

Hazleton Area School District ELD Level 2

Timeline	Unit	Standard	Objective	Content	Additional Resources	Performance Tasks	Assessments
8 weeks	Unit 1 – Who Am I? Characterization Comparisons Sequence/Timeline Summarize Poetry Patterns	PAELPS 16.1.9-12.3.L 16.1.9-12.3R 16.1.9-12.3S 16.1.9-12.3W 16.2.9-12.3.L 16.2.9-12.3R 16.2.9-12.3S 16.2.9-12.3W 16.3.9-12.4L 16.3.9-12.4R 16.3.9-12.5 16.3.9-12.4W 16.4.9-12.4L 16.4.9-12.4R 16.4.9-12.5 16.4.9-12.4W 16.5.9-12.4L 16.5.9-12.4R 16.5.9-12.5 16.5.9-12.4W ELA CC.1.3.9-10.C CC.1.3.11-12.C CC.1.3.9-10.E CC.1.3.11-12.EL.9-10.5 LN.2.3.5 LN.1.3.2 CC.1.2.9-10.G CC.1.2.11-12.G CC.1.4.9-10.R CC.1.4.11-12.R CC.1.5.9-10.A CC.1.5.11-12.A CC.1.5.9-10.D CC.1.5.11-12.D	All students will <ul style="list-style-type: none"> Describe characters based on their words and actions Make connections across texts Arrange events in order using sequence language Analyze a text to isolate the points using a time line or sequence chart Locate patterns in a poem and determine how those patterns express the author’s thoughts and feelings Match synonyms with antonyms Ask and answer basic information questions Use body parts and color words to provide physical descriptions 	Vocabulary <ul style="list-style-type: none"> Characterization Comparison Sequence Summarize Body parts Color words Character descriptors Grammar <ul style="list-style-type: none"> Give information using the verb “to be” Pluralize singular nouns Use “do” and “does” in questions Contractions Subject pronouns 	Edge Fundamentals Read Theory Read Works Quick Reads <i>House & Families</i> Scholastic Action	-create a timeline to document family events -interview a peer -write physical descriptions and personality characteristics -retell a story -interview a peer -introduce peer to class -create an “All About Me” presentation -read poetry and document examples of repetition -research song lyrics with examples of repetition -grammar PDNs	Reading -Unit test -Cluster tests -Reader Theater version of Romeo & Juliet -read a variety of poetry -research song lyrics Writing -create timelines to document events -summarize an interview with a peer Speaking -oral presentations --peer collaboration -read alouds Listening -respond to peer presentations -peer collaboration

8 weeks	Unit 2 - What Makes Us Wise? Compare Contrast Cause and Effect Characterization Story Elements Problem Solution Critical Questions Writing Process	PAELPS 16.1.9-12.3.L 16.1.9-12.3R 16.1.9-12.3S 16.1.9-12.3W 16.2.9-12.3.L 16.2.9-12.3R 16.2.9-12.3S 16.2.9-12.3W 16.3.9-12.4L 16.3.9-12.4R 16.3.9-12.5 16.3.9-12.4W 16.4.9-12.4L 16.4.9-12.4R 16.4.9-12.5 16.4.9-12.4W 16.5.9-12.4L 16.5.9-12.4R 16.5.9-12.5 16.5.9-12.4W ELA CC.1.3.9-10.C CC.1.3.11-12.C CC.1.3.9-10.E CC.1.3.11-12.E CC.1.3.9-10.H CC.1.3.11-12.H CC.1.4.9-10.C CC.1.4.11-12.C CC.1.4.9-10.O CC.1.4.11-12.O CC.1.4.9-10.S CC.1.4.11-12.S CC.1.4.9-10.U CC.1.4.11-12.U CC.1.4.11-12.S CC.1.5.9-10.A CC.1.5.11-12.A CC.1.5.9-10.B CC.1.5.11-12.B	All students will <ul style="list-style-type: none"> • Compare two folk tales • Organize writing in a problem/solution text structure • Describe characters using text evidence • Make inferences • Follow steps of writing process • Research solutions to problems • Make comparisons • Analyze character actions in relation to plot advancement • Compare character actions to plot actions • Write a letter 	Vocabulary <ul style="list-style-type: none"> • Writing Process (Prewrite, Draft, Edit, Revise, Publish) • Problem/Solution • Folk Tale • Compare/Contrast • Cause/Effect • Character Grammar <ul style="list-style-type: none"> • Capitalization • Verb tense • Subject/verb agreement • Punctuation • Sentence fragments/Run-on sentences • Spelling • Parts of speech 	Edge textbook Read Theory Quick Reads Folk Tales Dear Abby columns Scholastic magazine	-compare and contrast two folk tales -write a folk tale that presents a problem and offers a solution -compare and contrast family members with story -write a letter to a family member -write advice column letters and responses -character portraits -create character biographies based on pictures grammar PDNs	Reading -read for a variety of tasks (folk tales, advice columns) -Unit test -Cluster test Writing -use writing process for a variety of writing tasks -write letters to/from advice column and to family members -write comparisons in essay and Venn diagram form Speaking -peer collaboration -read advice letters to peers -read alouds Listening -peer collaboration -reading letters with peers
8 weeks	Unit 3 What Makes Us the Same? What	PAELPS 16.1.9-12.3.L 16.1.9-12.3R 16.1.9-12.3S	All students will <ul style="list-style-type: none"> • Make generalizations based on visuals 	Vocabulary <ul style="list-style-type: none"> • Judgements • Opinions 	Travel brochures and websites	-recipe book -cooking presentations	Reading -research variety of topics (travel,

