Journeys Unit 2	
Overview/Rationale (Describe and Justify)		
Students will develop a deeper understanding of the English language through the E.L.L. Program. Students will be able to read complex texts, complete a variety of tasks and meet high standards of the English Language.		
Standard(s) Number and Description (Established Goals)		
ELD Standard 1: Social & Instructional Language – Students understand text by recounting or describing key ideas, words or details. ELD Standard 2: The Language of Language Arts – Students recount a story with relevant and descriptive details in order. ELD Standard 5: The Language of Social Studies- Students interact with grade level words.		
Technology Standard(s) Number and Description		
TECH.8.1.2.A.4. Demonstrate developmentally appropriate navigation skills TECH.8.1.2.A.CS1. Understand and use technology systems.		
Interdisciplinary Standard(s) Number and Description		
RF1.3g recognize and read irregularly spelled words RI.1.1 ask and answer questions about key details RI.1.5 know and use text features to locate facts or information RI.1.9 identify similarities and differences between texts on the same topic RI.1.10 read informational texts RL.1.1 ask and answer questions about key details RL.1.2 retell stories and demonstrate understanding of the message or lesson RL.1.3 describe characters, settings and major events RL.1.7. use illustrations and details to describe characters, settings or events L.1.6 Use words and phrases acquired through conversation, reading and responding to texts SL.1.2 ask and answer questions about details in a text SL.1.6 produce complete sentences when appropriate to task and situation W.1.2 write informative/explanatory texts		

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

The focus of this unit is to provide students with the skills needed to identify story elements including:

- Students will understand how text features play an important role in helping to provide factual information.
- Students will use evidence from the text to analyze and draw conclusions about information.
- Students will use evidence from the text to summarize the key facts/details about the information presented.
- Students will use information to write informational/explanatory texts.
- Students will use information to identify facts from opinions

Possible Misconceptions/misunderstandings: Students may become too concerned over specific words that may sway them from identifying a true fact over an opinion.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

Lesson 6: What lessons can you learn from story characters?

Lesson 7: How do animals communicate? How do animals communicate differently from humans?

Lesson 8: Why is the order of story events important?

Lesson 9: How do words and pictures help tell a story?

Lesson 10: How do parts of a story work together?

21 st Century Connections (P21 Framework – Partnership for 21 st Century Learning):			
Check all that apply.		Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
	X Global Awareness	ETA	Critical Thinking and Problem Solving
	X Environmental Literacy	ETA	Creativity and Innovation
	X Health Literacy	E	Communication and Collaboration
	Civic Literacy	E	Flexibility and Adaptability
	Financial, Economic , Business and Entrepreneurial Literacy	ETA	Initiative and Self-Direction
		E	Social and Cross-Cultural Skills
		ETA	Productivity and Accountability
		E	Leadership and Responsibility
		ETA	Informational Literacy Skills
			Media Literacy Skills
		ET	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:			
Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.			
	ET	CRP1. Act as a responsible and contributing citizen and employee	
	ETA	CRP2. Apply appropriate academic and technical skills	
		CRP3. Attend to personal health and financial well-being	
	ET	CRP4. Communicate clearly and effectively with reason	

		CRP5. Consider the environmental, social and economic impacts of decisions
	ET	CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
	EA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	E	CRP9. Model integrity, ethical leadership, and effective management
		CRP10. Plan education and career paths aligned to personal goals
	ET	CRP11. Use technology to enhance productivity
	ETA	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
Students will know.... <ul style="list-style-type: none"> ○ How to work with other students in small group or partner form. ○ How to participate in discussions ○ How to identify key details in a story ○ How to identify a Fact from an Opinion ○ How stories can help to teach you a lesson 		Students will be able to (do)... <ul style="list-style-type: none"> ○ Say, read, and use Words to Know ○ Identify the Main Idea of a story ○ Answer questions related to text ○ Draw Conclusions about the information presented ○ Summarize ○ Compare and Contrast ○ Provide Informational Writing Samples
Key Vocabulary and Terms:		
Lesson 6: away, call, come ,every, hear, said Lesson 7: animal, how, make, of, some, why Lesson 8: her, now, our, she, today, would Lesson 9: after, draw, pictures, read, was, write Lesson 10: eat, give, one, put, small, take		

Assessment Evidence:	
<p><i>Performance Tasks: (Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)</i></p> <p>Words to Know- Vocabulary Quilt, Language Support Cards & Oral Language Chant</p> <p>Summarizing- Graphic Organizer</p> <p>Infer/Predict- Graphic Organizer</p> <p>Compare & Contrast- Venn Diagram</p> <p>Story Structure- Graphic Organizer</p> <p>Writing- Student Book & Graphic Organizer</p> <p>Main Idea/Key Details- Graphic Organizer</p>	<p><i>Other Assessment Measures: (Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self- assess their learning?) *Include Benchmarks</i></p> <p>Scaffold Comprehension- Student Book - Students will ask and answer questions about key details in a text. RL.1.1;/RI.1.1 Students will retell stories, including key details and demonstrate understanding.</p> <p>Summarizing- Students will use illustrations and details to describe characters, settings or events. RL.1.7</p> <p>Drawings- Students will add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings. SL.1.5</p> <p>Reading-Identify the main topic and retell key details of a text. RI.1.2</p> <p>Text Features- students will know and us text features to locate facts or information. RI.1.5</p> <p>Readers Notebook/Worksheets- Students will use to demonstrate Words to Know, Main Idea and Summarizing and the LA & Reading Skills of the week.</p> <p>Compare and Contrast- Students will use a graphic organizer to demonstrate understanding of two texts on the same topic. RI.1.9</p>

	<p>Assessments- Journeys Grab & Go End of the Lesson Assessment for Vocabulary and Comprehension</p> <p>Writing- students will write informative/explanatory texts. W.1.2</p>
<p><i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p><i>Instructional Strategies and Activities (add rows as needed)</i> *D</p> <p>Title</p>	<p>Consider how will the design will: (<i>WHERE TO – Understanding By Design –Wiggins and McTighe</i>) W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)? H= Hook all students and Hold their interest? E= Equip students, help the Experience the key ideas and Explore the issue? R=Provide opportunities to Rethink and Revise their understandings and work? E=Allow students to Evaluate their work and its implications? T=be Tailored (personalized to the different needs, interests and abilities of learners)? O=be Organized to maximize initial and sustained engagement as well as effective learning?</p> <p>Description with Modifications, number of days, etc.</p>
<p>31. Day 1</p>	<p>Vocabulary Quilt Graphic Organizer to determine the meaning of words.</p> <p>*D- Beginning/ Low Intermediate students will work with the teacher and the rest of the class to determine what information should be used to determine the meaning of the words. Students will copy information right from the board that the whole class has determine was important. Students will then create pictures to help explain the information they wrote.</p> <p>High Intermediate students will work by themselves and will provide meaning of words in complete sentences. Students will then place the vocabulary word in a sentence they create to help determine the meaning of the vocabulary word.</p>

32. Day 2	<p>DiscoveryEducation.com or Youtube for exposure to the new topic.</p> <p>Once students preview the topic, the teacher will then ask a variety of questions in order to hook the students onto the topic. Skills will vary per lesson.</p> <p>*D Beginning/ Low Intermediate students will be able to answer the questions with a partner.</p> <p>High Intermediate students will work on questions independently. Questions will vary depending on the topic and on skill level.</p> <p>Reading the Story- Teacher will read the story and then students will reread the story using the popcorn method so all students are interacting in the story. Teacher will then ask a variety of questions to help the students not only understand the story but to help them identify the Main Idea, Theme and then Summarize the story. A variety of graphic organizers will be used for this activity. Teacher will select the organizer based on the individual level and need of each student.</p> <p>*D Beginning/ Low Intermediate students will be able to answer the questions with a partner and will be able to use the text/story as a reference for their graphic organizers. Students need to complete at least one of the three graphic organizers.</p> <p>High Intermediate students will work on questions independently and should really complete all three graphic organizers. Questions will vary depending on the topic and on skill level.</p>
33. Day 3	<p>Chant- used to review vocabulary; popcorn reading is recommended so all children are participating. Bubble Graphic Organizer or Vocabulary Quiz or other graphic organizers are suggested for questions and answers.</p> <p>*D- Beginning/Low Intermediate students will use a variety of graphic organizers that may have questions or statements already written out in order for the students to participate in the class activity.</p> <p>High Intermediate students will use a Bubble Graphic Organizer or Two Column Notes Organizer in which students will need to create their own question or questions about the story and then as a group we will draw a</p>

	<p>conclusion to answer the question.</p> <p>Story Structure- Students will identify the different parts of the story structure including the genre of the story along with the author's purpose of the story, the main point of the story and then the outcome of the story. Students will use facts/evidence from the story to support their thoughts on the outcome of the story.</p> <p>*D Beginning/Low Intermediate students will have some detail that may include pictures or simple words and students may work with a partner to complete the work.</p> <p>High Intermediate students will have specific detail in their writing and in their oral presentation. Students will have to answer all questions.</p>
34. Day 4	<p>Understanding the text-selection through the use of a variety of graphic organizers based on students ability to comprehend the material.</p> <p>*D- Beginning/Low Intermediate students may work with a partner to complete the graphic organizer with less detail.</p> <p>High Intermediate students will work independently and will provide extended detail to complete the graphic organizer.</p>
35. Day 5	<p>Compare and Contrast- Venn Diagram-</p> <p>*D- Beginning/Low Intermediate students may draw a picture of and label with simple words or may speak orally depending on their level.</p> <p>High Intermediate students may work with a partner or alone to describe the events orally and then will write out two sentences independently containing details from the text.</p> <p>Informational Writing-Students will review the features of the main story and will use their Student Books to begin the writing process for Informational Writing. Students will also use a Brainstorming Graphic Organizer for assistance in their writing.</p> <p>*D- Beginning/Low Intermediate students will use sentence frames in order to start their writing. Students will also provide a shorten example of Informational Writing that may include a picture or a drawing.</p> <p>High Intermediate students will work independently using a graphic organizer in which they will then provide a longer example of Informational Writing. Students may provide a picture or a drawing if it fits with their writing.</p>

Resources: (All textbooks, websites, and other major resources associated with the course)

Core Materials- Journeys Textbooks, Journeys Grab n Go, Journeys Language Support Card, Journeys Student Resource book, Journeys Sound/Spelling Cards, Journeys Teachers Edition, Journeys Supported Reading books for English Language Learners and Journeys Peer Reading Books

Graphic Organizers

White Board

Digital- Discovery Education or Youtube.com

Suggested Time Frame (Days):

Each Lesson should only take a week; so 5 lessons equal 5 weeks.

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	E.S.L	Grade(s) 1
Unit Plan Title:	Journeys Unit 3	
Overview/Rationale (Describe and Justify)		
Students will develop a deeper understanding of the English language through the E.L.L. Program. Students will be able to read complex texts, complete a variety of tasks and meet high standards of the English Language.		
Standard(s) Number and Description (Established Goals)		
ELD Standard 1: Social & Instructional Language – Students understand text by recounting or describing key ideas, words or details. ELD Standard 2: The Language of Language Arts – Students recount a story with relevant and descriptive details in order. ELD Standard 5: The Language of Social Studies- Students interact with grade level words.		
Technology Standard(s) Number and Description		
TECH.8.1.2.A.4. Demonstrate developmentally appropriate navigation skills TECH.8.1.2.A.CS1. Understand and use technology systems.		
Interdisciplinary Standard(s) Number and Description		
RF1.3g recognize and read irregularly spelled words RI.1.1 ask and answer questions about key details RI.1.5 know and use text features to locate facts or information RI.1.9 identify similarities and differences between texts on the same topic RI.1.10 read informational texts RL.1.1 ask and answer questions about key details RL.1.2 retell stories and demonstrate understanding of the message or lesson RL.1.3 describe characters, settings and major events RL.1.7. use illustrations and details to describe characters, settings or events L.1.6 Use words and phrases acquired through conversation, reading and responding to texts SL.1.2 ask and answer questions about details in a text SL.1.6 produce complete sentences when appropriate to task and situation W.1.2 write informative/explanatory texts		

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

The focus of this unit is to provide students with the skills needed to identify story elements including:

- Students will understand how text features play an important role in helping to provide factual information.
- Students will use evidence from the text to draw conclusions and to infer and to predict.
- Students will use evidence from the text to summarize the key details about the information presented.
- Students will use evidence from the text to identify the cause and effect of events and their role within the story.
- Students will use information to write opinion pieces of writing

Possible Misconceptions/misunderstandings: Students may have a hard time understanding signal words and how they can help the reader recognize clues that can be used to support a conclusion.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

Lesson 11: What kinds of plants and animals would you find in the ocean? What is the author's purpose for writing this story?

Lesson 12: Which animals have stripes and which have spots? Why is the order of story events important?

Lesson 13: How is each season different? What changes do the different seasons cause?

Lesson 14: What animals live a desert? What clues support your answer?

Lesson 15: How are animals different from each other? How are animals the same?

