**Northville Public Schools: LEVEL D ­ REACH ESL CURRICULUM MAP ­ Volume 1** 11/18/2016

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| **Unit of Study** | **Unit/Content**What topics will be taught and learned? What is the essential vocabulary for the unit? What do students need to know?**Topic Vocabulary** | **Skills**What do students have to be able to do related to the content? | **Essential Questions**What are the fundamental, enduring questions that will guide study and instruction? | **Resources**What materials, texts, videos, Internet, software, or human resources support instruction? | **Assessment**What evidence (products and/or performances/ will be collected to establish that the Content and Skills have been learned? |
| **Unit 1****Part 1** | **Happy to Help****Focus: The Power of Kindness** | **Key Words:****Social Studies Vocab:**action, gift, receive, difference, problem, solution**Academic Vocab:** kindness, understand, want, need, value**Basic Vocab:** aunt, niece, father, daughter, sister, brother, grandfather, granddaughter, uncle, nephew, cousin, grandmother, grandson, family,mother, son | **Language Strategies:**­Retell a story­Make and Respond to Requests­Complete Sentences­Subject and Predicate­Use Gestures and Expressions- Use Nonverbal Cues**Reading Strategies:**­Plan and Monitor­Plot­Characters­Poetic Form**Fluency:**­Expression­Accuracy and Rate**Writing:** Daily writing tasks**Genre:**­Realistic Fiction­Poem | How do people help each other?Part 1:Can one act of kindness make a difference? | Those Shoes (student book)Guardian Angel (student book)Teacher Edition – Volume 1: T2a­T34hPractice Masters: 1.1: Happy to Help1.2: Someone Who Needs Help 1.3: A Day at the Park1.4: Those Shoes 1.5: Get Well Soon!* 1. : Vocabulary Bingo
	2. : Those Shoes
	3. : Those Shoes
	4. : Guardian Angel
	5. : Compare Genres

1.11: Where’s the Kitten?Sing with Me Language Songs – Level DNGReach.com* + - Build Background Video
		- Key Word Images
		- Language Builder Picture Cards
 | Unit 1 – Part 1 ­ Key Words Test* Content Words

Unit 1 – Part 1 ­ Key Words Test* Academic Vocabulary

Unit 1 – Part 1 ­ Oral Language Rubrics – OptionalUnit Reading Test – OptionalDaily observations – participation and practice masters work |

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| **Unit 1** | **Happy to** | **Key Words:** | **Language** | How do people help | The World’s Greatest | Unit 1 – Part 2 ­ |
| **Help** |  | **Strategies:** | each other? | Underachiever | Key Words Test |
|  | **Social Studies** | ­Make |  | (student book) | – Content Words |
|  | **Focus:** | **Vocab:** | Comparisons | Part 2: |  |  |
| **Part 2** | **One** | improve, | ­Seek | How can one person | Joseph Lekuton: Making a | Unit 1 – Part 2 ­ |
| **Person’s** | neighborhood, | Clarification­Compete Subject and Predicate­Simple Subject/Simple Predicate Agreement­Listen and Learn from Others­Seek Clarification­Oral Report**Reading Strategies:**­Monitor and Clarify­Make Comparisons­First­Person Narrator­Chronological Order**Fluency:**­Intonation­Accuracy and Rate**Writing:** Daily Writing Tasks**Genre:**­Autobiography­Biography | change many lives? | Difference (student book)Teacher Edition – Volume 1: T34i­T69Practice Masters:* 1. : Something That Has Improved
	2. : Soup’s On, Kemal!

