

The ELD curriculum connects to the ELA curriculum. Grades 4 - 5

Literature Text: Fiction

ELD Standards:

ELD Standard 1: English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.

ELD Standard 2: English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**.

Essential Questions: Why is it valuable to learn to read? How can I make sense of what I am reading?

Timeline	Eligible Content Knowledge & Skills	Reading & Listening	Speaking & Writing	Assessment	Resources
1 st and 3 rd MP	<p>E05.A-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.</p> <p>E05.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>E05.A-K.1.1.3 Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).</p> <p>E05.A-C.2.1.1 Describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose and explain how it is conveyed in the text.</p> <p>E05.A-C.3.1.1 Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p>	<p>CC.1.3.5.A Through reading and listening, determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>CC.1.3.5.B Through reading and listening, cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences</p> <p>CC.1.3.5.C Through reading and listening, compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text</p> <p>CC.1.3.5.D Through reading and listening, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CC.1.3.5.H Through reading and listening, compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.</p> <p>CC.1.3.5.F Through reading and listening, determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.</p>	<p>CC.1.3.5.A Through speaking and writing, determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>CC.1.3.5.B Through speaking and writing, cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences</p> <p>CC.1.3.5.C Through speaking and writing, compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text</p> <p>CC.1.3.5.D Through speaking and writing, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CC.1.3.5.H Through speaking and writing, compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.</p> <p>CC.1.3.5.F Through speaking and writing, determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language</p>	<p>Weekly Foundations Skill Assessment</p> <p>Fundations Unit Test</p> <p>Teacher Observation</p> <p>Ticket out the door</p> <p>Student work</p> <p>Running Records</p> <p>DIBELS</p> <p>Writing Samples</p>	<p>Fundations</p> <p>Fundations Story Sets</p> <p>Fundations Fluency Pack</p> <p>Reading A to Z</p> <p>Starfall.com</p> <p>BrainPop</p> <p>Imagine Learning (?)</p>

E05.B-V.4.1.1

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

c. Determine the meaning of general academic and domain-specific words and phrases used in a text.

E05.B-V.4.1.2

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

E05.C.1.3.1

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.

E05.C.1.3.2

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.

E05.C.1.3.3

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

E05.C.1.3.4

Use concrete words and phrases and sensory details to convey experiences and events precisely.

E05.C.1.3.5

Provide a conclusion that follows from the narrated experiences or events

E05.D.1.2.5

Spell grade-appropriate words correctly.

CC.1.3.5.I Through reading and listening, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools

CC.1.3.5.I Through speaking and writing, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools

CC.1.1.5.D Through reading and listening, know and apply grade-level phonics and word analysis in decoding skills: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words

CC.1.1.5.D Through speaking and writing, know and apply grade-level phonics and word analysis in decoding skills: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words

	<p>E05.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).</p> <p>E05.D.1.2.1 Use punctuation to separate items in a series</p> <p>E05.D.2.1.1. Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences</p> <p>E05.D.2.1.2 Choose words and phrases to convey ideas precisely</p> <p>E05.D.2.1.3 Choose punctuation for effect</p> <p>E05.D.2.1.4 Choose words and phrases for effect.</p>	<p>CC.1.1.5.E Through reading and listening, read with accuracy and fluency to support comprehension: Through reading and listening to on-level text with purpose and understanding. Through reading on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understand, rereading as necessary</p> <p>CC.1.5.5 - Through reading and listening, engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others ideas and expressing their own clearly</p>	<p>CC.1.1.5.E Through speaking and writing, read with accuracy and fluency to support comprehension: Through speaking and writing about on-level text with purpose and understanding. Through reading on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understand, rereading as necessary</p> <p>CC.1.5.5 - Through speaking and writing, engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others ideas and expressing their own clearly</p>		
2 nd MP	See non-fiction template				
3 rd MP	See 1 st MP template				
4 th MP	See nonfiction template				

Academic Vocabulary: (FICTION) Caption, Cause/effect, When, then, if, since, because, title, setting, character, character trait, compare/contrast, in the same way, as, event, fact, fiction, genre, because, since, above all, more important, surely, indeed, in fact, without a doubt, for example, even though, that is, specifically, a case in point, in other words, for instance, to illustrate, as proof, Fairy tale, fractured, play, script, narrator, first, second, next, finally, last, before, after, I believe, I think