21 st Century Connections (P21 Framework – Partnership for 21 st Century Learning):				
Check all that apply.		Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.		
21 st Century Interdisciplinary Themes		21 st Century Skills		
X	Global Awareness	ETA	Critical Thinking and Problem Solving	
X	Environmental Literacy	ETA	Creativity and Innovation	
X	Health Literacy	E	Communication and Collaboration	
X	Civic Literacy	E	Flexibility and Adaptability	
	Financial, Economic , Business and Entrepreneurial Literacy	ETA	Initiative and Self-Direction	
		ET	Social and Cross-Cultural Skills	
		ETA	Productivity and Accountability	
		E	Leadership and Responsibility	
		ETA	Informational Literacy Skills	
			Media Literacy Skills	
		ET	Information, Communication, and Technology (ICT) Literacy	
Career Ready Practices:				
Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.				
	ET	CRP1. Act as a responsible and contributing citizen and employee		
	ETA	CRP2. Apply appropriate academic and technical skills		
		CRP3. Attend to personal health and financial well-being		

ET	CRP4. Communicate clearly and effectively with reason
E	CRP5. Consider the environmental, social and economic impacts of decisions
ET	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
EA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
ET	CRP9. Model integrity, ethical leadership, and effective management
	CRP10. Plan education and career paths aligned to personal goals
ET	CRP11. Use technology to enhance productivity
ETA	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)	
Students will know.... <ul style="list-style-type: none"> ○ How to work with other students in small group or partner form. ○ How to participate in discussions ○ How to identify key information ○ How to identify a fact from an opinion ○ How stories can help to teach you a lesson 	Students will be able to (do)... <ul style="list-style-type: none"> ○ Say, read, and use Words to Know ○ Identify Text and Graphic Features ○ Answer questions related to text ○ Draw Conclusions about the information presented ○ Summarize ○ Cause and Effect ○ Compare and Contrast ○ Cause and Effect ○ Provide Opinion Writing Samples

Key Vocabulary and Terms:	
Lesson 11: blue, cold, far, little, live, their, water, where	
Lesson 12: been, brown, know, never, off, out, own, very	
Lesson 13: down, fall, goes, green, grow, new, open, yellow	
Lesson 14: five, four, into, over, starts, three, two, watch	
Lesson 15: bird, both, eyes, fly, long, or, those, walk	
Assessment Evidence:	
<p>Performance Tasks: <i>(Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)</i></p> <p>Words to Know- Vocabulary Quilt, Language Support Cards & Oral Language Chant</p> <p>Summarizing- Graphic Organizer</p> <p>Infer/Predict- Graphic Organizer</p> <p>Compare & Contrast- Venn Diagram</p> <p>Context Clues- Think Pair Share & Graphic Organizer</p> <p>Story Structure- Graphic Organizer</p> <p>Writing- Student Book & Graphic Organizer</p>	<p>Other Assessment Measures: <i>(Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?)</i> *Include Benchmarks</p> <p>Scaffold Comprehension- Student Book - Students will ask and answer questions about key details in a text. RL.1.1;/RI.1.1 Students will retell stories, including key details and demonstrate understanding.</p> <p>Summarizing- Students will use illustrations and details to describe characters, settings or events. RL.1.7</p> <p>Drawings- Students will add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings. SL.1.5</p> <p>Reading-Identify the main topic and retell key details of a text. RI.1.2</p>

<p>Main Idea/Key Details- Graphic Organizer</p>	<p>Text Features- students will know and use text features to locate facts or information. RI.1.5</p> <p>Compare and Contrast- Students will use a graphic organizer to demonstrate understanding of two texts on the same topic. RI.1.9</p> <p>Readers Notebook/Worksheets- Students will use to demonstrate Words to Know, Main Idea and Summarizing and the LA & Reading Skills of the week.</p> <p>Assessments- Journeys Grab & Go End of the Lesson Assessment for Vocabulary and Comprehension</p> <p>Writing- students will write informative/explanatory texts. W.1.2</p>
<p><i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p><i>Instructional Strategies and Activities (add rows as needed)</i> *D</p>	<p>Consider how will the design will: (WHERE TO – Understanding By Design –Wiggins and McTighe) W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)? H= Hook all students and Hold their interest? E= Equip students, help the Experience the key ideas and Explore the issue? R=Provide opportunities to Rethink and Revise their understandings and work? E=Allow students to Evaluate their work and its implications? T=be Tailored (personalized to the different needs, interests and abilities of learners)? O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
<p>Title</p>	<p>Description with Modifications, number of days, etc.</p>
<p>36. Day 1</p>	<p>Vocabulary Quilt Graphic Organizer to determine the meaning of words.</p> <p>*D- Beginning/ Low Intermediate students will work with the teacher and the rest of the class to determine what information should be used to determine the meaning of the words. Students will copy information right from the board that the whole class has determine was important. Students will then create pictures to help</p>

	<p>explain the information they wrote.</p> <p>High Intermediate students will work by themselves and will provide meaning of words in complete sentences. Students will then place the vocabulary word in a sentence they create to help determine the meaning of the vocabulary word.</p>
37. Day 2	<p>DiscoveryEducation.com or Youtube.com for exposure to the new topic.</p> <p>Once students preview the topic, the teacher will then ask a variety of questions in order to hook the students onto the topic. Skills will vary per lesson.</p> <p>*D Beginning/ Low Intermediate students will be able to answer the questions with a partner either orally or written down on a graphic organizer.</p> <p>High Intermediate students will work on questions independently. Questions will vary depending on the topic and on skill level.</p> <p>Reading the Story- Teacher will read the story and then students will reread the story using the popcorn method so all students are interacting in the story. Teacher will then ask a variety of questions to help the students not only understand the story but to help them identify the main points of the story and the details that support the main point of the story (the evidence). A variety of graphic organizers will be used for this activity. Teacher will select the organizer based on the individual level and need of each student.</p> <p>*D Beginning/ Low Intermediate students will be able to answer the questions with a partner and will be able to use the text/story as a reference for their graphic organizers. Students need to complete at least one of the three graphic organizers.</p> <p>High Intermediate students will work on questions independently and should really complete all graphic organizers without assistance from the teacher. Students may use the book and any other graphic organizer or notes taken in class.</p> <p>Questions will vary depending on the topic and on skill level.</p>

<p>38. Day 3</p>	<p>Chant- used to review vocabulary; popcorn reading is recommended so all children are participating. Bubble Graphic Organizer or Vocabulary Quiz or other graphic organizers are suggested for questions and answers.</p> <p>*D- Beginning/Low Intermediate students will use a variety of graphic organizers that may have questions or statements already written out in order for the students to participate in the class activity.</p> <p>High Intermediate students will use a Bubble Graphic Organizer or Two Column Notes Organizer in which students will need to create their own question or questions about the story and then as a group we will draw a conclusion to answer the question.</p> <p>Story Structure- Students will identify the different parts of the story structure including the genre of the story along with the author's purpose of the story, the main point of the story and then the outcome of the story. Students will use evidence from the story to back up any points they make regarding the story.</p> <p>*D Beginning/Low Intermediate students will have some detail that may include pictures or simple words and students may work with a partner to complete the work. Students may use the book for additional assistance.</p> <p>High Intermediate students will have specific detail in their writing and in their oral presentation. Students will have to answer all questions.</p>
<p>39. Day 4</p>	<p>Understanding the text-selection through the use of a variety of graphic organizers based on students ability to comprehend the material.</p> <p>*D- Beginning/Low Intermediate students may work with a partner to complete the graphic organizer with less detail.</p> <p>High Intermediate students will work independently and will provide extended detail to complete the graphic organizer.</p>
<p>40. Day 5</p>	<p>Compare and Contrast- Venn Diagram-</p> <p>*D- Beginning/Low Intermediate students may draw a picture of and label with simple words or may speak orally depending on their level.</p> <p>High Intermediate students may work with a partner or alone to describe the events orally and then will write out two sentences independently containing details from the text.</p>

	<p>Persuasive/Opinion Writing-Students will review the features of the main story and will use their Student Books to begin the writing process. Students will also use a Brainstorming Graphic Organizer for assistance in their writing.</p> <p>*D- Beginning/Low Intermediate students will use sentence frames in order to start their writing. Students will also provide a shorten example of Informational Writing that may include a picture or a drawing.</p> <p>High Intermediate students will work independently using a graphic organizer in which they will then provide a longer example of Informational Writing. Students may provide a picture or a drawing if it fits with their writing.</p>
Resources: (All textbooks, websites, and other major resources associated with the course)	
<p>Core Materials- Journeys Textbooks, Journeys Grab n Go, Journeys Language Support Card, Journeys Student Resource book, Journeys Sound/Spelling Cards, Journeys Teachers Edition, Journeys Supported Reading books for English Language Learners</p> <p>Graphic Organizers</p> <p>Digital- Discovery Education or Youtube.com</p> <p>Whiteboards</p>	
Suggested Time Frame (Days):	Each Lesson should only take a week; so 5 lessons equal 5 weeks.

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	E.S.L	Grade(s) 1
Unit Plan Title:	Journeys Unit 4	
Overview/Rationale (Describe and Justify)		
Students will develop a deeper understanding of the English language through the E.L.L. Program. Students will be able to read complex texts, complete a variety of tasks and meet high standards of the English Language.		
Standard(s) Number and Description (Established Goals)		
ELD Standard 1: Social & Instructional Language – Students understand text by recounting or describing key ideas, words or details. ELD Standard 2: The Language of Language Arts – Students recount a story with relevant and descriptive details in order. ELD Standard 5: The Language of Social Studies- Students interact with grade level words.		
Technology Standard(s) Number and Description		
TECH.8.1.2.A.4. Demonstrate developmentally appropriate navigation skills TECH.8.1.2.A.CS1. Understand and use technology systems.		
Interdisciplinary Standard(s) Number and Description		
L.1.6 use words and phrases acquired through conversations, reading and being read to and responding to text RF.1.3g recognize and read irregularly spelled words RF.1.4b read on level text orally with accuracy RI.1.1 ask and answer questions about key details RI.1.10 read informational text RI.1.2 identify the main topic and retell key details RI.1.5 know and use text features to locate facts or information RI.1.7 use illustrations and details to describe key ideas RI.1.9 identify similarities and differences between texts on the same topic SL.1.1c ask questions to clear up confusion about topics and texts under discussion SL.1.2 ask and answer questions about details in a text, information presented orally or through other media W.1.3 write narratives		

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

The focus of this unit is to provide students with the skills needed to identify story elements including:

- Students will understand how to use clues to understand characters.
- Students will use evidence from the text to form conclusions to answer questions and to identify the main idea of the story.
- Students will use evidence from the text to sequence the story and to infer/predict aspects of the story to determine what will happen next.
- Students will understand the importance of text features found within a story.
- Students will use information to write narratives about the story.

Possible Misconceptions/misunderstandings: Students may have a hard time with understanding our world is made up of so much more than what they see and what they experience. Students need to understand that the world does not stop moving because we can't feel it; it continues and thus so does time.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

Lesson 16: What is important to know about the moon? What would it be like to travel to the Moon?

Lesson 17: What different types of ways are there to travel? What can happen when you go on a trip?

Lesson 18: Why do authors write non-fiction? What kinds of food do people grow?

Lesson 19: What clues help you find out how characters feel? What do grown-ups do at work?

Lesson 20: What makes a story funny? How can a surprise change your day?