1.14: The World’s Greatest Underachiever1.15: A Helping Paw 1.16:Compare Henry* 1. : The World’s Greatest Underachiever
	2. :Joseph Lekuton: Making a Difference
	3. :Compare Points of View 1.20:We Like to Read

 1.21:The *Be* Verb Game1.22: Voice and Style 1.23: Story Map 1.24:Revise* 1. : Edit and Proofread

Sing with Me Language Songs – Level DNGReach.com* + - Key Word Images
		- Language Builder Picture Cards
 | Key Words Test– Academic VocabularyUnit 1 – Part 2 ­ Oral Language Rubrics – OptionalUnit 1 – Reading Strategy Test – OptionalDaily observations – participation and practice masters work |
| **Impact** | individual, volunteer, offer**Academic Vocab:** benefit, identify, learn, duty, impact**Basic Vocab:** main building, fence, field, door, flag, flagpole, track, entrance,steps, gym, window |

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| **Unit 2****Part 1** | **Nature’s Balance****Focus: Scarcity and Plenty in****Nature** | **Key Words:****Science Vocab:** amount, increase, behavior, supply, decrease**Academic Vocab:** balance, react, control,scarce, interact**Basic Vocab:** bills, twenty dollars, dime, dollar, coins, quarter, five dollars, penny, ten dollar, nickel | **Language Strategies:**­Ask and Answer Questions­Restate an Idea or Paraphrase­Kinds of Sentences­Listen for the Main Idea­Connect Verbal and Nonverbal Language**Reading Strategies:**­Ask Questions­Compare and Contrast­Setting­Plot­Questions/ Answer**Fluency:**­Expression Accuracy and Rate**Writing:** Daily writing tasks**Genre:****-**Humorous Story­Riddle | What happens when nature loses its balance?Part 1:Which is worse: too much or too little? | When the Pigs Took Over (Student Book)Animals, More or Less (Student Book)Teacher Edition – Volume 1 T70a­104hPractice Masters:* 1. : Nature’s Balance
	2. : Comparing Supplies
	3. : The Dog and the Squirrel 2.4: When the Pigs Took Over 2.5: What’s the Question?

2.6: When the Pigs Took Over 2.7: When the Pigs Took Over 2.8: Animals, More or Less 2.9: Compare Genres* 1. : Food for the Birds

Sing with Me Language Songs – Level DNGReach.com* + - Build Background Video
		- Key Word Images
		- Language Builder Picture Cards
 | Unit 2 – Part 1 ­ Key Words Test* Content Words

Unit 2 – Part12 ­ Key Words Test* Academic Vocabulary

Unit 2 – Part1 ­ Oral Language Rubrics – OptionalDaily observations – participation and practice masters work |

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| **Unit 2****Part 2** | **Nature’s Balance****Focus: Eco­syste ms** | **Key Words:****Science Vocab:** drought, food chain, river, ecosystem, level**Academic Vocab:** competition, negative, resources, nature, positive**Basic Vocab:** a book, a pen, a calculator, key, a pencil, an eraser, a piece of paper, a notebook, a ruler, a pair of scissors, a stapler | **Language Strategies:**­Give and Carry Out Commands­Give, Restate, Follow Instructions­Compound Sentences­Coordinating Conjunctions­Give Instructions­Use and Reuse Language­Narrative Presentation**Reading Strategies:**­Ask Questions­Cause and Effect­Time Line­Topics and Main Idea**Fluency:**­Phrasing­Accuracy and Rate**Writing:** Daily Writing tasks**Genre:**­Science Article­Human Interest Feature | What happens when nature loses its balance?Part 2:How are the parts of an ecosystem connected? | When the Wolves Returned (Student Book)Megafish Man (Student Book)Teacher Edition – Volume 1 T104i­T141a)Practice Masters: 2.11: Ecosystem Alert 2.12: All About Bears2.13: When the Wolves Returned 2.14: Spin a Sentence2.15: When the Wolves Returned 2.16: When the Wolves Returned 2.17: Megafish Man2.18: Compare Ecosystems 2.19: Pets for Aziz* 1. : Focus and Coherence
	2. : Cause­and­Effect Diagram
	3. : Revise
	4. : Edit and Proofread

