

Northville Public Schools: LEVEL D REACH ESL CURRICULUM MAP Volume 1

3/22/2018

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	<p>Happy to Help</p> <p>Focus: The Power of Kindness</p> <p>Key Words:</p> <p>Social Studies Vocab: action, gift, receive, difference, problem, solution</p> <p>Academic Vocab: kindness, understand, want, need, value</p> <p>Basic Vocab: aunt, niece, father, daughter, sister, brother, grandfather, granddaughter, uncle, nephew, cousin, grandmother, grandson, family, mother, son</p>	<p>Language Strategies: Retell a story Make and Respond to Requests Complete Sentences Subject and Predicate Use Gestures and Expressions - Use Nonverbal Cues</p> <p>Reading Strategies: Plan and Monitor Plot Characters Poetic Form</p> <p>Fluency: Expression Accuracy and Rate</p> <p>Writing: Daily writing tasks</p> <p>Genre: Realistic Fiction Poem</p>	<p>How do people help each other?</p> <p>Part 1: Can one act of kindness make a difference?</p>	<p><u>Those Shoes</u> (student book)</p> <p><u>Guardian Angel</u> (student book)</p> <p>Teacher Edition – Volume 1: T2aT34h</p> <p>Practice Masters: 1.1: Happy to Help 1.2: Someone Who Needs Help 1.3: A Day at the Park 1.4: Those Shoes 1.5: Get Well Soon! 1.6 : Vocabulary Bingo 1.7: Those Shoes 1.8: Those Shoes 1.9: Guardian Angel 1.10 : Compare Genres 1.11: Where’s the Kitten?</p> <p>Sing with Me Language Songs – Level D</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> • Build Background Video • Key Word Images • Language Builder Picture Cards 	<p>Unit 1 – Part 1 Key Words Test – Content Words</p> <p>Unit 1 – Part 1 Key Words Test – Academic Vocabulary</p> <p>Unit 1 – Part 1 Oral Language Rubrics – Optional</p> <p>Unit Reading Test – Optional</p> <p>Daily observations – participation and practice masters work</p>

<p>Unit 1 Part 2</p>	<p>Happy to Help</p> <p>Focus: One Person's Impact</p>	<p>Key Words:</p> <p>Social Studies</p> <p>Vocab: improve, neighborhood, individual, volunteer, offer</p> <p>Academic Vocab: benefit, identify, learn, duty, impact</p> <p>Basic Vocab: main building, fence, field, door, flag, flagpole, track, entrance, steps, gym, window</p>	<p>Language Strategies:</p> <p>Make Comparisons Seek Clarification Compete Subject and Predicate Simple Subject/Simple Predicate Agreement Listen and Learn from Others Seek Clarification Oral Report</p> <p>Reading Strategies:</p> <p>Monitor and Clarify Make Comparisons First Person Narrator Chronological Order</p> <p>Fluency:</p> <p>Intonation Accuracy and Rate</p> <p>Writing: Daily Writing Tasks</p> <p>Genre:</p> <p>Autobiography Biography</p>	<p>How do people help each other?</p> <p>Part 2: How can one person change many lives?</p>	<p><u>The World's Greatest Underachiever</u> (student book)</p> <p><u>Joseph Lekuton: Making a Difference</u> (student book)</p> <p>Teacher Edition – Volume 1: T34iT69</p> <p>Practice Masters: 1.12 : Something That Has Improved 1.13 : Soup's On, Kemal! 1.14: The World's Greatest Underachiever 1.15: A Helping Paw 1.16: Compare Henry 1.17 : The World's Greatest Underachiever 1.18 : Joseph Lekuton: Making a Difference 1.19 : Compare Points of View 1.20: We Like to Read 1.21: The <i>Be</i> Verb Game 1.22: Voice and Style 1.23: Story Map 1.24: Revise 1.25 : Edit and Proofread</p> <p>Sing with Me Language Songs – Level D</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> • Key Word Images • Language Builder Picture Cards 	<p>Unit 1 – Part 2 Key Words Test – Content Words</p> <p>Unit 1 – Part 2 Key Words Test – Academic Vocabulary</p> <p>Unit 1 – Part 2 Oral Language Rubrics – Optional</p> <p>Unit 1 – Reading Strategy Test – Optional</p> <p>Daily observations – participation and practice masters work</p>