21 st Century Connections (P21 Framework – Partnership for 21 st Century Learning):			
Check all that apply.		Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
X	Global Awareness	ETA	Critical Thinking and Problem Solving
X	Environmental Literacy	EA	Creativity and Innovation
X	Health Literacy	ET	Communication and Collaboration
X	Civic Literacy	E	Flexibility and Adaptability
	Financial, Economic , Business and Entrepreneurial Literacy	EA	Initiative and Self-Direction
		E	Social and Cross-Cultural Skills
		ETA	Productivity and Accountability
		E	Leadership and Responsibility
		E	Informational Literacy Skills
			Media Literacy Skills
		ET	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:			
Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.			
	ET	CRP1. Act as a responsible and contributing citizen and employee	
	ETA	CRP2. Apply appropriate academic and technical skills	
		CRP3. Attend to personal health and financial well-being	
	ET	CRP4. Communicate clearly and effectively with reason	

		CRP5. Consider the environmental, social and economic impacts of decisions
	ET	CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
	ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	EA	CRP9. Model integrity, ethical leadership, and effective management
		CRP10. Plan education and career paths aligned to personal goals
	ETA	CRP11. Use technology to enhance productivity
	E	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
Students will know.... <ul style="list-style-type: none"> ○ How to work with other students in small group or partner form. ○ How to participate in discussions ○ How to identify the key features of story ○ How to identify the key details in a story ○ How to determine what information is critical for learning 		Students will be able to (do)... <ul style="list-style-type: none"> ○ Say, read, and use Words to Know ○ Sequence ○ Summarize ○ Compare and Contrast ○ Identify key story elements ○ Provide writing samples about the story ○ Understand Characters ○ Analyze and Evaluate information ○ Identify Text and Graphic Features ○ Ask Questions for clarification

Key Vocabulary and Terms:	
<p>Lesson 16: around, because, before, bring, carry, light, show, think</p> <p>Lesson 17: about, by, car, could, don't, maybe, sure, there</p> <p>Lesson 18: first, food, ground, right, sometimes, these, under, your</p> <p>Lesson 19: done, great, laugh, paper, soon, talk, were, work</p> <p>Lesson 20: door, more, mother, old, try, use, want, wash</p>	
Assessment Evidence:	
<p>Performance Tasks: <i>(Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)</i></p> <p>Words to Know- Vocabulary Quilt, Language Support Cards & Oral Language Chant</p> <p>Summarizing- Graphic Organizer</p> <p>Infer/Predict- Graphic Organizer</p> <p>Compare & Contrast- Venn Diagram</p> <p>Story Structure- Graphic Organizer</p> <p>Writing- Student Book & Graphic Organizer</p> <p>Main Idea/Key Details- Graphic Organizer</p>	<p>Other Assessment Measures: <i>(Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?)</i> *Include Benchmarks</p> <p>Scaffold Comprehension- Student Book - Students will ask and answer questions about key details in a text. RL.1.1;/RI.1.1 Students will retell stories, including key details and demonstrate understanding.</p> <p>Summarizing- Students will use illustrations and details to describe characters, settings or events. RL.1.7</p> <p>Drawings- Students will add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings. SL.1.5</p> <p>Reading-Identify the main topic and retell key details of a text. RI.1.2</p>

		<p>Text Features- students will know and use text features to locate facts or information. RI.1.5</p> <p>Readers Notebook/Worksheets- Students will use to demonstrate Words to Know, Main Idea and Summarizing and the LA & Reading Skills of the week.</p> <p>Compare and Contrast- Students will use a graphic organizer to demonstrate understanding of two texts on the same topic. RI.1.9</p> <p>Assessments- Journeys Grab & Go End of the Lesson Assessment for Vocabulary and Comprehension</p> <p>Writing- students will write narrative pieces of work. W.1.3</p>
<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>		
<i>Instructional Strategies and Activities (add rows as needed)</i> <i>*D</i>	<p>Consider how will the design will: (WHERE TO – Understanding By Design –Wiggins and McTighe)</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?)</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>	
Title	Description with Modifications, number of days, etc.	
41. Day 1	<p>Vocabulary Quilt Graphic Organizer to determine the meaning of words.</p> <p>*D- Beginning/ Low Intermediate - students will work with the teacher and the rest of the class to determine what information should be used to determine the meaning of the words. Students will copy information right</p>	

	<p>from the board that the whole class has determine was important. Students will then create pictures to help explain the information they wrote.</p> <p>High Intermediate students will work by themselves and will provide meaning of words in complete sentences. Students will then place the vocabulary word in a sentence they create to help determine the meaning of the vocabulary word.</p>
42. Day 2	<p>DiscoveryEducation.com or Youtube.com for exposure to the new topic.</p> <p>Once students preview the topic, the teacher will then ask a variety of questions in order to hook the students onto the topic. Skills will vary per lesson.</p> <p>*D Beginning/ Low Intermediate students will be able to answer the questions with a partner either orally or written down on a graphic organizer.</p> <p>High Intermediate students will work on questions independently. Questions will vary depending on the topic and on skill level.</p> <p>Reading the Story- Teacher will read the story and then students will reread the story using the popcorn method so all students are interacting in the story. Teacher will then ask a variety of questions to help the students not only understand the story but to help them identify the main points of the story and the details that support the main point of the story (the evidence). A variety of graphic organizers will be used for this activity. Teacher will select the organizer based on the individual level and need of each student.</p> <p>*D Beginning/ Low Intermediate students will be able to answer the questions with a partner and will be able to use the text/story as a reference for their graphic organizers. Students need to complete at least one of the three graphic organizers.</p> <p>High Intermediate students will work on questions independently and should really complete all graphic organizers without assistance from the teacher. Students may use the book and any other graphic organizer or notes taken in class.</p> <p>Questions will vary depending on the topic and on skill level.</p>

43. Day 3	<p>Chant- used to review vocabulary; popcorn reading is recommended so all children are participating. Bubble Graphic Organizer or Vocabulary Quiz or other graphic organizers are suggested for questions and answers</p> <p>*D- Beginning/Low Intermediate students will use a variety of graphic organizers that may have questions or statements already written out in order for the students to participate in the class activity.</p> <p>High Intermediate students will use a Bubble Graphic Organizer or Two Column Notes Organizer in which students will need to create their own question or questions about the story and then as a group we will draw a conclusion to answer the question.</p> <p>Story Structure- Students will identify the different parts of the story structure including the genre of the story along with the author's purpose of the story, the main point of the story and then the outcome of the story. Students will use evidence from the story to back up any points they make regarding the story. Teacher will use the Language Support Card for additional assistance as needed.</p> <p>*D Beginning/Low Intermediate students will have some detail in their graphic organizer that may include pictures or simple words and students may work with a partner to complete the work.</p> <p>High Intermediate students will have specific detail in their writing. Students will not have pictures without words that depict their ability to tell the story. Students story should be written down in sequential form.</p>
44. Day 4	<p>Understanding the text-selection through the use of a variety of graphic organizers based on students ability to comprehend the material.</p> <p>*D- Beginning/Low Intermediate students may work with a partner to complete the graphic organizer with less detail. Students may even work on sentence frames that are not completed and once completed by the students, students may use the sentence frames to either write or draw out their answer to any and all questions.</p> <p>High Intermediate students will work independently and will provide extended detail to complete the graphic organizer. Students will be able to write simple sentences that express their thought process.</p>

<p>45. Day 5</p>	<p>Compare and Contrast- Venn Diagram</p> <p>*D- Beginning/Low Intermediate students may draw a picture of and label with simple words or may speak orally depending on their level.</p> <p>High Intermediate students may work with a partner or alone to describe the events orally and then will write out two sentences independently containing details from the text.</p> <p>Narrative Writing- Students will review the features of a short story and will use their Student Books to begin the writing process for Narrative Writing. Students will also use a Brainstorming Graphic Organizer for assistance in their writing.</p> <p>*D- Beginning/Low Intermediate students will use sentence frames in order to start their Narrative Writing.</p> <p>High Intermediate students will use a partner or will work independently to start their writing, but will finish their writing on their own with their own conclusions.</p>
<p>Resources: (All textbooks, websites, and other major resources associated with the course)</p>	
<p>Core Materials- Journeys Textbooks, Journeys Grab n Go, Journeys Language Support Card, Journeys Student Resource book, Journeys Sound/Spelling Cards, Journeys Teachers Edition, Journeys Supported Reading books for English Language Learners.</p> <p>Graphic Organizers</p> <p>Journeys Peer Supported Reading Books</p> <p>Discovery Education</p> <p>Youtube.com</p>	
<p>Suggested Time Frame (Days):</p>	<p>Each Lesson should only take a week; so 5 lessons equal 5 weeks.</p>

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	E.S.L	Grade(s) 1
Unit Plan Title:	Journeys Unit 5	
Overview/Rationale (Describe and Justify)		
Students will develop a deeper understanding of the English language through the E.L.L. Program. Students will be able to read complex texts, complete a variety of tasks and meet high standards of the English Language.		
Standard(s) Number and Description (Established Goals)		
ELD Standard 1: Social & Instructional Language – Students understand text by recounting or describing key ideas, words or details. ELD Standard 2: The Language of Language Arts – Students recount a story with relevant and descriptive details in order. ELD Standard 5: The Language of Social Studies- Students interact with grade level words.		
Technology Standard(s) Number and Description		
TECH.8.1.2.A.4. Demonstrate developmentally appropriate navigation skills TECH.8.1.2.A.CS1. Understand and use technology systems.		
Interdisciplinary Standard(s) Number and Description		
RF1.3g recognize and read irregularly spelled words RI.1.1 ask and answer questions about key details RI.1.5 know and use text features to locate facts or information RI.1.9 identify similarities and differences between texts on the same topic RI.1.10 read informational texts RL.1.1 ask and answer questions about key details RL.1.2 retell stories and demonstrate understanding of the message or lesson RL.1.3 describe characters, settings and major events RL.1.7. use illustrations and details to describe characters, settings or events L.1.6 Use words and phrases acquired through conversation, reading and responding to texts SL.1.2 ask and answer questions about details in a text		

SL.1.6 produce complete sentences when appropriate to task and situation

W.1.3 write narrative pieces of work

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

The focus of this unit is to provide students with the skills needed to identify story elements including:

- Students will understand how text features play an important role in helping to provide factual information.
- Students will use evidence from the text to analyze and draw conclusions about information.
- Students will use evidence from the text to summarize the key facts/details about the information presented.
- Students will use information to write informational/explanatory texts.
- Students will be able to provide evidence from the text that will allow them to identify the importance of identifying the genre of the text.

Possible Misconceptions/misunderstandings: students may have a hard time being able to visualize the story in their mind vs. the story that is actually written in the textbook. The concept alone may be difficult for students to understand or to even complete.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

Lesson 21: What do characters do when there is a problem? What grows in a garden?

Lesson 22: How does a baby animal change as it grows? What clues tell you why animals look as they do?

Lesson 23: What new things do we learn as we grow up? What causes events in a story to happen?

Lesson 24: What happens to a tree as it grows? Why do authors put events in a certain order?

Lesson 25: How can friends help to make change easier? What clues tell you what a character is like?

21 st Century Connections (P21 Framework – Partnership for 21 st Century Learning):				
Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes			21 st Century Skills	
	X	Global Awareness	ETA	Critical Thinking and Problem Solving
	X	Environmental Literacy	ETA	Creativity and Innovation
	X	Health Literacy	ET	Communication and Collaboration
	X	Civic Literacy	E	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy	ETA	Initiative and Self-Direction
			E	Social and Cross-Cultural Skills
			ETA	Productivity and Accountability
			E	Leadership and Responsibility
			ETA	Informational Literacy Skills
				Media Literacy Skills
			ET	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:				
Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.				
	ET	CRP1. Act as a responsible and contributing citizen and employee		
	ETA	CRP2. Apply appropriate academic and technical skills		
		CRP3. Attend to personal health and financial well-being		
	ET	CRP4. Communicate clearly and effectively with reason		

E	CRP5. Consider the environmental, social and economic impacts of decisions
ET	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
EA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
	CRP10. Plan education and career paths aligned to personal goals
ET	CRP11. Use technology to enhance productivity
ETA	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)	
Students will know.... <ul style="list-style-type: none"> ○ How to work with other students in small group or partner form. ○ How to participate in discussions ○ How to ask and answer questions ○ How to identify Text and Graphic Features ○ How stories can help to teach you a lesson ○ How stories can help you “see” beyond the story lines 	Students will be able to (do)... <ul style="list-style-type: none"> ○ Say, read, and use Words to Know ○ Identify Text and Graphic Features ○ Answer questions related to text ○ Identify Main Ideas and Details ○ Summarize ○ Infer/Predict ○ Cause /Effect ○ Compare and Contrast ○ Provide Narrative Writing Samples
Key Vocabulary and Terms:	

Lesson 21: few, loudly, night, noise, shall, story, world, window

Lesson 22: baby, begins, eight, follow, learning, until, years, young

Lesson 23: again, along, began, boy, father, house, nothing, together

Lesson 24: again, country, covers, earth, kinds, ready, soil, warms

Lesson 25: buy, city, family, myself, party, please, school, seven

Assessment Evidence:

Performance Tasks: *(Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)*

Words to Know- Vocabulary Quilt, Language Support Cards & Oral Language Chant

Summarizing- Graphic Organizer

Infer/Predict- Graphic Organizer

Compare & Contrast- Venn Diagram

Story Structure- Graphic Organizer

Writing- Student Book & Graphic Organizer

Main Idea/Key Details- Graphic Organizer

Other Assessment Measures: *(Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?)* ***Include Benchmarks**

Scaffold Comprehension- Student Book - Students will ask and answer questions about key details in a text. **RL.1.1;/RI.1.1** Students will retell stories, including key details and demonstrate understanding.