Instructional Supports: Instructional Support (scaffolds to accompany explicit instruction with multiple opportunities for student response and feedback decreasing in degree from English language proficiency level 1 to level 5. “I do, We do, You do”)

Proficiency Level 1 Entering	Proficiency Level 2 Emerging	Proficiency Level 3 Developing	Proficiency Level 4 Expanding	Proficiency Level 5 Bridging
Visual Support Sensory support Realia Video Graphic organizers Tiered assignments Partner Flexible grouping Reteaching/Preteaching Modeling	Visual Support Sensory support Realia Video Graphic organizers Tiered assignments Partner Flexible grouping Reteaching/Preteaching Modeling	Visual support Realia Video Graphic organizers Rubrics Checklists Thesaurus Tiered assignments Partner Flexible grouping Reteaching/Preteaching	Visual support Video Graphic organizers Rubrics Checklists Thesaurus Partner/group work Front load vocabulary Modeling Writing conferences with teacher	Video Graphic organizers Rubrics Checklists Thesaurus Partner/group work Front load vocabulary Modeling Writing conferences with teacher Build background knowledge and connections to topic

Writing conferences with the teacher Chunking for the writing process with explicit graphic organizers	Writing conferences with the teacher Chunking for the writing process with explicit graphic organizers	Modeling Writing conferences with the teacher Build background knowledge and connections to topic	Build background knowledge and connections to topic Reciprocal teaching opportunities within groups and the class as a whole	Reciprocal teaching opportunities within groups and the class as a whole Practical Examples Real World Application
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The ELD curriculum connects to the ELA curriculum.

Informational Text: Non-Fiction Grades 4 - 5

ELD Standards:

ELD Standard 1: English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.

ELD Standard 2: English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**.

ELD Standard 3: English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**.

ELD Standard 4: English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**.

ELD Standard 5: English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**.

Essential Questions: How do I learn new information from what I'm reading?

Timeline	Eligible Content Knowledge & Skills	Reading & Listening	Speaking & Writing	Assessment	Resources
1 st MP	See fiction template				
2 nd MP	<p>E05.B-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.</p> <p>E05.B-K.1.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>E05.B-K.1.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text</p> <p>E05.B-C.2.1.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>CC.1.3.5.A Through reading and listening, determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>CC.1.3.5.B Through reading and listening, cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences</p> <p>CC.1.3.5.C Through reading and listening, compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text</p> <p>CC.1.2.5.A Through reading and listening, determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.</p>	<p>CC.1.3.5.A Through speaking and writing, determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>CC.1.3.5.B Through speaking and writing, cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences</p> <p>CC.1.3.5.C Through speaking and writing, compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text</p> <p>CC.1.2.5.A Through speaking and writing, determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.</p>	<p>Weekly Foundations Skill Assessment</p> <p>Fundations Unit Test</p> <p>Teacher Observation</p> <p>Ticket out the door</p> <p>Student work</p> <p>Running Records</p> <p>DIBELS</p> <p>Writing Samples</p>	<p>Fundations</p> <p>Fundations Story Sets</p> <p>Fundations Fluency Pack</p> <p>Reading A to Z ELL</p> <p>Starfall.com</p> <p>BrainPop</p> <p>Imagine Learning (?)</p>

E05.B-C.2.1.2

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.

E05.B-C.3.1.1

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

E05.B-C.3.1.2

Integrate information from several texts on the same topic in order to demonstrate subject knowledge.

E05.B-C.3.1.3

Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.

E05.B-V.4.1.1

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

c. Determine the meaning of general academic and domain-specific words and phrases used in a text.

E05.B-V.4.1.2

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CC.1.2.5.B Through reading and listening, cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.2.5.D Through reading and listening, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CC.1.2.5.E Through reading and listening, use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).

CC.1.2.5.G Through reading and listening, draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CC.1.2.5.H Through reading and listening, determine how an author supports particular points in a text through reasons and evidence.