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<p>Unit 2 Part 1</p>	<p>Nature's Balance</p> <p>Focus: Scarcity and Plenty in Nature</p>	<p>Key Words:</p> <p>Science Vocab: amount, increase, behavior, supply, decrease</p> <p>Academic Vocab: balance, react, control, scarce, interact</p> <p>Basic Vocab: bills, twenty dollars, dime, dollar, coins, quarter, five dollars, penny, ten dollar, nickel</p>	<p>Language Strategies: Ask and Answer Questions Restate an Idea or Paraphrase Kinds of Sentences Listen for the Main Idea Connect Verbal and Nonverbal Language</p> <p>Reading Strategies: Ask Questions Compare and Contrast Setting Plot Questions/ Answer</p> <p>Fluency: Expression Accuracy and Rate</p> <p>Writing: Daily writing tasks</p> <p>Genre: Humorous Story Riddle</p>	<p>What happens when nature loses its balance?</p> <p>Part 1: Which is worse: too much or too little?</p>	<p><u>When the Pigs Took Over</u> (Student Book)</p> <p><u>Animals, More or Less</u> (Student Book)</p> <p>Teacher Edition – Volume 1 T70a104h</p> <p>Practice Masters: 2.1 : Nature's Balance 2.2: Comparing Supplies 2.3 : 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 2.10 : Food for the Birds</p> <p>Sing with Me Language Songs – Level D</p> <p>NGReach.com</p> <ul style="list-style-type: none"> • Build Background Video • Key Word Images • Language Builder Picture Cards • 	<p>Unit 2 – Part 1 Key Words Test – Content Words</p> <p>Unit 2 – Part12 Key Words Test – Academic Vocabulary</p> <p>Unit 2 – Part1 Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>
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<p>Unit 2 Part 2</p>	<p>Nature's Balance</p> <p>Focus: Ecosystems</p>	<p>Key Words:</p> <p>Science Vocab: drought, food chain, river, ecosystem, level</p> <p>Academic Vocab: competition, negative, resources, nature, positive</p> <p>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</p>	<p>Language Strategies: Give and Carry Out Commands Give, Restate, Follow Instructions Compound Sentences Coordinating Conjunctions Give Instructions Use and Reuse Language Narrative Presentation</p> <p>Reading Strategies: Ask Questions Cause and Effect Time Line Topics and Main Idea</p> <p>Fluency: Phrasing Accuracy and Rate</p> <p>Writing: Daily Writing tasks</p> <p>Genre: Science Article Human Interest Feature</p>	<p>What happens when nature loses its balance?</p> <p>Part 2: How are the parts of an ecosystem connected?</p>	<p><u>When the Wolves Returned</u> (Student Book)</p> <p><u>Megafish Man</u> (Student Book)</p> <p>Teacher Edition – Volume 1 T104iT141a)</p> <p>Practice Masters: 2.11: Ecosystem Alert 2.12: All About Bears 2.13: When the Wolves Returned 2.14: Spin a Sentence 2.15: When the Wolves Returned 2.16: When the Wolves Returned 2.17: Megafish Man 2.18: Compare Ecosystems 2.19: Pets for Aziz 2.20 : Focus and Coherence 2.21 : CauseandEffect Diagram 2.22 : Revise 2.23 : Edit and Proofread</p> <p>Sing with Me Language Songs – Level D</p> <p>NGReach.com</p> <ul style="list-style-type: none"> • Build Background Video • Key Word Images • Language Builder Picture Cards 	<p>Unit 2 – Part 2 Key Words Test – Content Words</p> <p>Unit 2 – Part 2 Key Words Test – Academic Vocabulary</p> <p>Unit 2 – Part 2 Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>
