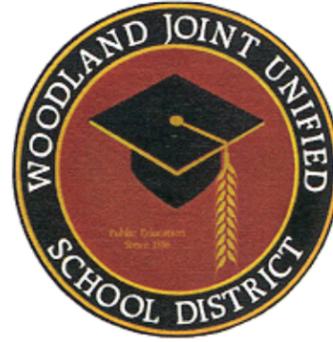


# WOODLAND JOINT UNIFIED SCHOOL DISTRICT



## FIFTH GRADE AVENUES ENGLISH LANGUAGE DEVELOPMENT PACING GUIDE 2011-2012

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>10 days</b>	<b>SELECTION 1 - GRANDMA'S RECORDS</b>						<b>S12-13- Oral language strategies described on these pages of Teacher's Edition</b>
<p>T12-13 T14-15 T15a T15b T16e T16f T16-17 T18a-T18b T18c-T18d T18g T18h T18i-T32 T35 T23 T30-31 T36b (all)*</p> <p>*Multiple lessons on same page. Can be done in multiple sessions.</p>	<p><b>ELD Standards:</b> *ELD5.RII Use content vocabulary  *ELD5.WC5 Use complete sentences (5).  *ELD5.LS2 Listen for main points and details (2, 3, 4, 5).  *ELD5.R23 Identify sequence of events (1, 2).  *ELD5.R34 Describe characters (2)  *ELDS.R37 Identify plot (2, 4).  *ELD5.R26 Draw inferences and conclusions (4, 5).</p> <p><b>Objectives: Students will be able to (SWBAT)</b> *Use context clues/related words  *Use complete sentences  *Analyze story elements  *Draw conclusions</p>	<p>*Context  *Clues  *Subject  *Predicate  *Realistic  *Fiction  *Characters  *Setting  *Traits  *Conclusion  *Research  *Characteristic</p>	<p>*Launch Unit 1 pgs. T12-15  *Family Newsletter 1  *Language Songs Big Book, p.5  *Song CD I, Tracks 1-4  *Picture Cards, FI-F8  *Selection Reading CD I, Tracks 1-4</p>	<p>Describe People and Events T16e T16f T18a T18c T18g T30-31</p>	<p>Complete sentences T18d  Statements and Commands T23  Subject and Predicate T23  Nouns T27a  Simple Subject T33  Add grammar to sentence frames when possible.</p>	<p><b>Beginning:</b> He/she __. The N V. They __. It __. __ happened. It was __.</p> <p><b>Early Intermediate:</b> We __ a __ and V N. The N V. She/he is __. I am __. We are __. They are __. We went to __ and __.</p> <p><b>Intermediate:</b> The __ were __. She/he __ yesterday. I went __ with my __. After that, we got some __, __ and __. We __ to the __, then we __ to the __. They __ the __. It started to __ and there were ADJ+N. After a few minutes, the __ was __. The __ were moving __. First, we __ our __. Then we __ our __. After that, __ we put our __ and __ on the __. Finally, we __ the __ on the __.</p> <p><b>Early Advanced/Advanced:</b> The runners are __ at the __. They are __ for the __ to go off. They hear the __ and they __. They are __ around the __. __ is in the lead, followed by __, __ is not far behind. It looks like __ will win! Yes, __ finished __. __ is second and __ is a close third. The __ causes the __ to shake __. It __ collapsed in the __. People come __ out __ __ __. The __ causes the __ to shake from all sides. It __ collapses __ __ __ __ in the street. Use adverbs to describe in this level.</p>	<p><b>Note:</b> Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b> 1. Describe what you did today/yesterday/last night etc. 2. Tell your partner what you did at a family celebration, sporting event, and holiday? 3. Tell or write about a trip, excursion, or shopping trip. 4. Tell or write about cooking a meal, planting a garden, fixing something. 5. Tell your partner several things you were doing the last time you had a family celebration. 6. Write a few sentences telling what you did first, next, etc. on your last trip. 7. Narrate a short TV show, movie, clip, or video clip. 8. Explain the actions in a game to a friend. 9. Explain how to create a hairstyle. 10. Explain to a friend the steps for cooking something.</p> <p><b>Academic Application:</b> 1. Describe what happened in the last story we read. 2. Tell or write what happened during a demonstration, science experiment, or activity. 3. Explain what you did to solve a math problem, complete an activity, and create an art project. 4. Describe how you are making a diorama. 5. Explain a dance or music performance. 6. Describe how to paint a landscape. 7. Explain your thinking during a read aloud, think aloud.</p>