Summarizing- Students will use illustrations and details to describe characters, settings or events. **RL.1.7**

Drawings- Students will add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings. **SL.1.5**

Reading-Identify the main topic and retell key details of a text. **RI.1.2**

Text Features- students will know and use text features to locate facts or

	<p>information. RI.1.5</p> <p>Readers Notebook/Worksheets- Students will use to demonstrate Words to Know, Main Idea and Summarizing and the LA & Reading Skills of the week.</p> <p>Compare and Contrast- Students will use a graphic organizer to demonstrate understanding of two texts on the same topic. RI.1.9</p> <p>Assessments- Journeys Grab & Go End of the Lesson Assessment for Vocabulary and Comprehension</p> <p>Writing- students will write narrative pieces of work. W.1.3</p>
<p><i>Instructional Strategies and Activities (add rows as needed)</i></p> <p><i>*D</i></p>	<p>Consider how will the design will: (<i>WHERE TO – Understanding By Design –Wiggins and McTighe</i>)</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?)</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
<p>Title</p>	<p>Description with Modifications, number of days, etc.</p>
<p>46. Day 1</p>	<p>Vocabulary Quilt to determine the meaning of the words</p> <p>*D- Beginning/ Low Intermediate students will be able to work the teacher and with the class to determine what small chunked information can go on the quilt in which the students will remember. Plus, students will be able to draw pictures to help them remember the vocabulary words and the meaning.</p>

	<p>High Intermediate students will have to have complete definitions along with putting the word into a complete sentence in which they create. Students writing must have a sentence that not only make senses but must define the word.</p>
47. Day 2	<p>DiscoveryEducation.com or YouTube.com for exposure to the new topic.</p> <p>Once students preview the topic, the teacher will then ask a variety of questions in order to hook the students onto the topic. Skills will vary per lesson.</p> <p>*D Beginning/ Low Intermediate students will be able to answer the questions with a partner.</p> <p>High Intermediate students will work on questions independently. Questions will vary depending on the topic and on skill level.</p> <p>Reading the Story- Teacher will read the story and then students will reread the story using the popcorn method so all students are interacting in the story. Teacher will then ask a variety of questions to help the students not only understand the story but to help them identify the Main Idea, Theme and then Summarize the story. A variety of graphic organizers will be used for this activity. Teacher will select the organizer based on the individual level and need of each student.</p> <p>*D Beginning/ Low Intermediate students will be able to answer the questions with a partner and will be able to use the text/story as a reference for their graphic organizers. Students need to complete at least one of the three graphic organizers.</p> <p>High Intermediate students will work on questions independently and should really complete all three graphic organizers. Questions will vary depending on the topic and on skill level.</p>
48. Day 3	<p>Chant- used to review vocabulary; popcorn reading is recommended so all children are participating. Bubble Graphic Organizer or Vocabulary Quiz or other graphic organizers are suggested for questions and answers.</p> <p>*D- Beginning/Low Intermediate students will use a variety of graphic organizers that may have questions or statements already written out in order for the students to participate in the class activity.</p>

	<p>High Intermediate students will use a Bubble Graphic Organizer or Two Column Notes Organizer in which students will need to create their own question or questions about the story and then as a group we will draw a conclusion to answer the question.</p> <p>Story Structure- Students will identify the different parts of the story structure including the genre of the story along with the author's purpose of the story, the main point of the story and then the outcome of the story. Students will use facts/evidence from the story to support their thoughts on the outcome of the story.</p> <p>*D Beginning/Low Intermediate students will have some detail that may include pictures or simple words and students may work with a partner to complete the work.</p> <p>High Intermediate students will have specific detail in their writing and in their oral presentation. Students will have to answer all questions.</p>
49. Day 4	<p>Understanding the text-selection through the use of a variety of graphic organizers based on students ability to comprehend the material.</p> <p>*D- Beginning/Low Intermediate students may work with a partner to complete the graphic organizer with less detail.</p> <p>High Intermediate students will work independently and will provide extended detail to complete the graphic organizer.</p>
50. Day 5	<p>Compare and Contrast- Venn Diagram-</p> <p>*D- Beginning/Low Intermediate students may draw a picture of and label with simple words or may speak orally depending on their level.</p> <p>High Intermediate students may work with a partner or alone to describe the events orally and then will write out two sentences independently containing details from the text.</p> <p>Informational Writing-Students will review the features of the main story and will use their Student Books to begin the writing process for Informational Writing. Students will also use a Brainstorming Graphic Organizer for assistance in their writing.</p> <p>*D- Beginning/Low Intermediate students will use sentence frames in order to start their writing. Students will also provide a shorten example of Informational Writing that may include a picture or a drawing.</p>

	High Intermediate students will work independently using a graphic organizer in which they will then provide a longer example of Informational Writing. Students may provide a picture or a drawing if it fits with their writing.
Resources: (All textbooks, websites, and other major resources associated with the course)	
Core Materials- Journeys Textbooks, Journeys Grab n Go, Journeys Language Support Card, Journeys Student Resource book, Journeys Sound/Spelling Cards, Journeys Teachers Edition, Journeys Supported Reading books for English Language Learners. Graphic Organizers Journeys Peer Supported Reading Books DiscoveryEducation.com Youtube.com	
Suggested Time Frame (Days):	Each Lesson should only take a week; so 5 lessons equal 5 weeks.

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)



Grade 2

ESL Curriculum

Middle Township Public Schools
216 S. Main Street
Cape May Court House, NJ 08210

Content Area:	E.S.L	Grade(s) 2
Unit Plan Title:	Journeys Unit 1	
Overview/Rationale (Describe and Justify)		
Students will develop a deeper understanding of the English language through the E.L.L. Program. Students will be able to read complex texts, complete a variety of tasks and meet high standards of the English Language.		
Standard(s) Number and Description (Established Goals)		
ELD Standard 1: Social & Instructional Language – Students understand text by recounting or describing key ideas, words or details. ELD Standard 2: The Language of Language Arts – Students recount a story with relevant and descriptive details in order. ELD Standard 5: The Language of Social Studies- Students interact with grade level words.		
Technology Standard(s) Number and Description		
TECH.8.1.2.A.4. Demonstrate developmentally appropriate navigation skills TECH.8.1.2.A.CS1. Understand and use technology systems.		
Interdisciplinary Standard(s) Number and Description		
RF2.3E recognize and read irregularly spelled words RF.2.4a read on level text with purpose and understanding RF.2.4b read on level text orally RI 2.1. ask and answer questions to demonstrate understanding of key details RI.2.2 identify the main topic of a multi-paragraph text and the focus of specific paragraphs RL.2.1 ask and answer questions to demonstrate understanding of key details RL.2.5 describe the overall structure of the story L.2.6 Use words and phrases acquired through conversation, reading and responding to texts SL.2.4 tell a story or recount with details		

W.2.3 write narratives

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

The focus of this unit is to provide students with the skills needed to identify story elements including:

- Students will understand how to use clues to understand characters.
- Students will use evidence from the text to form conclusions to answer questions and to identify the main idea of the story.
- Students will use evidence from the text to sequence the story and to infer/predict aspects of the story to determine what will happen next.
- Students will use information to write narratives about the story.
- Students will use information to identify different kinds of communities.

Possible Misconceptions/misunderstandings: Students may become too focus on the idea that people are the only “animals” that can have a community instead of focused on the skills.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

Lesson 1: Why is the order of events in a story important?

Lesson 2: How are families alike and different?

Lesson 3: Why might an author write a story?

Lesson 4: What might cause a story character to change?

Lesson 5: What clues tell you where and when a story takes place?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.		Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
	Global Awareness	ETA	Critical Thinking and Problem Solving
X	Environmental Literacy	E	Creativity and Innovation
	Health Literacy	E,T	Communication and Collaboration
	Civic Literacy	E	Flexibility and Adaptability
	Financial, Economic , Business and Entrepreneurial Literacy	E,T,A	Initiative and Self-Direction
		E	Social and Cross-Cultural Skills
		E,T,A	Productivity and Accountability
		E	Leadership and Responsibility
			Informational Literacy Skills
			Media Literacy Skills
		E	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:			
Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.			
	ET	CRP1. Act as a responsible and contributing citizen and employee	
	E,T,A	CRP2. Apply appropriate academic and technical skills	
		CRP3. Attend to personal health and financial well-being	
	E,T	CRP4. Communicate clearly and effectively with reason	
		CRP5. Consider the environmental, social and economic impacts of decisions	
	E, T,	CRP6. Demonstrate creativity and innovation	

		CRP7. Employ valid and reliable research strategies
	E, A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	E	CRP9. Model integrity, ethical leadership, and effective management
		CRP10. Plan education and career paths aligned to personal goals
	E, T, A	CRP11. Use technology to enhance productivity
	E, T, A	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
Students will know.... <ul style="list-style-type: none"> ○ How to work with other students in small group or partner form. ○ How to participate in discussions ○ How to identify the key features of a community 		Students will be able to (do)... <ul style="list-style-type: none"> ○ Say, read, and use Words to Know ○ Sequence ○ Summarize ○ Compare and Contrast ○ Identify key story elements ○ Provide writing samples about the story
Key Vocabulary and Terms:		
Lesson 1: collars, curly, drooled, floppy, row, stood, straight, weighed Lesson 2: cousin, crown, piano, porch, remembered, spend, stuck, visit Lesson 3: hairy, mammals, litter, stayed, canned, chews, clipped, coat Lesson 4: breeze, dangerous, insects, judge, rotten, scare, screaming, sticky Lesson 5: bursting, noises, noticed, quiet, share, sprinkled, suddenly, wonderful		

Assessment Evidence:	
<p>Performance Tasks: <i>(Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)</i></p> <p>Words to Know- Vocabulary Quilt, Language Support Cards & Oral Language Chant</p> <p>Summarizing- Graphic Organizer</p> <p>Infer/Predict- Graphic Organizer</p> <p>Compare & Contrast- Venn Diagram</p> <p>Story Structure- Graphic Organizer</p> <p>Writing- Student Book & Graphic Organizer</p>	<p>Other Assessment Measures: <i>(Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self- assess their learning?)</i> *Include Benchmarks</p> <p>Scaffold Comprehension- Student Book - Students will ask and answer questions about key details in a text. RL.2.1; Students will retell stories, including key details and demonstrate understanding.</p> <p>Summarizing- Students will use illustrations and details to describe characters, settings or events. RL.2.7</p> <p>Sequence & Infer/Predict- RL. 2.5. Students will describe the overall structure of the story.</p> <p>Drawings- Students will add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings. SL.2.4</p> <p>Readers Notebook/Worksheets- Students will use to demonstrate Words to Know, Main Idea and Summarizing and the LA & Reading Skills of the week.</p> <p>Assessments- Journeys Grab & Go End of the Lesson Assessment for Vocabulary and Comprehension</p> <p>Writing- Students will write narratives in which they recount a well-elaborated event or short sequences of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order and provide a sense of closure. W.2.3</p>

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
<p>Instructional Strategies and Activities (add rows as needed)</p> <p>*D</p>	<p>Consider how will the design will: (WHERE TO – Understanding By Design –Wiggins and McTighe)</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
Title	Description with Modifications, number of days, etc.
51. Day 1	<p>Vocabulary Quilt Graphic Organizer for sentence frames to review vocabulary.</p> <p>*D- Beginning/ Low Intermediate students will work with a partner on smaller sentence frames that have key words underlined or highlighted to help with completion and comprehension. Sentence frames may be used with pictures for understanding.</p> <p>High Intermediate students may work by themselves on larger or greater quantities of sentence frames based on their abilities without pictures.</p>
52. Day 2	<p>DiscoveryEducation.com or Youtube.com for exposure to the new topic.</p> <p>Once students preview the topic, the teacher will then ask a variety of questions in order to hook the students onto the topic. Skills will vary per lesson.</p> <p>*D Beginning/ Low Intermediate students will be able to answer the questions with a partner.</p> <p>High Intermediate students will work on questions independently.</p> <p>Reading the Story-</p>

	<p>Teacher will read the story and then students will reread the story using the popcorn method so all students are interacting in the story. Teacher will then ask a variety of questions to help the students not only understand the story but to help them identify the Main Idea, Theme and then Summarize the story. A variety of graphic organizers will be used for this activity. Teacher will select the organizer based on the individual level and need of each student.</p> <p>*D Beginning/ Low Intermediate students will be able to answer the questions with a partner and will be able to use the text/story as a reference for their graphic organizers. Students need to complete at least one of the three graphic organizers.</p> <p>High Intermediate students will work on questions independently and should really complete all three graphic organizers.</p>
53. Day 3	<p>Chant- used to review vocabulary; popcorn reading is recommended so all children are participating.</p> <p>*D- Beginning/Low Intermediate students will use Two Column Notes Organizer that will have questions already written out.</p> <p>High Intermediate students will use a Bubble Graphic Organizer or Two Column Notes Organizer in which students will need to create their own question or questions about the story and then as a group we will draw a conclusion to answer the question.</p> <p>Story Structure Students will identify the structure of the story including the main idea, sequence key events, and /or infer/predict what they believe will happen after the story. What do you think will happen next?</p> <p>*D Beginning/Low Intermediate students will have some detail that may include pictures or simple words and students may work with a partner to complete the work.</p> <p>High Intermediate students will have specific detail in their writing and in their oral presentation. Students will have to answer all questions.</p>

<p>54. Day 4</p>	<p>Understanding the text selection through the use of a variety of graphic organizers based on students ability to comprehend the material.</p> <p><i>*D- Beginning/Low Intermediate</i> students may work with a partner to complete the graphic organizer with less detail.</p> <p><i>High Intermediate</i> students will work independently and will provide extended detail to complete the graphic organizer.</p>
<p>55. Day 5</p>	<p>Compare and Contrast- Venn Diagram</p> <p><i>*D- Beginning/Low Intermediate</i> students may draw a picture of and label with simple words or may speak orally depending on their level.</p> <p><i>High Intermediate</i> students may work with a partner or alone to describe the events orally and then will write out two sentences independently containing details from the text.</p> <p>Narrative Writing- Students will review the features of a short story and will use their Student Books to begin the writing process for Narrative Writing. Students will also use a Brainstorming Graphic Organizer for assistance in their writing.</p> <p><i>*D- Beginning/Low Intermediate</i> students will use sentence frames in order to start their Narrative Writing.</p> <p><i>High Intermediate</i> students will use a partner or will work independently to start their writing, but will finish their writing on their own with their own conclusions.</p>
<p>Resources: (All textbooks, websites, and other major resources associated with the course)</p>	
<p>Core Materials- Journeys Textbooks, Journeys Grab n Go, Journeys Language Support Card, Journeys Student Resource book, Journeys Sound/Spelling Cards, Journeys Teachers Edition, Journeys Supported Reading books for English Language Learners.</p> <p>Graphic Organizers</p> <p>Journeys Peer Supported Reading Books</p>	

Suggested Time Frame (Days):

Each Lesson should only take a week; so 5 lessons equal 5 weeks.