Sing with Me Language Songs – Level DNGReach.com* + - Build Background Video
		- Key Word Images
		- Language Builder Picture Cards
 | Unit 2 – Part 2 ­ Key Words Test* Content Words

Unit 2 – Part 2 ­ Key Words Test* Academic Vocabulary

Unit 2 – Part 2 ­ Oral Language Rubrics – OptionalDaily observations – participation and practice masters work |

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| **Unit 3****Part 1** | **Life in the Soil****Focus: Plant Parts and Life Cycles** | **Key Words:****Science Vocab:** blossom, root, soil, cycle, seed, sprout**Academic Vocab:** characteristics, depend, produce, conditions, growth**Basic Vocab: Food:**apple, banana, corn, rice, orange, beans, lettuce, tomato, bread, milk, cheese, onion | **Language Strategies:**­Give Information­Ask for Information­Plural Nouns with –s and –es­Nouns and Articles­Present in Sequence­Ask for Help**Reading Strategies:**­Make Inferences­Sequence­Characters­Sensory Details**Fluency:**­Expression­Accuracy and Rate**Writing:** Daily writing tasks**Genre:**­Realistic Fiction­Haiku | What is so amazing about plants?Part 1: What are plants like? | Two Old Potatoes and Me (Student Book)America’s Sproutings (Student Book)Teacher Edition – Volume 1 T142a­T174h)Practice Masters: 3.1: Life in the Soil* 1. : Steps in a Plant’s Life
	2. : Too Many Rose Blossoms! 3.4: Two Old Potatoes and Me 3.5: Day in the Park
	3. : Vocabulary Bingo
	4. : Two Old Potatoes and Me 3.8: Two Old Potatoes and Me 3.9: America’s Sproutings
	5. : Compare Genres
	6. : Strange Garden Plants

Sing with Me Language Songs – Level DNGReach.com* + - Build Background Video
		- Key Word Images
		- Language Builder Picture Cards
 | Unit 3 – Part 1 ­ Key Words Test* Content Words

Unit 3 – Part 1 ­ Key Words Test* Academic Vocabulary

Unit 3 – Part 1 ­ Oral Language Rubrics – OptionalDaily observations­ participation and practice masters work |

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| **Unit 3****Part 2** | **Life in the Soil****Focus: Plant Diversity** | **Key Words:****Science Vocab:** city, rainforest, weed, desert, vine**Academic Vocab:** diversity, organism, unique, environment, protect**Basic Vocab: Food:** chicken, hotdog, sandwich, chips, salsa, pizza, soup, egg, salad, taco, hamburger | **Language Strategies:**­Define and Explain­Count and Non­count Nouns­Common and Proper Nouns­More Plural Nouns­Listen Actively­Find Patterns in Language­News Report**Reading Strategies:**­Make Inferences­Main Idea and Details­Photographs with captions­Author’s Purpose**Fluency:**­Phrasing­Accuracy and Rate**Writing:** Daily writing tasks**Genre:**­Science Article­Blog | What is so amazing about plants?Part 2: What is it like where plants grow? | A Protected Place (Student Book)Rosie’s Report (Student Book)Teacher Edition – Volume 1 T174i­T207a)Practice Masters:3.12: Main Idea and Details 3.13: The Perfect Rain forest Animal3:14: A Protected Place 3:15: People of the Reserve 3:16: A Protected Place 3:17: A Protected Place 3:18: Rosie’s Reports3:19: Compare Text Features 3:20: The Make­It­Plural Game 3:21: Focus and Coherence 3:22: Main Idea and Details Diagram3:23: Revise* 1. : Edit and Proofread

Sing with Me Language Songs – Level DNGReach.com* + - Build Background Video
		- Key Word Images
		- Language Builder Picture Cards
 | Unit 3 – Part 2 ­ Key Words Test* Content Words