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<p>Unit 3 Part 1</p>	<p>Life in the Soil</p> <p>Focus: Plant Parts and Life Cycles</p>	<p><u>Key Words:</u></p> <p><u>Science Vocab:</u> blossom, root, soil, cycle, seed, sprout</p> <p><u>Academic Vocab:</u> characteristics, depend, produce, conditions, growth</p> <p><u>Basic Vocab:</u> <u>Food:</u> apple, banana, corn, rice, orange, beans, lettuce, tomato, bread, milk, cheese, onion</p>	<p><u>Language Strategies:</u> Give Information Ask for Information Plural Nouns with –s and –es Nouns and Articles Present in Sequence Ask for Help</p> <p><u>Reading Strategies:</u> Make Inferences Sequence Characters Sensory Details</p> <p><u>Fluency:</u> Expression Accuracy and Rate</p> <p><u>Writing:</u> Daily writing tasks</p> <p><u>Genre:</u> Realistic Fiction Haiku</p>	<p>What is so amazing about plants?</p> <p>Part 1: What are plants like?</p>	<p><u>Two Old Potatoes and Me</u> (Student Book)</p> <p><u>America’s Sproutings</u> (Student Book)</p> <p>Teacher Edition – Volume 1 T142aT174h</p> <p>Practice Masters: 3.1: Life in the Soil 3.2 : Steps in a Plant’s Life 3.3 : Too Many Rose Blossoms! 3.4: Two Old Potatoes and Me 3.5: Day in the Park 3.6 : Vocabulary Bingo 3.7 : Two Old Potatoes and Me 3.8: Two Old Potatoes and Me 3.9: America’s Sproutings 3.10 : Compare Genres 3.11 : Strange Garden Plants</p> <p>Sing with Me Language Songs – Level D</p> <p>NGReach.com</p> <ul style="list-style-type: none"> ● Build Background Video ● Key Word Images ● Language Builder Picture Cards 	<p>Unit 3 – Part 1 Key Words Test – Content Words</p> <p>Unit 3 – Part 1 Key Words Test – Academic Vocabulary</p> <p>Unit 3 – Part 1 Oral Language Rubrics – Optional</p> <p>Daily observations participation and practice masters work</p>
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<p>Unit 3</p> <p>Part 2</p>	<p>Life in the Soil</p> <p>Focus: Plant Diversity</p>	<p>Key Words:</p> <p>Science Vocab: city, rain, forest, weed, desert, vine</p> <p>Academic Vocab: diversity, organism, unique, environment, protect</p> <p>Basic Vocab: Food: chicken, hot dog, sandwich, chips, salsa, pizza, soup, egg, salad, taco, hamburger</p>	<p>Language Strategies: Define and Explain Count and Noncount Nouns Common and Proper Nouns More Plural Nouns Listen Actively Find Patterns in Language News Report</p> <p>Reading Strategies: Make Inferences Main Idea and Details Photographs with captions Author's Purpose</p> <p>Fluency: Phrasing Accuracy and Rate</p> <p>Writing: Daily writing tasks</p> <p>Genre: Science Article Blog</p>	<p>What is so amazing about plants?</p> <p>Part 2: What is it like where plants grow?</p>	<p>A Protected Place (Student Book)</p> <p>Rosie's Report (Student Book)</p> <p>Teacher Edition – Volume 1 T174iT207a)</p> <p>Practice Masters: 3.12: Main Idea and Details 3.13: The Perfect Rainforest Animal 3.14: A Protected Place 3.15: People of the Reserve 3.16: A Protected Place 3.17: A Protected Place 3.18: Rosie's Reports 3.19: Compare Text Features 3.20: The MakeItPlural Game 3.21: Focus and Coherence 3.22: Main Idea and Details Diagram 3.23: Revise 3.24 : Edit and Proofread</p> <p>Sing with Me Language Songs – Level D</p> <p>NGReach.com</p> <ul style="list-style-type: none"> ● Build Background Video ● Key Word Images ● Language Builder Picture Cards 	<p>Unit 3 – Part 2 Key Words Test – Content Words</p> <p>Unit 3 – Part 2 Key Words Test – Academic Vocabulary</p> <p>Unit 3 – Part 2 Oral Language Rubrics – Optional</p> <p>– Daily observations – participation and practice masters work</p>