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	E.S.L	Grade(s) 2
Unit Plan Title:	Journeys Unit 2	
Overview/Rationale (Describe and Justify)		
Students will develop a deeper understanding of the English language through the E.L.L. Program. Students will be able to read complex texts, complete a variety of tasks and meet high standards of the English Language.		
Standard(s) Number and Description (Established Goals)		
ELD Standard 1: Social & Instructional Language – Students understand text by recounting or describing key ideas, words or details. ELD Standard 2: The Language of Language Arts – Students recount a story with relevant and descriptive details in order. ELD Standard 5: The Language of Social Studies- Students interact with grade level words.		
Technology Standard(s) Number and Description		
TECH.8.1.2.A.4. Demonstrate developmentally appropriate navigation skills TECH.8.1.2.A.CS1. Understand and use technology systems.		
Interdisciplinary Standard(s) Number and Description		
RF2.3E recognize and read irregularly spelled words RF.2.4a read on level text with purpose and understanding RF.2.4b read on level text orally RI 2.1. ask and answer questions to demonstrate understanding of key details RI.2.2 identify the main topic of a multi-paragraph text and the focus of specific paragraphs RL.2.1 ask and answer questions to demonstrate understanding of key details RL.2.5 describe the overall structure of the story L.2.6 Use words and phrases acquired through conversation, reading and responding to texts SL.2.4 tell a story or recount with details W.2.2 write informative/explanatory texts		

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

The focus of this unit is to provide students with the skills needed to identify story elements including:

- Students will understand how text features play an important role in helping to provide factual information.
- Students will use evidence from the text to analyze and draw conclusions about information.
- Students will use evidence from the text to summarize the key facts/details about the information presented.
- Students will use information to write informational/explanatory texts.
- Students will use information to identify facts vs opinions.

Possible Misconceptions/misunderstandings: Students may become to concerned over specific words that may sway them from identifying a true fact over an opinion.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

Lesson 6: How can chapter headings help you?

Lesson 7: What helps you make decisions about a character?

Lesson 8: How do you know what a story is mostly about?

Lesson 9: What can you learn from the way a character acts?

Lesson 10: How do you know if something is a fact or an opinion?

21 st Century Connections (P21 Framework – Partnership for 21 st Century Learning):			
Check all that apply.		Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
	X Global Awareness	ETA	Critical Thinking and Problem Solving
	X Environmental Literacy	ETA	Creativity and Innovation
	X Health Literacy	E	Communication and Collaboration
	Civic Literacy	E	Flexibility and Adaptability
	Financial, Economic , Business and Entrepreneurial Literacy	ETA	Initiative and Self-Direction
		E	Social and Cross-Cultural Skills
		ETA	Productivity and Accountability
		E	Leadership and Responsibility
		ETA	Informational Literacy Skills
			Media Literacy Skills
		ET	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:			
Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.			
	ET	CRP1. Act as a responsible and contributing citizen and employee	
	ETA	CRP2. Apply appropriate academic and technical skills	
		CRP3. Attend to personal health and financial well-being	
	ET	CRP4. Communicate clearly and effectively with reason	

		CRP5. Consider the environmental, social and economic impacts of decisions
	ET	CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
	EA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	E	CRP9. Model integrity, ethical leadership, and effective management
		CRP10. Plan education and career paths aligned to personal goals
	ET	CRP11. Use technology to enhance productivity
	ETA	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
Students will know.... <ul style="list-style-type: none"> ○ How to work with other students in small group or partner form. ○ How to participate in discussions ○ How to identify Text Features ○ How to identify a Fact from an Opinion ○ How stories can help to teach you a lesson 		Students will be able to (do)... <ul style="list-style-type: none"> ○ Say, read, and use Words to Know ○ Identify Text and Graphic Features ○ Answer questions related to text ○ Draw Conclusions about the information presented ○ Summarize ○ Compare and Contrast ○ Provide Informational Writing Samples
Key Vocabulary and Terms:		
Lesson 6: beaks, branches, break, deepest, hang, pong, shaped, winding Lesson 7: blooming, muscles, nodded, plain, scent, shovels, tough, wrinkled Lesson 8: bend, beware, damage, equal, flash, pounding, prevent, reach Lesson 9: brag, curled, direction, healed, height, tease, toward, tunnel Lesson 10: choices, decide, disgusting, drift, millions, simple, weaker, wrapped		

Assessment Evidence:	
<p><i>Performance Tasks: (Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)</i></p> <p>Words to Know- Vocabulary Quilt, Language Support Cards & Oral Language Chant</p> <p>Summarizing- Graphic Organizer</p> <p>Infer/Predict- Graphic Organizer</p> <p>Compare & Contrast- Venn Diagram</p> <p>Story Structure- Graphic Organizer</p> <p>Writing- Student Book & Graphic Organizer</p>	<p><i>Other Assessment Measures: (Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self- assess their learning?) *Include Benchmarks</i></p> <p>Scaffold Comprehension- Student Book - Students will ask and answer questions about key details in a text. RL.2.1; Students will retell stories, including key details and demonstrate understanding.</p> <p>Summarizing- Students will use illustrations and details to describe characters, settings or events. RL.2.7</p> <p>Drawings- Students will add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings. SL.2.4</p> <p>Reading-Facts/Opinions- students will read and comprehend informational texts while providing examples of Facts and Opinions. RI.2.1</p> <p>Text Features- students will know and use text features to locate facts or information. RI.2.5</p> <p>Readers Notebook/Worksheets- Students will use to demonstrate Words to Know, Main Idea and Summarizing and the LA & Reading Skills of the week.</p> <p>Assessments- Journeys Grab & Go End of the Lesson Assessment for Vocabulary and Comprehension</p> <p>Writing- students will write informative/explanatory texts. W.2.2</p>

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
<p>Instructional Strategies and Activities (add rows as needed)</p> <p>*D</p>	<p>Consider how will the design will: (WHERE TO – Understanding By Design –Wiggins and McTighe)</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
Title	Description with Modifications, number of days, etc.
56. Day 1	<p>Write-Pair-Share for sentence frames to review vocabulary.</p> <p>*D- Beginning/ Low Intermediate students will work with a partner on smaller sentence frames that have key words underlined or highlighted to help with completion and comprehension. Sentence frames may be used with pictures for understanding.</p> <p>High Intermediate students may work by themselves on larger or greater quantities of sentence frames based on their abilities without pictures.</p>
57. Day 2	<p>DiscoveryEducation.com for exposure to the new topic.</p> <p>Once students preview the topic, the teacher will then ask a variety of questions in order to hook the students onto the topic. Skills will vary per lesson.</p> <p>*D Beginning/ Low Intermediate students will be able to answer the questions with a partner.</p> <p>High Intermediate students will work on questions independently. Questions will vary depending on the topic and on skill level.</p>

	<p>Reading the Story- Teacher will read the story and then students will reread the story using the popcorn method so all students are interacting in the story. Teacher will then ask a variety of questions to help the students not only understand the story but to help them identify the Main Idea, Theme and then Summarize the story. A variety of graphic organizers will be used for this activity. Teacher will select the organizer based on the individual level and need of each student.</p> <p>*D Beginning/ Low Intermediate students will be able to answer the questions with a partner and will be able to use the text/story as a reference for their graphic organizers. Students need to complete at least one of the three graphic organizers.</p> <p>High Intermediate students will work on questions independently and should really complete all three graphic organizers. Questions will vary depending on the topic and on skill level.</p>
58. Day 3	<p>Chant- used to review vocabulary; popcorn reading is recommended so all children are participating. Bubble Graphic Organizer or Vocabulary Quit or other graphic organizers are suggested for questions and answers.</p> <p>*D- Beginning/Low Intermediate students will use a variety of graphic organizers that may have questions or statements already written out in order for the students to participate in the class activity.</p> <p>High Intermediate students will use a Bubble Graphic Organizer or Two Column Notes Organizer in which students will need to create their own question or questions about the story and then as a group we will draw a conclusion to answer the question.</p> <p>Story Structure- Students will identify the different parts of the story structure including the genre of the story along with the author's purpose of the story, the main point of the story and then the outcome of the story. Students will use facts/evidence from the story to support their thoughts on the outcome of the story.</p> <p>*D Beginning/Low Intermediate students will have some detail that may include pictures or simple words and students may work with a partner to complete the work.</p> <p>High Intermediate students will have specific detail in their writing and in their oral presentation. Students will</p>

	have to answer all questions.
59. Day 4	<p>Understanding the text-selection through the use of a variety of graphic organizers based on students ability to comprehend the material.</p> <p>*D- Beginning/Low Intermediate students may work with a partner to complete the graphic organizer with less detail.</p> <p>High Intermediate students will work independently and will provide extended detail to complete the graphic organizer.</p>
60. Day 5	<p>Compare and Contrast- Venn Diagram-</p> <p>*D- Beginning/Low Intermediate students may draw a picture of and label with simple words or may speak orally depending on their level.</p> <p>High Intermediate students may work with a partner or alone to describe the events orally and then will write out two sentences independently containing details from the text.</p> <p>Informational Writing-Students will review the features of the main story and will use their Student Books to begin the writing process for Informational Writing. Students will also use a Brainstorming Graphic Organizer for assistance in their writing.</p> <p>*D- Beginning/Low Intermediate students will use sentence frames in order to start their writing. Students will also provide a shorten example of Informational Writing that may include a picture or a drawing.</p> <p>High Intermediate students will work independently using a graphic organizer in which they will then provide a longer example of Informational Writing. Students may provide a picture or a drawing if it fits with their writing.</p>
Resources: (All textbooks, websites, and other major resources associated with the course)	
<p>Core Materials- Journeys Textbooks, Journeys Grab n Go, Journeys Language Support Card, Journeys Student Resource book, Journeys Sound/Spelling Cards, Journeys Teachers Edition, Journeys Supported Reading books for English Language Learners.</p> <p>Graphic Organizers</p> <p>Journeys Peer Supported Reading Books</p>	
Suggested Time Frame (Days):	Each Lesson should only take a week; so 5 lessons equal 5 weeks.

**D* – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	E.S.L	Grade(s) 2
Unit Plan Title:	Journeys Unit 3	
Overview/Rationale (Describe and Justify)		
Students will develop a deeper understanding of the English language through the E.L.L. Program. Students will be able to read complex texts, complete a variety of tasks and meet high standards of the English Language.		
Standard(s) Number and Description (Established Goals)		
ELD Standard 1: Social & Instructional Language – Students understand text by recounting or describing key ideas, words or details. ELD Standard 2: The Language of Language Arts – Students recount a story with relevant and descriptive details in order. ELD Standard 5: The Language of Social Studies- Students interact with grade level words.		
Technology Standard(s) Number and Description		
TECH.8.1.2.A.4. Demonstrate developmentally appropriate navigation skills TECH.8.1.2.A.CS1. Understand and use technology systems.		
Interdisciplinary Standard(s) Number and Description		
RF2.3E recognize and read irregularly spelled words RF.2.4a read on level text with purpose and understanding RF.2.4b read on level text orally RI 2.1. ask and answer questions to demonstrate understanding of key details RI.2.2 identify the main topic of a multi-paragraph text and the focus of specific paragraphs RL.2.1 ask and answer questions to demonstrate understanding of key details RL.2.5 describe the overall structure of the story L.2.6 Use words and phrases acquired through conversation, reading and responding to texts SL.2.4 tell a story or recount with details W.2.1 write opinion pieces		

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

The focus of this unit is to provide students with the skills needed to identify story elements including:

- Students will understand how text features play an important role in helping to provide factual information.
- Students will use evidence from the text to draw conclusions and to infer and to predict
- Students will use evidence from the text to summarize the key details about the information presented.
- Students will use information to write opinion pieces of writing

Possible Misconceptions/misunderstandings: Students may have a hard time understanding what signal words and how they can help the reader recognize clues that can be used to support a conclusion.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

Lesson 11: How can people and animals help each other? Who helps you to make a decision?

Lesson 12: What are different ways to enjoy music? How do you find important story characters? How do they stand out?

Lesson 13: How are some schools different from each other? Why do authors write different kinds of text?

Lesson 14: How do you know when story ideas are important? How can you communicate in different ways?

Lesson 15: What might cause a story character to change? Why is it important to follow safety rules?

