

SCOPE & SEQUENCE: ELD 2, UNIT 1

ESSENTIAL SKILLS

- Active Reading and Listening
- Main Idea and Detail
- Sequence
- Summarize
- Note Taking

ASSESSMENTS

READING & WRITING

- After reading _____, write a summary explaining the sequence of _____.

LISTENING & WRITING/SPEAKING

- After listening to a passage, watching a video, or other, create a _____ identifying the main idea and three supporting details.

STANDARDS	SKILLS	RESOURCES FOR SKILLS
ACTIVE READING	Introducing Text Features (title, heading, subheading, graphs, pictures, illustrations, captions)	Introduction to Text Features (EDGE Related) Text & Organization & Text Features (PDF)
	Pre-reading text to identify main ideas/key vocabulary <ul style="list-style-type: none">• Skimming and scanning• Making connections	
	Note taking (Ex: Cornell notes, Venn diagrams, sequence charts, main idea/detail charts, webs, bubble maps, etc.)	

	Looking at words in bold (understanding key vocab before reading)	
MAIN IDEA/DETAIL	Using text features to identify main ideas and details	Reading with Text Features
	Using text features to create questions	Using text features to create questions that are at DOK Level 1 - Recall and Reproduction (Who, What, Where, When, and How)
SUMMARY	teaching sentence frames to build summaries	Sentence Frames: <ul style="list-style-type: none"> • This article is about _____ • 3 important points the writer mentioned were _____
	using graphic organizers to build summaries	
	Students will be able to summarize a text feature such as a graph or a chart	How to build a summary
SEQUENCE	Being able to create a sequence chart after reading	Introduction of sequence vocabulary: <ul style="list-style-type: none"> - First, second, third - In the beginning, then, next, after,
	being able to explain sequence (orally and in writing) after a listening exercise	ELPAC PRACTICE
RESPOND TO A PROMPT	Being able to answer basic question after reading a text that are at DOK Level 2	DOK Level 2 Questions: <ul style="list-style-type: none"> • How did it happen? • Why did it happen? • How does it work? • Why does it work?

	Being able to summarize or explain a sequence in writing or in an oral presentation	
NOTE TAKING	Introduce different types of graphic organizers such as Cornell notes, Venn diagrams, sequence charts, main idea/detail charts, webs, bubble maps, etc.	
SUGGESTED CONTENT RESOURCES		
Science Unit in Edge Unit 2 - Cluster 1: “Genes all in the Family” & “Do Family Meals Matter”		