	<p>Makes Us Different?</p> <p>Comparisons Generalizations Judgements/Opinions Textual Evidence Interpret Analyze</p>	<p>16.1.9-12.3W 16.2.9-12.3.L 16.2.9-12.3R 16.2.9-12.3S 16.2.9-12.3W 16.3.9-12.4L 16.3.9-12.4R 16.3.9-12.5 16.3.9-12.4W 16.4.9-12.4L 16.4.9-12.4R 16.4.9-12.5 16.4.9-12.4W 16.5.9-12.4L 16.5.9-12.4R 16.5.9-12.5 16.5.9-12.4W</p> <p>ELA CC.1.2.9-10.B CC.1.2.11-12.B CC.1.2.9-10.C CC.1.2.11-12.C CC.1.3.9-10.F CC.1.3.11-12.F CC.1.4.9-10.A CC.1.4.11-12.A CC.1.4.9-10.R CC.1.4.11-12.R CC.1.4.9-10.S CC.1.4.11-12.S CC.1.5.9-10.A CC.1.5.11-12.A</p>	<ul style="list-style-type: none"> Describe visuals to others Research topics for presentation Compare and contrast two people Differentiate between positive and negative generalizations Use graphic organizers to organize informational text 	<ul style="list-style-type: none"> Textual Evidence Interpret Dream Career Ambition <p>Grammar</p> <ul style="list-style-type: none"> Capitalization Verb tense Subject/verb agreement Punctuation Sentence fragments/Run-on sentences Spelling Parts of speech 	<p>Newspapers News websites College brochures Virtual campus tour Edge textbook Edge grammar book Read Theory Read Works Quick Reads <i>The Beauty of Difference</i> Scholastic magazine</p>	<p>-Travel brochures -News article portfolio -Clothing around the world -Shoobox speech -Career/college research power point -grammar PDNs</p>	<p>culture, career, college) -read informational text -Unit test -Cluster test Writing -create variety of print materials (travel brochure, power point, recipe book) Speaking -presentations (power points, shoobox speech) Listening -peer collaboration -respond to peer presentations</p>
8 weeks	<p>Unit 4 What Does It Take to Survive?</p> <p>Summarizing Figurative Language Descriptive language Predictions</p>	<p>PAELPS 16.1.9-12.3.L 16.1.9-12.3R 16.1.9-12.3S 16.1.9-12.3W 16.2.9-12.3.L 16.2.9-12.3R 16.2.9-12.3S 16.2.9-12.3W 16.3.9-12.4L 16.3.9-12.4R 16.3.9-12.5 16.3.9-12.4W</p>	<p>All students will</p> <ul style="list-style-type: none"> Summarize informational text Use graphic organizers Create a step-by-step plan Analyze proverbs for their figurative meaning 	<p>Vocabulary</p> <ul style="list-style-type: none"> Figurative language (metaphor, simile, hyperbole) Summarize Predictions Sequence Survival 	<p>Edge textbook Edge grammar book Read Theory Read Works Quick Reads <i>Balto</i> <i>Hatchet</i></p>	<p>-summarize news articles -use graphic organizers to sequence steps in a process/event from a non-fiction text -create a step-by-step plan to</p>	<p>Reading -read a variety of informational text -read proverbs -Unit test -Cluster test Writing -writing survival plans</p>

	Sequence	16.4.9-12.4L 16.4.9-12.4R 16.4.9-12.S 16.4.9-12.4W 16.5.9-12.4L 16.5.9-12.4R 16.5.9-12.S 16.5.9-12.4W ELA CC.1.2.9-10.B CC.1.2.11-12.B CC.1.2.9-10.G CC.1.2.11-12.G CC.1.3.9-10.B CC.1.3.11-12.B CC.1.3.9-10.F CC.1.3.11-12.F CC.1.4.9-10.A CC.1.4.11-12.A CC.1.4.9-10.D CC.1.4.11-12.D CC.1.5.9-10.A CC.1.5.11-12.A	<ul style="list-style-type: none"> • Research survival situations • Differentiate between literal and figurative 	<ul style="list-style-type: none"> • Proverb • Literal/Figurative • Moral Grammar <ul style="list-style-type: none"> • Capitalization • Verb tense • Subject/verb agreement • Punctuation • Sentence fragments/Run-on sentences • Spelling • Parts of speech 	www.cdc.org Scholastic magazine Great Writing	respond to a survival situation -differentiate between literal and figurative proverb meanings -create a zombie apocalypse survival guide -grammar PDNs	-writing literal and figurative meanings -use graphic organizers Speaking -present survival guide -peer collaboration Listening -peer collaboration -peer presentations
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