21 st Century Connections (P21 Framework – Partnership for 21 st Century Learning):				
Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes			21 st Century Skills	
	X	Global Awareness	ETA	Critical Thinking and Problem Solving
	X	Environmental Literacy	ETA	Creativity and Innovation
	X	Health Literacy	E	Communication and Collaboration
	X	Civic Literacy	E	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy	ETA	Initiative and Self-Direction
			ET	Social and Cross-Cultural Skills
			ETA	Productivity and Accountability
			E	Leadership and Responsibility
			ETA	Informational Literacy Skills
				Media Literacy Skills
			ET	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:				
Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.				
	ET	CRP1. Act as a responsible and contributing citizen and employee		
	ETA	CRP2. Apply appropriate academic and technical skills		
		CRP3. Attend to personal health and financial well-being		
	ET	CRP4. Communicate clearly and effectively with reason		

E	CRP5. Consider the environmental, social and economic impacts of decisions
ET	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
EA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
ET	CRP9. Model integrity, ethical leadership, and effective management
	CRP10. Plan education and career paths aligned to personal goals
ET	CRP11. Use technology to enhance productivity
ETA	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)	
Students will know.... <ul style="list-style-type: none"> ○ How to work with other students in small group or partner form. ○ How to participate in discussions ○ How to identify key information ○ How to relate to other students/cultures ○ How stories can help to teach you a lesson 	Students will be able to (do)... <ul style="list-style-type: none"> ○ Say, read, and use Words to Know ○ Identify Text and Graphic Features ○ Answer questions related to text ○ Draw Conclusions about the information presented ○ Summarize ○ Cause and Effect ○ Compare and Contrast ○ Provide Opinion Writing Samples
Key Vocabulary and Terms:	
Lesson 11: believe, demand, furious, gathered, impatient, impossible, problem, understand Lesson 12: concentrate, creative, expression, performance, relieved, tune, vibration, volume Lesson 13: community, culture, languages, lessons, special, subjects, transportation, wear Lesson 14: behavior, curios, darkness, illness, imitated, knowledge, motion, silence Lesson 15: attention, buddy, enormous, obeys, safety, shocked, speech, station	

Assessment Evidence:	
<p>Performance Tasks: <i>(Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)</i></p> <p>Words to Know- Vocabulary Quilt, Language Support Cards & Oral Language Chant</p> <p>Summarizing- Write Pair Share & Graphic Organizer</p> <p>Infer/Predict- Graphic Organizer</p> <p>Compare & Contrast- Venn Diagram</p> <p>Context Clues- Think Pair Share & Graphic Organizer</p> <p>Story Structure- Graphic Organizer</p> <p>Writing- Student Book & Graphic Organizer</p>	<p>Other Assessment Measures: <i>(Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self- assess their learning?)</i> *Include Benchmarks</p> <p>Scaffold Comprehension- Student Book - Students will ask and answer questions about key details in a text. RL.2.1; Students will retell stories, including key details and demonstrate understanding; Students will ask and answer questions to demonstrate understanding of key details. RI.2.1</p> <p>Summarizing- Students will use illustrations and details to describe characters, settings or events. RL.2.7</p> <p>Reading- students will read and comprehend literature. RL.2.10</p> <p>Drawings- Students will add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings. SL.2.4</p> <p>Text Features- students will know and use text features to locate facts or information. RI.2.5</p> <p>Readers Notebook/Worksheets- Students will use to demonstrate Words to Know, Main Idea and Summarizing and the LA & Reading Skills of the week.</p> <p>Assessments- Journeys Grab & Go End of the Lesson Assessment for Vocabulary and Comprehension</p> <p>Writing- students will write opinion pieces. W.2.1</p>

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
Instructional Strategies and Activities (add rows as needed) *D	<p>Consider how will the design will: (WHERE TO – Understanding By Design –Wiggins and McTighe)</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
Title	Description with Modifications, number of days, etc.
61. Day 1	<p>Vocabulary Quilt Graphic Organizer to determine the meaning of words.</p> <p>*D- Beginning/ Low Intermediate students will work with the teacher and the rest of the class to determine what information should be used to determine the meaning of the words. Students will copy information right from the board that the whole class has determine was important. Students will then create pictures to help explain the information they wrote.</p> <p>High Intermediate students will work by themselves and will provide meaning of words in complete sentences. Students will then place the vocabulary word in a sentence they create to help determine the meaning of the vocabulary word.</p>
62. Day 2	<p>DiscoveryEducation.com or Youtube.com for exposure to the new topic.</p> <p>Once students preview the topic, the teacher will then ask a variety of questions in order to hook the students onto the topic. Skills will vary per lesson.</p> <p>*D Beginning/ Low Intermediate students will be able to answer the questions with a partner either orally or written down on a graphic organizer.</p> <p>High Intermediate students will work on questions independently. Questions will vary depending on the topic and on skill level.</p>

	<p>Reading the Story- Teacher will read the story and then students will reread the story using the popcorn method so all students are interacting in the story. Teacher will then ask a variety of questions to help the students not only understand the story but to help them identify the main points of the story and the details that support the main point of the story (the evidence). A variety of graphic organizers will be used for this activity. Teacher will select the organizer based on the individual level and need of each student.</p> <p>*D Beginning/ Low Intermediate students will be able to answer the questions with a partner and will be able to use the text/story as a reference for their graphic organizers. Students need to complete at least one of the three graphic organizers.</p> <p>High Intermediate students will work on questions independently and should really complete all graphic organizers without assistance from the teacher. Students may use the book and any other graphic organizer or notes taken in class.</p> <p>Questions will vary depending on the topic and on skill level.</p>
<p>63. Day 3</p>	<p>Chant- used to review vocabulary; popcorn reading is recommended so all children are participating. Bubble Graphic Organizer or Vocabulary Quiz or other graphic organizers are suggested for questions and answers.</p> <p>*D- Beginning/Low Intermediate students will use a variety of graphic organizers that may have questions or statements already written out in order for the students to participate in the class activity.</p> <p>High Intermediate students will use a Bubble Graphic Organizer or Two Column Notes Organizer in which students will need to create their own question or questions about the story and then as a group we will draw a conclusion to answer the question.</p> <p>Story Structure- Students will identify the different parts of the story structure including the genre of the story along with the author's purpose of the story, the main point of the story and then the outcome of the story. Students will use evidence from the story to back up any points they make regarding the story.</p> <p>*D Beginning/Low Intermediate students will have some detail that may include pictures or simple words and students may work with a partner to complete the work. Students may use the book for additional assistance.</p>

	<p>High Intermediate students will have specific detail in their writing and in their oral presentation. Students will have to answer all questions.</p>
64. Day 4	<p>Understanding the text-selection through the use of a variety of graphic organizers based on students ability to comprehend the material.</p> <p>*D- Beginning/Low Intermediate students may work with a partner to complete the graphic organizer with less detail.</p> <p>High Intermediate students will work independently and will provide extended detail to complete the graphic organizer.</p>
65. Day 5	<p>Compare and Contrast- Venn Diagram-</p> <p>*D- Beginning/Low Intermediate students may draw a picture of and label with simple words or may speak orally depending on their level.</p> <p>High Intermediate students may work with a partner or alone to describe the events orally and then will write out two sentences independently containing details from the text.</p> <p>Persuasive/Opinion Writing-Students will review the features of the main story and will use their Student Books to begin the writing process. Students will also use a Brainstorming Graphic Organizer for assistance in their writing.</p> <p>*D- Beginning/Low Intermediate students will use sentence frames in order to start their writing. Students will also provide a shorten example of Informational Writing that may include a picture or a drawing.</p> <p>High Intermediate students will work independently using a graphic organizer in which they will then provide a longer example of Informational Writing. Students may provide a picture or a drawing if it fits with their writing.</p>
Resources: (All textbooks, websites, and other major resources associated with the course)	
<p>Core Materials- Journeys Textbooks, Journeys Grab n Go, Journeys Language Support Card, Journeys Student Resource book, Journeys Sound/Spelling Cards, Journeys Teachers Edition, Journeys Supported Reading books for English Language Learners.</p> <p>Graphic Organizers</p> <p>Journeys Peer Supported Reading Books</p>	

Suggested Time Frame (Days):	Each Lesson should only take a week; so 5 lessons equal 5 weeks.

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	E.S.L	Grade(s) 2
Unit Plan Title:	Journeys Unit 4	
Overview/Rationale (Describe and Justify)		
Students will develop a deeper understanding of the English language through the E.L.L. Program. Students will be able to read complex texts, complete a variety of tasks and meet high standards of the English Language.		
Standard(s) Number and Description (Established Goals)		
ELD Standard 1: Social & Instructional Language – Students understand text by recounting or describing key ideas, words or details. ELD Standard 2: The Language of Language Arts – Students recount a story with relevant and descriptive details in order. ELD Standard 5: The Language of Social Studies- Students interact with grade level words.		
Technology Standard(s) Number and Description		
TECH.8.1.2.A.4. Demonstrate developmentally appropriate navigation skills TECH.8.1.2.A.CS1. Understand and use technology systems.		
Interdisciplinary Standard(s) Number and Description		
RF2.3E recognize and read irregularly spelled words RF.2.4a read on level text with purpose and understanding RF.2.4b read on level text orally RI 2.1. ask and answer questions to demonstrate understanding of key details RI.2.2 identify the main topic of a multi-paragraph text and the focus of specific paragraphs RL.2.1 ask and answer questions to demonstrate understanding of key details RL.2.5 describe the overall structure of the story L.2.6 Use words and phrases acquired through conversation, reading and responding to texts SL.2.4 tell a story or recount with details W.2.3 write narratives		

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

The focus of this unit is to provide students with the skills needed to identify story elements including:

- Students will understand how to use clues to understand characters.
- Students will use evidence from the text to form conclusions to answer questions and to identify the main idea of the story.
- Students will use evidence from the text to sequence the story and to infer/predict aspects of the story to determine what will happen next.
- Students will use information to write narratives about the story.

Possible Misconceptions/misunderstandings: Students may have a hard time with understanding the concept behind Realistic Fiction. They may have a hard time identifying the difference between Non Fiction and Fiction vs. Realistic Fiction.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

Lesson 16: When might be a time when a character needs help solving a problem? How can helping others make you feel good?

Lesson 17: What words show the order of events in a story? Why is it important to keep trying even if something is difficult to do?

Lesson 18: What makes a character interesting? Why are reading and writing important?

Lesson 19: What can you learn from signs in your community? How are signs helpful?

Lesson 20: How can stories be alike and different? What makes someone a hero?

21 st Century Connections (P21 Framework – Partnership for 21 st Century Learning):			
Check all that apply.		Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
X	Global Awareness	ETA	Critical Thinking and Problem Solving
X	Environmental Literacy	EA	Creativity and Innovation
X	Health Literacy	ET	Communication and Collaboration
X	Civic Literacy	E	Flexibility and Adaptability
	Financial, Economic , Business and Entrepreneurial Literacy	EA	Initiative and Self-Direction
		E	Social and Cross-Cultural Skills
		ETA	Productivity and Accountability
		E	Leadership and Responsibility
		E	Informational Literacy Skills
			Media Literacy Skills
		ET	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:			
Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.			
	ET	CRP1. Act as a responsible and contributing citizen and employee	
	ETA	CRP2. Apply appropriate academic and technical skills	
		CRP3. Attend to personal health and financial well-being	
	ET	CRP4. Communicate clearly and effectively with reason	

		CRP5. Consider the environmental, social and economic impacts of decisions
	ET	CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
	ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	EA	CRP9. Model integrity, ethical leadership, and effective management
		CRP10. Plan education and career paths aligned to personal goals
	ETA	CRP11. Use technology to enhance productivity
	E	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
Students will know.... <ul style="list-style-type: none"> ○ How to work with other students in small group or partner form. ○ How to participate in discussions ○ How to identify the key features of story ○ How to identify the key details in a story ○ How to identify the key factors of what makes a hero a hero? 		Students will be able to (do)... <ul style="list-style-type: none"> ○ Say, read, and use Words to Know ○ Sequence ○ Summarize ○ Compare and Contrast ○ Identify key story elements ○ Provide writing samples about the story ○ Understand Characters ○ Analyze and Evaluate information ○ Identify Text and Graphic Features ○ Ask Questions for clarification

Key Vocabulary and Terms:

Lesson 16: account, budget, chuckled, disappointed, fund, received, repeated, staring

Lesson 17: cheered, curb, extra, final, hurried, position, practice, roared

Lesson 18: accepted, express, fluttering, grand, pretend, prize, taught, wonder

Lesson 19: agreed, assistant, cleared, failed, polite, tearing, trouble, wisdom

Lesson 20: depended, exercise, gazing, hero, overlooked, sore, sprang, studied

Assessment Evidence:

Performance Tasks: *(Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)*

Words to Know- Vocabulary Quilt, Language Support Cards & Oral Language Chant

Summarizing- Graphic Organizer

Infer/Predict- Graphic Organizer

Compare & Contrast- Venn Diagram

Story Structure- Graphic Organizer

Writing- Student Book & Graphic Organizer

Other Assessment Measures: *(Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?)* ***Include Benchmarks**

Scaffold Comprehension- Student Book - Students will ask and answer questions about key details in a text. **RL.2.1;** Students will retell stories, including key details and demonstrate understanding.