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<b>10 days</b>	<b>SELECTION 2 - WE HONOR OUR ANCESTORS</b>						<b>S12-13- Oral language strategies described on these pages of Teacher’s Edition</b>
<p>T40e T40f T40-T41 T42a-T42b T42c-T42d T42g T42h T42i-T52 T55 T46 T47 T49(all)* T51 T56b T58-T59 T60-T61</p> <p>*Multiple lessons on same page. Can be done in multiple sessions.</p>	<p><b>ELD Standards:</b> *ELD5.RII Use content vocabulary (2, 3).  *ELD5.WC4 Use correct parts of speech (5).  *ELD5.LS4 Speak to be understood (1, 2, 3,4, 5).  *ELD5.WI5 Write with standard grammar (2,3).  *ELD5.R26 Draw inferences and conclusions (4, 5).</p> <p><b>Objectives: SWBAT</b>  *Use context clues/related words  *Use verbs correctly  *Use correct subject-verb agreement  *Draw conclusions</p>	<p>*Action Verb  *Art Essay  *Conclusion  *Defining  *Sentence  *Subject-Verb Agreement  *Verb  *Memory</p>	<p>*Picture Cards, FI-F8  *Selection Reading CD I, Tracks 5 - 7  *Teacher's Resource Book, Master 4, 5, 6  *Language Songs Big Book, p.8  *Song CD I,Tracks 5-6</p>	<p>Express Ideas and Feelings T40e T40f T42a T42c T42g T46</p>	<p>Verbs T42d  Simple Predicate T47  S-V agreement T49  Here is/are, There is/are T51  Verbs am, is are T51  Add grammar to sentence frames when possible.</p>	<p><b>Beginning:</b> I think_. I like__. Yes, No. I do not like__. I feel__. He feels__.</p> <p><b>Early Intermediate:</b> Can we _? I think__ because_. I like__ so__. My idea is to__. I feel_ and _. They feel__.</p> <p><b>Intermediate:</b> Can I say something? I have an idea about____. I have another idea. Could we ____? Lets _____. I have a question about____. Why do/don't___? Do you agree? Yes, I agree __. Not really, I think___? Do you think that is a good/bad idea? I think students need to____. Give reasons. Students should__ because____. Can I add an idea? My idea is similar, but I think __. How about if we__? Let me ask a question. May I ask a question? Why does/doesn't___? Do you agree? What do you think? Yes, I think____. I agree __, but I don't agree _____. I disagree because____. In my opinion students should____ Give reasons to support your opinion.</p> <p><b>Early Advanced/Advanced:</b> To interject/contribute: Can I add an idea? Maybe we should consider __.My idea is similar, but I think _____. I'd like to add an idea. May I interrupt? I'd like to piggyback on___'s comment/idea. To move a process: Have you considered__? If we ____, we would/could/might__. How about if we__? To seek agreement (agree/disagree): How does that sound to you? I agree, but I don't agree _____. I have a different view, opinion, perspective____. To state an opinion: In my opinion,__(it would be, it is, it can be)____, I think__ will__ because__ usually____. In my opinion, ____because _____. ___is evidence that __is a (an)__. Based on the evidence, I think_____</p>	<p><b>Note:</b> Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b> <b>Ideas:</b> 1.Students brainstorm topic of interest to discuss (sport event, class, school, or community issue etc). Teacher teaches vocabulary to discuss it. Using give one, get one students contribute ideas and opinions. Variation: Afterwards, students write three new ideas gleaned from conversations.</p> <p><b>Everyday Application:</b> <b>Feelings:</b> 1. Interview students about their favorite things: music, food, sport, subject, or past time. 2. Write paragraph and illustrate. 3. Students select pictures of people showing emotions and they share 1 sentence describing emotions. 4. Partners take turns telling each other about their favorite character in the recent story, giving reasons to explain.</p>