CC.1.2.5.I Through reading and listening, integrate information from several texts on the same topic to demonstrate understanding of that topic.

a. Interpret figurative language (simile, metaphor, and personification) in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

CC.1.2.5.F Through reading and listening, determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.

CC.1.2.5.B Through speaking and writing, cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.2.5.D Through speaking and writing, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CC.1.2.5.I Through speaking and writing, integrate information from several texts on the same topic to demonstrate understanding of that topic.

a. Interpret figurative language (simile, metaphor, and personification) in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

	<p>E05.C.1.2.1 Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.</p> <p>E05.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>E05.C.1.2.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>E05.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E05.C.1.2.5 Establish and maintain a formal style.</p> <p>E05.C.1.2.6 Provide a concluding section related to the information or explanation presented.</p> <p>E05.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>E05.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.</p> <p>E05.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.</p>	<p>CC.1.2.5.J Through reading and listening, acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>CC.1.2.5.K Through reading and listening, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.4.5.B Through reading and listening, identify and introduce the topic clearly.</p> <p>CC.1.4.5.C Through reading and listening, develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.5.D Through reading and listening, group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.5.S Through reading and listening, draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p>	<p>CC.1.2.5.J Through speaking and writing, acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>CC.1.4.5.B Through speaking and writing, identify and introduce the topic clearly.</p> <p>CC.1.4.5.C Through speaking and writing, develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.5.D Through speaking and writing, group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.5.S Through speaking and writing, draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p>		
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	<p>E05.E.1.1.5 Establish and maintain a formal style.</p> <p>E05.E.1.1.6 Provide a concluding section related to the analysis presented</p> <p>E05.D.1.2.5 Spell grade-appropriate words correctly.</p> <p>E05.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).*</p> <p>E05.D.2.1.4 Choose words and phrases for effect.</p>	<p>CC.1.1.5.E Through reading and listening, read with accuracy and fluency to support comprehension: Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understand, rereading as necessary</p> <p>CC.1.5.5 -Through reading and listening, engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others ideas and expressing their own clearly</p>	<p>CC.1.4.5.J Through speaking and writing, create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.</p> <p>CC.1.4.5.E Through speaking and writing, write with an awareness of style.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Use sentences of varying length.</p> <p>CC.1.4.5.H Through speaking and writing, introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.5.I Through speaking and writing, provide reasons that are supported by facts and details; draw from credible sources.</p> <p>CC.1.5.5 -Through speaking and writing, engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others ideas and expressing their own clearly</p>		
3 rd MP	See Fiction Template				
4 th MP	See 2 nd MP Template				

Academic Vocabulary: (Nonfiction) For these reasons, in conclusion, all in all, overall, opinion, in other words, that is to say, in short, for example, for instance, to illustrate, as proof, specifically

Instructional Supports: Instructional Support (scaffolds to accompany explicit instruction with multiple opportunities for student response and feedback decreasing in degree from English language proficiency level 1 to level 5. “I do, We do, You do”)

Proficiency Level 1 Entering	Proficiency Level 2 Emerging	Proficiency Level 3 Developing	Proficiency Level 4 Expanding	Proficiency Level 5 Bridging
Visual Support Sensory support Realia Video Graphic organizers Tiered assignments Partner Flexible grouping Reteaching/Preteaching Modeling Writing conferences with the teacher Chunking for the writing process with explicit graphic organizers	Visual Support Sensory support Realia Video Graphic organizers Tiered assignments Partner Flexible grouping Reteaching/Preteaching Modeling Writing conferences with the teacher Chunking for the writing process with explicit graphic organizers	Visual support Realia Video Graphic organizers Rubrics Checklists Thesaurus Tiered assignments Partner Flexible grouping Reteaching/Preteaching Modeling Writing conferences with the teacher Build background knowledge and connections to topic	Visual support Video Graphic organizers Rubrics Checklists Thesaurus Partner/group work Front load vocabulary Modeling Writing conferences with teacher Build background knowledge and connections to topic Reciprocal teaching opportunities within groups and the class as a whole	Video Graphic organizers Rubrics Checklists Thesaurus Partner/group work Front load vocabulary Modeling Writing conferences with teacher Build background knowledge and connections to topic Reciprocal teaching opportunities within groups and the class as a whole Practical Examples Real World Application