Summarizing- Students will use illustrations and details to describe characters, settings or events. **RL.2.7**

Sequence & Infer/Predict- **RL. 2.5.** Students will describe the overall structure of the story.

Drawings- Students will add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

SL.2.4

Readers Notebook/Worksheets- Students will use to demonstrate Words to Know, Main Idea and Summarizing and the LA & Reading Skills of the week.

Assessments- Journeys Grab & Go End of the Lesson Assessment for Vocabulary and Comprehension

Writing- Students will write narratives in which they recount a well-elaborated event or short sequences of events, include details to describe

	actions, thoughts and feelings, use temporal words to signal event order and provide a sense of closure. W.2.3
<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>	
<i>Instructional Strategies and Activities (add rows as needed)</i> *D	Consider how will the design will: (WHERE TO – Understanding By Design –Wiggins and McTighe) W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)? H = Hook all students and Hold their interest? E = Equip students, help the Experience the key ideas and Explore the issue? R =Provide opportunities to Rethink and Revise their understandings and work? E =Allow students to Evaluate their work and its implications? T =be Tailored (personalized to the different needs, interests and abilities of learners)? O =be Organized to maximize initial and sustained engagement as well as effective learning?
Title	Description with Modifications, number of days, etc.
66. Day 1	<p>Vocabulary Quilt Graphic Organizer to determine the meaning of words.</p> <p>*D- Beginning/ Low Intermediate - students will work with the teacher and the rest of the class to determine what information should be used to determine the meaning of the words. Students will copy information right from the board that the whole class has determine was important. Students will then create pictures to help explain the information they wrote.</p> <p>High Intermediate students will work by themselves and will provide meaning of words in complete sentences. Students will then place the vocabulary word in a sentence they create to help determine the meaning of the vocabulary word.</p>
67. Day 2	<p>DiscoveryEducation.com or Youtube.com for exposure to the new topic.</p> <p>Once students preview the topic, the teacher will then ask a variety of questions in order to hook the students onto the topic. Skills will vary per lesson.</p> <p>*D Beginning/ Low Intermediate students will be able to answer the questions with a partner either orally or</p>

	<p>written down on a graphic organizer.</p> <p>High Intermediate students will work on questions independently. Questions will vary depending on the topic and on skill level.</p> <p>Reading the Story- Teacher will read the story and then students will reread the story using the popcorn method so all students are interacting in the story. Teacher will then ask a variety of questions to help the students not only understand the story but to help them identify the main points of the story and the details that support the main point of the story (the evidence). A variety of graphic organizers will be used for this activity. Teacher will select the organizer based on the individual level and need of each student.</p> <p>*D Beginning/ Low Intermediate students will be able to answer the questions with a partner and will be able to use the text/story as a reference for their graphic organizers. Students need to complete at least one of the three graphic organizers.</p> <p>High Intermediate students will work on questions independently and should really complete all graphic organizers without assistance from the teacher. Students may use the book and any other graphic organizer or notes taken in class.</p> <p>Questions will vary depending on the topic and on skill level.</p>
68. Day 3	<p>Chant- used to review vocabulary; popcorn reading is recommended so all children are participating. Bubble Graphic Organizer or Vocabulary Quiz or other graphic organizers are suggested for questions and answers</p> <p>*D- Beginning/Low Intermediate students will use a variety of graphic organizers that may have questions or statements already written out in order for the students to participate in the class activity.</p> <p>High Intermediate students will use a Bubble Graphic Organizer or Two Column Notes Organizer in which students will need to create their own question or questions about the story and then as a group we will draw a conclusion to answer the question.</p> <p>Story Structure- Students will identify the different parts of the story structure including the genre of the story</p>

	<p>along with the author’s purpose of the story, the main point of the story and then the outcome of the story. Students will use evidence from the story to back up any points they make regarding the story. Teacher will use the Language Support Card for additional assistance as needed.</p> <p>*D Beginning/Low Intermediate students will have some detail in their graphic organizer that may include pictures or simple words and students may work with a partner to complete the work.</p> <p>High Intermediate students will have specific detail in their writing. Students will not have pictures without words that depict their ability to tell the story. Students story should be written down in sequential form.</p>
69. Day 4	<p>Understanding the text-selection through the use of a variety of graphic organizers based on students ability to comprehend the material.</p> <p>*D- Beginning/Low Intermediate students may work with a partner to complete the graphic organizer with less detail. Students may even work on sentence frames that are not completed and once completed by the students, students may use the sentence frames to either write or draw out their answer to any and all questions.</p> <p>High Intermediate students will work independently and will provide extended detail to complete the graphic organizer. Students will be able to write simple sentences that express their thought process.</p>
70. Day 5	<p>Compare and Contrast- Venn Diagram</p> <p>*D- Beginning/Low Intermediate students may draw a picture of and label with simple words or may speak orally depending on their level.</p> <p>High Intermediate students may work with a partner or alone to describe the events orally and then will write out two sentences independently containing details from the text.</p> <p>Narrative Writing- Students will review the features of a short story and will use their Student Books to begin the writing process for Narrative Writing. Students will also use a Brainstorming Graphic Organizer for assistance in their writing.</p> <p>*D- Beginning/Low Intermediate students will use sentence frames in order to start their Narrative Writing.</p>

	High Intermediate students will use a partner or will work independently to start their writing, but will finish their writing on their own with their own conclusions.
Resources: (All textbooks, websites, and other major resources associated with the course)	
Core Materials- Journeys Textbooks, Journeys Grab n Go, Journeys Language Support Card, Journeys Student Resource book, Journeys Sound/Spelling Cards, Journeys Teachers Edition, Journeys Supported Reading books for English Language Learners. Graphic Organizers Journeys Peer Supported Reading Books Discovery Education Youtube.com	
Suggested Time Frame (Days):	Each Lesson should only take a week; so 5 lessons equal 5 weeks.

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	E.S.L	Grade(s) 2
Unit Plan Title:	Journeys Unit 5	
Overview/Rationale (Describe and Justify)		
Students will develop a deeper understanding of the English language through the E.L.L. Program. Students will be able to read complex texts, complete a variety of tasks and meet high standards of the English Language.		
Standard(s) Number and Description (Established Goals)		
ELD Standard 1: Social & Instructional Language – Students understand text by recounting or describing key ideas, words or details. ELD Standard 2: The Language of Language Arts – Students recount a story with relevant and descriptive details in order. ELD Standard 5: The Language of Social Studies- Students interact with grade level words.		
Technology Standard(s) Number and Description		
TECH.8.1.2.A.4. Demonstrate developmentally appropriate navigation skills TECH.8.1.2.A.CS1. Understand and use technology systems.		
Interdisciplinary Standard(s) Number and Description		
RF2.3E recognize and read irregularly spelled words RF.2.4a read on level text with purpose and understanding RF.2.4b read on level text orally RI 2.1. ask and answer questions to demonstrate understanding of key details RI.2.2 identify the main topic of a multi-paragraph text and the focus of specific paragraphs RL.2.1 ask and answer questions to demonstrate understanding of key details RL.2.5 describe the overall structure of the story L.2.6 Use words and phrases acquired through conversation, reading and responding to texts SL.2.4 tell a story or recount with details W.2.2 write informative/explanatory texts		

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

The focus of this unit is to provide students with the skills needed to identify story elements including:

- Students will understand how text features play an important role in helping to provide factual information.
- Students will use evidence from the text to analyze and draw conclusions about information.
- Students will use evidence from the text to summarize the key facts/details about the information presented.
- Students will use information to write informational/explanatory texts.
- Students will be able to provide evidence from the text that will allow them to identify the importance of identifying the genre of the text.

Possible Misconceptions/misunderstandings: students may have a hard time being able to visualize the story in their mind vs. the story that is actually written in the textbook. The concept alone may be difficult for students to understand or to even complete.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

Lesson 21: How do animals care for their young?

Lesson 22: What can you learn from a character's words and actions? How do friends help each other?

Lesson 23: How is art connected to the past?

Lesson 24: Why are some stories told over and over again? How can one event in a story cause another to happen?

Lesson 25: What steps would you take to plant a garden? How do plants grow and change over time?

21 st Century Connections (P21 Framework – Partnership for 21 st Century Learning):				
Check all that apply.		Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.		
21 st Century Interdisciplinary Themes		21 st Century Skills		
X	Global Awareness	ETA	Critical Thinking and Problem Solving	
X	Environmental Literacy	ETA	Creativity and Innovation	
X	Health Literacy	ET	Communication and Collaboration	
X	Civic Literacy	E	Flexibility and Adaptability	
	Financial, Economic , Business and Entrepreneurial Literacy	ETA	Initiative and Self-Direction	
		E	Social and Cross-Cultural Skills	
		ETA	Productivity and Accountability	
		E	Leadership and Responsibility	
		ETA	Informational Literacy Skills	
			Media Literacy Skills	
		ET	Information, Communication, and Technology (ICT) Literacy	
Career Ready Practices:				
Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.				
	ET	CRP1. Act as a responsible and contributing citizen and employee		
	ETA	CRP2. Apply appropriate academic and technical skills		
		CRP3. Attend to personal health and financial well-being		

ET	CRP4. Communicate clearly and effectively with reason
E	CRP5. Consider the environmental, social and economic impacts of decisions
ET	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
EA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
	CRP10. Plan education and career paths aligned to personal goals
ET	CRP11. Use technology to enhance productivity
ETA	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)	
Students will know.... <ul style="list-style-type: none"> ○ How to work with other students in small group or partner form. ○ How to participate in discussions ○ How to ask and answer questions ○ How to identify Text and Graphic Features ○ How stories can help to teach you a lesson 	Students will be able to (do)... <ul style="list-style-type: none"> ○ Say, read, and use Words to Know ○ Identify Text and Graphic Features ○ Answer questions related to text ○ Identify Main Ideas and Details ○ Summarize ○ Infer/Predict ○ Cause /Effect ○ Compare and Contrast ○ Provide Informational Writing Samples

Key Vocabulary and Terms:

Lesson 21: finally, junior, otherwise, slippery, steer, waterproof, webbed, whistle

Lesson 22: answered, copy, guessed, heavily, knot, lonely, planning, seriously

Lesson 23: delicious, duplicated, dye, sharpening, spinning, strands, weave, yarn

Lesson 24: blazed, empty, flung, peacefully, stream, swift, tangled, tumbling

Lesson 25: grain, nutrition, pod, root, shoot, soak, soften, tasty

Assessment Evidence:

Performance Tasks: *(Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)*

Words to Know- Vocabulary Quilt, Language Support Cards & Oral Language Chant

Summarizing- Graphic Organizer

Infer/Predict- Graphic Organizer

Compare & Contrast- Venn Diagram

Story Structure- Graphic Organizer

Writing- Student Book & Graphic Organizer

Other Assessment Measures: *(Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?)* ***Include Benchmarks**

Scaffold Comprehension- Student Book - Students will ask and answer questions about key details in a text. **RL.2.1;** Students will retell stories, including key details and demonstrate understanding.

Summarizing- Students will use illustrations and details to describe characters, settings or events. **RL.2.7**

Drawings- Students will add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings. **SL.2.4**

Text Features- students will know and use text features to locate facts or information. **RI.2.5**

Readers Notebook/Worksheets- Students will use to demonstrate Words to Know, Main Idea and Summarizing and the LA & Reading Skills of the week.