Unit 3 – Part 2 ­ Key Words Test* Academic Vocabulary

Unit 3 – Part 2 ­ Oral Language Rubrics – Optional* Daily observations – participation and practice masters work
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| **Unit 4****Part 1** | **Let’s Work Together****Focus: Helping Each Other to Get What We Need** | **Key Vocab:****Social Studies Vocab:** advertisement, money, buyer, pay, market, seller **Academic Vocab:** accomplish, plenty, reward, cooperation, purpose**Basic Vocab: Community Places:** bookstore, hardware store, clothing store, laundromat, flower shop, movie theater, fruit stand,pharmacy, hair salon, shoe store | **Language Strategies:**­Express Needs, Wants, and Feelings­Engage in Conversation­Present­Tense Action Verbs­Present­Tense Verbs­Listen for Important Details­Listen for Important Details­Ask for Clarification**Reading Strategies:**­Determine Importance­Theme­Third Person­Characters and Setting**Fluency:**­Intonation­Accuracy and Rate**Writing:** Daily writing Tasks**Genre:**­Realistic Fiction | What’s the best way to get things done?Part 1:What are the rewards of working together? | Mama Panya’s Pancakes (Student Book)Ba’s Business (Student Book)Teacher Edition – Volume 1 T208a­T240h)Practice Masters:4.1: Let’s Work Together* 1. : Theme Chart
	2. : Food Drive
	3. : Mama Panya’s Pancakes

4.5: Sentence Match4.6: Mama Panya’s Pancakes 4.7: Mama Panya’s Pancakes 4.8: Ba’s Business* 1. : Compare Characters
	2. : Farmer’s Market

Sing with Me Language Songs – Level DNGReach.com* + - Build Background Video
		- Key Word Images
		- Language Builder Picture Cards
 | Unit 4 – Part 1 ­ Key Words Test* Content Words

Unit 4 – Part 1 ­ Key Words Test* Academic Vocabulary

Unit 4– Part 1 ­ Oral Language Rubrics – Optional* Daily observations – participation and practice masters work
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| **Unit 4****Part 2** | **Let’s Work Together:****Focus: The Importan ce of New Ideas** | **Key Vocab:****Social Studies Vocab:** agriculture, farmer, harvest, crop, field, plow**Academic Vocab:** alternative, future, sustain, conservation, method**Basic Vocab: Community Places:**bank, fire station, community youth center, police station, dentist’s office, post office, gas station, restaurant, hospital, supermarket | **Language Strategies:**­Persuade­Agree and Disagree­Helping Verbs: can, could, should­Helping Verbs: may, must, has to, have to­Forms of be/have; Subject­Verb Agreement­Adjust Your Language for Your Audience­Analyze Expressions­Persuasive Presentation**Reading Strategies:**­Determine Importance­Sections, Section Headings­Author’s Purpose**Fluency:**­Phrasing­Accuracy and Rate**Writing:** Daily writing tasks**Genre:**­Persuasive Article­Fable | What’s the best way to get things done?Part 2:Why should we listen to new ideas? | A Better Way (Student Book)The Ant and the Grasshopper (Student Book)Teacher Edition – Volume 1 T240i­T273a)Practice Masters:4.11: What Do You Think? 4:12: Let’s Go to the Play! 4.13: A Better Way4.14: Helping Verb Tic­Tac­Toe 4.15: Vocabulary Bingo4:16: A Better Way 4:17: A Better Way 4.18: The Ant and the Grasshopper 4.19:Compare Purposes4.20: What Is in the Garden? 4.21: Development of Ideas 4.22: Opinion Chart* 1. : Revise
	2. : Edit and Proofread

Sing with Me Language Songs – Level DNGReach.com* + - Build Background Video
		- Key Word Images

Language Builder Picture Cards | Unit 4 – Part 2 ­ Key Words Test* Content Words

Unit 4 – Part 2 ­ Key Words Test* Academic Vocabulary

Unit 4 – Part 2 ­ Oral Language Rubrics – OptionalDaily observations – participation and practice masters work |