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<p>Unit 4 Part 1</p>	<p>Let's Work Together</p> <p>Focus: Helping Each Other to Get What We Need</p>	<p>Key Vocab:</p> <p>Social Studies Vocab: advertisement, money, buyer, pay, market, seller</p> <p>Academic Vocab: accomplish, plenty, reward, cooperation, purpose</p> <p>Basic Vocab: Community Places: bookstore, hardware store, clothing store, laundromat, flower shop, movie theater, fruit stand, pharmacy, hair salon, shoe store</p>	<p>Language Strategies: Express Needs, Wants, and Feelings Engage in Conversation Present Tense Action Verbs Present Tense Verbs Listen for Important Details Listen for Important Details Ask for Clarification</p> <p>Reading Strategies: Determine Importance Theme Third Person Characters and Setting</p> <p>Fluency: Intonation Accuracy and Rate</p> <p>Writing: Daily writing Tasks</p> <p>Genre: Realistic Fiction</p>	<p>What's the best way to get things done?</p> <p>Part 1: What are the rewards of working together?</p>	<p><u>Mama Panya's Pancakes</u> (Student Book)</p> <p><u>Ba's Business</u> (Student Book)</p> <p>Teacher Edition – Volume 1 T208aT240h)</p> <p>Practice Masters: 4.1: Let's Work Together 4.2 : Theme Chart 4.3: Food Drive 4.4 : Mama Panya's Pancakes 4.5: Sentence Match 4.6: Mama Panya's Pancakes 4.7: Mama Panya's Pancakes 4.8: Ba's Business 4.9: Compare Characters 4.10 : Farmer's Market</p> <p>Sing with Me Language Songs – Level D</p> <p>NGReach.com</p> <ul style="list-style-type: none"> • Build Background Video • Key Word Images • Language Builder Picture Cards 	<p>Unit 4 – Part 1 Key Words Test – Content Words</p> <p>Unit 4 – Part 1 Key Words Test – Academic Vocabulary</p> <p>Unit 4– Part 1 Oral Language Rubrics – Optional</p> <p>– Daily observations – participation and practice masters work</p>
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<p>Unit 4 Part 2</p>	<p>Let's Work Together:</p> <p>Focus: The Importance of New Ideas</p>	<p><u>Key Vocab:</u></p> <p><u>Social Studies</u> <u>Vocab:</u> agriculture, farmer, harvest, crop, field, plow</p> <p><u>Academic</u> <u>Vocab:</u> alternative, future, sustain, conservation, method</p> <p><u>Basic Vocab:</u> <u>Community</u> <u>Places:</u> bank, fire station, community youth center, police station, dentist's office, post office, gas station, restaurant, hospital, supermarket</p>	<p><u>Language Strategies:</u> Persuade Agree and Disagree Helping Verbs: can, could, should Helping Verbs: may, must, has to, have to Forms of be/have; SubjectVerb Agreement Adjust Your Language for Your Audience Analyze Expressions Persuasive Presentation</p> <p><u>Reading Strategies:</u> Determine Importance Sections, Section Headings Author's Purpose</p> <p><u>Fluency:</u> Phrasing Accuracy and Rate</p> <p><u>Writing:</u> Daily writing tasks</p> <p><u>Genre:</u> Persuasive Article Fable</p>	<p>What's the best way to get things done?</p> <p>Part 2: Why should we listen to new ideas?</p>	<p><u>A Better Way</u> (Student Book)</p> <p><u>The Ant and the Grasshopper</u> (Student Book)</p> <p>Teacher Edition – Volume 1 T240iT273a)</p> <p>Practice Masters: 4.11: What Do You Think? 4.12: Let's Go to the Play! 4.13: A Better Way 4.14: Helping Verb TicTacToe 4.15: Vocabulary Bingo 4.16: A Better Way 4.17: A Better Way 4.18: The Ant and the Grasshopper 4.19: Compare Purposes 4.20: What Is in the Garden? 4.21: Development of Ideas 4.22: Opinion Chart 4.23 : Revise 4.24 : Edit and Proofread</p> <p>Sing with Me Language Songs – Level D</p> <p>NGReach.com</p> <ul style="list-style-type: none"> • Build Background Video • Key Word Images <p>Language Builder Picture Cards</p>	<p>Unit 4 – Part 2 Key Words Test – Content Words</p> <p>Unit 4 – Part 2 Key Words Test – Academic Vocabulary</p> <p>Unit 4 – Part 2 Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>
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