Assessments- Journeys Grab & Go End of the Lesson Assessment for Vocabulary and Comprehension

Writing- students will write informative/explanatory texts. **W.2.2**

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
<p>Instructional Strategies and Activities (add rows as needed)</p> <p>*D</p>	<p>Consider how will the design will: (WHERE TO – Understanding By Design –Wiggins and McTighe)</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
Title	Description with Modifications, number of days, etc.
71. Day 1	<p>Vocabulary Quilt to determine the meaning of the words</p> <p>*D- Beginning/ Low Intermediate students will be able to work the teacher and with the class to determine what small chunked information can go on the quilt in which the students will remember. Plus, students will be able to draw pictures to help them remember the vocabulary words and the meaning.</p> <p>High Intermediate students will have to have complete definitions along with putting the word into a complete sentence in which they create. Students writing must have a sentence that not only make senses but must define the word.</p>
72. Day 2	<p>DiscoveryEducation.com or YouTube.com for exposure to the new topic.</p> <p>Once students preview the topic, the teacher will then ask a variety of questions in order to hook the students onto the topic. Skills will vary per lesson.</p> <p>*D Beginning/ Low Intermediate students will be able to answer the questions with a partner.</p> <p>High Intermediate students will work on questions independently. Questions will vary depending on the topic and on skill level.</p> <p>Reading the Story- Teacher will read the story and then students will reread the story using the popcorn method</p>

	<p>so all students are interacting in the story. Teacher will then ask a variety of questions to help the students not only understand the story but to help them identify the Main Idea, Theme and then Summarize the story. A variety of graphic organizers will be used for this activity. Teacher will select the organizer based on the individual level and need of each student.</p> <p>*D Beginning/ Low Intermediate students will be able to answer the questions with a partner and will be able to use the text/story as a reference for their graphic organizers. Students need to complete at least one of the three graphic organizers.</p> <p>High Intermediate students will work on questions independently and should really complete all three graphic organizers. Questions will vary depending on the topic and on skill level.</p>
73. Day 3	<p>Chant- used to review vocabulary; popcorn reading is recommended so all children are participating. Bubble Graphic Organizer or Vocabulary Quiz or other graphic organizers are suggested for questions and answers.</p> <p>*D- Beginning/Low Intermediate students will use a variety of graphic organizers that may have questions or statements already written out in order for the students to participate in the class activity.</p> <p>High Intermediate students will use a Bubble Graphic Organizer or Two Column Notes Organizer in which students will need to create their own question or questions about the story and then as a group we will draw a conclusion to answer the question.</p> <p>Story Structure- Students will identify the different parts of the story structure including the genre of the story along with the author's purpose of the story, the main point of the story and then the outcome of the story. Students will use facts/evidence from the story to support their thoughts on the outcome of the story.</p> <p>*D Beginning/Low Intermediate students will have some detail that may include pictures or simple words and students may work with a partner to complete the work.</p> <p>High Intermediate students will have specific detail in their writing and in their oral presentation. Students will have to answer all questions.</p>

<p>74. Day 4</p>	<p>Understanding the text-selection through the use of a variety of graphic organizers based on students ability to comprehend the material.</p> <p>*D- Beginning/Low Intermediate students may work with a partner to complete the graphic organizer with less detail.</p> <p>High Intermediate students will work independently and will provide extended detail to complete the graphic organizer.</p>
<p>75. Day 5</p>	<p>Compare and Contrast- Venn Diagram-</p> <p>*D- Beginning/Low Intermediate students may draw a picture of and label with simple words or may speak orally depending on their level.</p> <p>High Intermediate students may work with a partner or alone to describe the events orally and then will write out two sentences independently containing details from the text.</p> <p>Informational Writing-Students will review the features of the main story and will use their Student Books to begin the writing process for Informational Writing. Students will also use a Brainstorming Graphic Organizer for assistance in their writing.</p> <p>*D- Beginning/Low Intermediate students will use sentence frames in order to start their writing. Students will also provide a shorten example of Informational Writing that may include a picture or a drawing.</p> <p>High Intermediate students will work independently using a graphic organizer in which they will then provide a longer example of Informational Writing. Students may provide a picture or a drawing if it fits with their writing.</p>
<p>Resources: (All textbooks, websites, and other major resources associated with the course)</p>	
<p>Core Materials- Journeys Textbooks, Journeys Grab n Go, Journeys Language Support Card, Journeys Student Resource book, Journeys Sound/Spelling Cards, Journeys Teachers Edition, Journeys Supported Reading books for English Language Learners.</p> <p>Graphic Organizers</p> <p>Journeys Peer Supported Reading Books</p> <p>DiscoveryEducation.com</p> <p>Youtube.com</p>	

Suggested Time Frame (Days):

Each Lesson should only take a week; so 5 lessons equal 5 weeks.

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	E.S.L	Grade(s) 2
Unit Plan Title:	Journeys Unit 6	
Overview/Rationale (Describe and Justify)		
Students will develop a deeper understanding of the English language through the E.L.L. Program. Students will be able to read complex texts, complete a variety of tasks and meet high standards of the English Language.		
Standard(s) Number and Description (Established Goals)		
ELD Standard 1: Social & Instructional Language – Students understand text by recounting or describing key ideas, words or details. ELD Standard 2: The Language of Language Arts – Students will be able recount a story with relevant and descriptive details in order. ELD Standard 5: The Language of Social Studies- Students interact with grade level words.		
Technology Standard(s) Number and Description		
TECH.8.1.2.A.4. Demonstrate developmentally appropriate navigation skills TECH.8.1.2.A.CS1. Understand and use technology systems.		
Interdisciplinary Standard(s) Number and Description		
RF2.3E recognize and read irregularly spelled words RF.2.4a read on level text with purpose and understanding RF.2.4b read on level text orally RI 2.1. ask and answer questions to demonstrate understanding of key details RI.2.2 identify the main topic of a multi-paragraph text and the focus of specific paragraphs RL.2.1 ask and answer questions to demonstrate understanding of key details RL.2.5 describe the overall structure of the story L.2.6 Use words and phrases acquired through conversation, reading and responding to texts SL.2.4 tell a story or recount with details W.2.1 write opinion pieces		

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

The focus of this unit is to provide students with the skills needed to identify story elements including:

- Students will understand how text features play an important role in helping to provide factual information.
- Students will use evidence from the text to draw conclusions and to infer and to predict
- Students will use evidence from the text to summarize the key details about the information presented.
- Students will use information to write opinion pieces of writing

Possible Misconceptions/misunderstandings: Students might have a hard time with understanding the concept of the word PAST. Student will need to understand that the word represents something that happened before, a long time ago.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

Lesson 26: How do some animals change as they grow?

Lesson 27: How can you learn about animals that lived long ago?

Lesson 28: What can you learn from reading a fairy tale?

Lesson 29: What good things happen when people work together?

Lesson 30: Why might a person from long ago still be important today?

21 st Century Connections (P21 Framework – Partnership for 21 st Century Learning):				
Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes			21 st Century Skills	
	X	Global Awareness	ETA	Critical Thinking and Problem Solving
	X	Environmental Literacy	ETA	Creativity and Innovation
	X	Health Literacy	E	Communication and Collaboration
	X	Civic Literacy	E	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy	ETA	Initiative and Self-Direction
			ET	Social and Cross-Cultural Skills
			ETA	Productivity and Accountability
			E	Leadership and Responsibility
			ETA	Informational Literacy Skills
				Media Literacy Skills
			ET	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:				
Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.				
	ET	CRP1. Act as a responsible and contributing citizen and employee		
	ETA	CRP2. Apply appropriate academic and technical skills		
		CRP3. Attend to personal health and financial well-being		
	ET	CRP4. Communicate clearly and effectively with reason		

E	CRP5. Consider the environmental, social and economic impacts of decisions
ET	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
EA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
ET	CRP9. Model integrity, ethical leadership, and effective management
	CRP10. Plan education and career paths aligned to personal goals
ET	CRP11. Use technology to enhance productivity
E	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)	
Students will know.... <ul style="list-style-type: none"> ○ How to work with other students in small group or partner form. ○ How to participate in discussions ○ How to identify key information ○ How to relate to other students/cultures ○ How stories can help to teach you a lesson 	Students will be able to (do)... <ul style="list-style-type: none"> ○ Say, read, and use Words to Know ○ Identify Text and Graphic Features ○ Answer questions related to text ○ Sequence ○ Summarize ○ Compare and Contrast ○ Provide Opinion Writing Samples
Key Vocabulary and Terms:	
Lesson 26: cage, confused, control, ordinary, sensible, suspiciously, training, upset Lesson 27: amazed, discovered, exact, explained, growled, guard, remove, souvenirs Lesson 28: served, overjoyed, valuable, worn, concealed, glimmering, content, task Lesson 29: contained, grateful, leaned, odd, search, startled, tossed, village Lesson 30: accomplishments, achieve, amounts, composed, designed, inventions, remarkable, result	

Assessment Evidence:	
<p>Performance Tasks: <i>(Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)</i></p> <p>Words to Know- Vocabulary Quilt, Language Support Cards & Oral Language Chant</p> <p>Summarizing- Graphic Organizer</p> <p>Infer/Predict- Graphic Organizer</p> <p>Compare & Contrast- Venn Diagram</p> <p>Story Structure- Graphic Organizer</p> <p>Writing- Student Book & Graphic Organizer</p>	<p>Other Assessment Measures: <i>(Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self- assess their learning?) *Include Benchmarks</i></p> <p>Scaffold Comprehension- Student Book - Students will ask and answer questions about key details in a text. RL.2.1; Students will retell stories, including key details and demonstrate understanding; Students will ask and answer questions to demonstrate understanding of key details. RI.2.1</p> <p>Summarizing- Students will use illustrations and details to describe characters, settings or events. RL.2.7</p> <p>Reading- students will read and comprehend literature. RI.2.10</p> <p>Drawings- Students will add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings. SL.2.4</p> <p>Text Features- students will know and use text features to locate facts or information. RI.2.5</p> <p>Readers Notebook/Worksheets- Students will use to demonstrate Words to Know, Main Idea and Summarizing and the LA & Reading Skills of the week.</p> <p>Assessments- Journeys Grab & Go End of the Lesson Assessment for Vocabulary and Comprehension</p> <p>Writing- students will write opinion pieces. W.2.1</p>

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
Instructional Strategies and Activities (add rows as needed) *D	<p>Consider how will the design will: (WHERE TO – Understanding By Design –Wiggins and McTighe)</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
Title	Description with Modifications, number of days, etc.
76. Day 1	<p>Vocabulary Quilt Graphic Organizer to determine the meaning of words.</p> <p>*D- Beginning/ Low Intermediate tudents will work with the teacher and the rest of the class to determine what information should be used to determine the meaning of the words. Students will copy information right from the board that the whole class has determine was important. Students will then create pictures to help explain the information they wrote.</p> <p>High Intermediate students will work by themselves and will provide meaning of words in complete sentences. Students will then place the vocabulary word in a sentence they create to help determine the meaning of the vocabulary word.</p>
77. Day 2	<p>DiscoveryEducation.com or Youtube.com for exposure to the new topic.</p> <p>Once students preview the topic, the teacher will then ask a variety of questions in order to hook the students onto the topic. Skills will vary per lesson.</p> <p>*D Beginning/ Low Intermediate students will be able to answer the questions with a partner either orally or written down on a graphic organizer.</p> <p>High Intermediate students will work on questions independently. Questions will vary depending on the topic and on skill level.</p>

	<p>Reading the Story- Teacher will read the story and then students will reread the story using the popcorn method so all students are interacting in the story. Teacher will then ask a variety of questions to help the students not only understand the story but to help them identify the main points of the story and the details that support the main point of the story (the evidence). A variety of graphic organizers will be used for this activity. Teacher will select the organizer based on the individual level and need of each student.</p> <p>*D Beginning/ Low Intermediate students will be able to answer the questions with a partner and will be able to use the text/story as a reference for their graphic organizers. Students need to complete at least one of the three graphic organizers.</p> <p>High Intermediate students will work on questions independently and should really complete all graphic organizers without assistance from the teacher. Students may use the book and any other graphic organizer or notes taken in class.</p> <p>Questions will vary depending on the topic and on skill level.</p>
78. Day 3	<p>Chant- used to review vocabulary; popcorn reading is recommended so all children are participating. Bubble Graphic Organizer or Vocabulary Quiz or other graphic organizers are suggested for questions and answers.</p> <p>*D- Beginning/Low Intermediate students will use a variety of graphic organizers that may have questions or statements already written out in order for the students to participate in the class activity.</p> <p>High Intermediate students will use a Bubble Graphic Organizer or Two Column Notes Organizer in which students will need to create their own question or questions about the story and then as a group we will draw a conclusion to answer the question.</p> <p>Story Structure- Students will identify the different parts of the story structure including the genre of the story along with the author's purpose of the story, the main point of the story and then the outcome of the story. Students will use evidence from the story to back up any points they make regarding the story.</p> <p>*D Beginning/Low Intermediate students will have some detail that may include pictures or simple words and students may work with a partner to complete the work. Students may use the book for additional assistance.</p>

	<p>High Intermediate students will have specific detail in their writing and in their oral presentation. Students will have to answer all questions.</p>
79. Day 4	<p>Understanding the text-selection through the use of a variety of graphic organizers based on students ability to comprehend the material.</p> <p>*D- Beginning/Low Intermediate students may work with a partner to complete the graphic organizer with less detail.</p> <p>High Intermediate students will work independently and will provide extended detail to complete the graphic organizer.</p>
80. Day 5	<p>Compare and Contrast- Venn Diagram-</p> <p>*D- Beginning/Low Intermediate students may draw a picture of and label with simple words or may speak orally depending on their level.</p> <p>High Intermediate students may work with a partner or alone to describe the events orally and then will write out two sentences independently containing details from the text.</p> <p>Persuasive/Opinion Writing-Students will review the features of the main story and will use their Student Books to begin the writing process. Students will also use a Brainstorming Graphic Organizer for assistance in their writing.</p> <p>*D- Beginning/Low Intermediate students will use sentence frames in order to start their writing. Students will also provide a shorten example of Informational Writing that may include a picture or a drawing.</p> <p>High Intermediate students will work independently using a graphic organizer in which they will then provide a longer example of Informational Writing. Students may provide a picture or a drawing if it fits with their writing.</p>
Resources: (All textbooks, websites, and other major resources associated with the course)	
<p>Core Materials- Journeys Textbooks, Journeys Grab n Go, Journeys Language Support Card, Journeys Student Resource book, Journeys Sound/Spelling Cards, Journeys Teachers Edition, Journeys Supported Reading books for English Language Learners.</p>	

Graphic Organizers

Journeys Peer Supported Reading Books

Suggested Time Frame (Days):

Each Lesson should only take a week; so 5 lessons equal 5 weeks.

**D* – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)