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<b>10 days</b>	<b>SELECTION 1 - PIECING EARTH AND SKY TOGETHER</b>						<b>S12-13- Oral language strategies described on these pages of Teacher’s Edition</b>
T62-T65 T65a T65b T66e T66f T66-T67 T68a-T68b T68c-T68d T68g T68h T68i-T84 T87 T76 T78 T82-T83 T85 T88a	<p><b>ELD Standards:</b></p> <p>*ELDS.RII Use content vocabulary (2, 3).</p> <p>*ELDS.WC4 Use correct parts of speech (5).</p> <p>*ELDS.LS8 Answer questions (1,2, 3, 4).</p> <p>*ELDS.R24 Identify main idea (2,4, 5).</p> <p>*ELDS.RIS Use a dictionary (4, 5)</p> <p><b>Objectives: SWBAT</b></p> <p>*Use context clues related words</p> <p>*Use nouns correctly</p> <p>*Identify goals and outcomes</p> <p>*Identify the main idea and details</p> <p>*Use a dictionary to confirm word meaning</p>	<p>*Defining</p> <p>*Sentence</p> <p>*Noun</p> <p>*Plural Nouns</p> <p>*Myth</p> <p>*Characters</p> <p>*Goal</p> <p>*Outcome</p> <p>*Main Idea</p> <p>*Details</p> <p>*Accent Mark</p> <p>*Syllable</p> <p>*Pronunciation</p> <p>*Key</p> <p>*Symbol</p> <p>*Derivation</p>	<p>*Launch Unit 2 pgs T62-T65b</p> <p>*Family Newsletter 2</p> <p>*Language Songs Big Book, pgs. 9-12</p> <p>*Song CD I, Tracks 7-10</p> <p>*Picture Cards, F9-F17</p> <p>*Selection Reading CD I, Tracks 8-11</p> <p>*Teacher's Resource Book, Master 8, 9</p>	<p>Ask and Answer Questions</p> <p>T66e T66f T68a T68c T68g T78 T82-83</p>	<p>Nouns T68d</p> <p>Plural Nouns T76</p> <p>Questions T76</p> <p>Plural Nouns T85</p> <p>Add grammar to sentence frames when possible.</p>	<p><b>Beginning:</b>                      Can I please use a__? Can I please have__? Yes/No. Thank you. Is it__? I need help. I need __. Can you help me? Can you __ again? Who is it? What is it? Where is it? Is it __? What is the word? What is your __ like? It is __. Tell me about the __. Is this a ____, yes/no this is/is not a__. Is __ big, yes/no a __ is/is not big. Can it ____ (verb)? Where is ____? On the _____. Where is ____? Pointing answer.</p> <p><b>Early Intermediate:</b>                      Can I please use /have__? Yes/no, you can/can't. Thank you. Can you __ again? Who is it? What is it? Where is it? Is it __? What is the word? What does the __ have? It has __ and __. Where is ____ (noun)? ____ (noun) is ____ (preposition) the _____. Where is the parking lot? It is ____ the _____.</p> <p><b>Intermediate:</b>                      May I please use your__? Can I please have a __? Yes, you can use the_. Sorry, I do not have a __. Thank you for sharing___. May I have__? May I borrow your__, please? Could you give me a __? Thank you for sharing __ with me. Could/would you please close the door? Yes, of course. I'd be glad to. Is there any __? (Milk?) Yes, there is. Is there any more __? I want some please. May I have a __ (smaller size?) I would like to order __ Please do not put __ (pickle) on my __. (hamburger) I'd like another__ please.</p> <p><b>Early Advanced/Advanced:</b>                      Do you think it would be all right if I borrowed your ____ now? Could you loan me your____? Would you be willing to let me borrow____? Of course (sure), you can borrow the____ (now, when I finish, when I'm done). Would you mind____ (closing the door, helping me carry etc. Not at all. No problem. Of course, I'd be glad to. That's not quite the ____ (I'm looking for, had in mind) I would prefer/like/rather have__. I'm_ (cold, tired, frustrated). Can I ____ (go get my jacket, take a break) please?</p>	<p><b>Note:</b> Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>1. Role playing borrowing something from a classmate/teacher.</li> <li>2. Play "Restaurant Game" using take out menus and make requests and restate order.</li> <li>3. Play "store" using catalogues or newspapers.</li> <li>4. Act out a scenario: losing a jacket, back pack etc, asking someone to help you find it, then thanking them..</li> <li>5. In pairs, ask and answer questions about the classroom.</li> <li>6. Role-play: person needing directions to play a game, use a computer program, etc.</li> <li>7. Play guessing games, such as 20 questions, Go Fish, Charades.</li> <li>8. Play a guessing game about an animal using its characteristics as clues.</li> <li>9. Play a guessing game about sounds and characteristics __ sounds like __ and is __ in color, and __ in size and lives in ____.</li> <li>10. Describe in detail an animal; give the specifics of the environment or habitat.</li> </ol> <p><b>Academic Application:</b></p> <ol style="list-style-type: none"> <li>1. Students write a list of questions to obtain information about a topic they are researching.</li> <li>2. Students ask questions to clarify what kind of experiments they can or can't do for their science project.</li> <li>4. Students sit in inside/outside circle. Outside circle asks questions about _____. Inside circle answers questions.</li> </ol>

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<b>10 days</b>	<b>SELECTION 2 – PLANET EARTH, INSIDE OUT</b>						<b>S12-13- Oral language strategies described on these pages of Teacher’s Edition</b>
T92e T92f T92-T93 T94a-T94b T94c-T94d T94g T94h T94i-T110 T99 T114a(all) T101(all) T111 T116-T117 T118-T119	<p><b>ELD Standards:</b></p> <p>*ELD5.R11 Use content vocabulary (2,3).</p> <p>*ELD5.WC1 Use capital letters (2).</p> <p>*ELD5.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD5.WC4 Use correct parts of speech (5).</p> <p>*ELD5.R24 Identify main idea (1, 2, 4, 5).</p> <p>*ELD5.RI9 Use text features and parts of a book (3, 4, 5).</p> <p><b>Objectives: SWBAT</b></p> <p>*Use context clues/related words</p> <p>*Identify the main idea and details</p> <p>*Use nouns correctly</p> <p>*Use maps and diagrams</p>	<p>*Defining</p> <p>*Sentence</p> <p>*Common Noun</p> <p>*Proper Noun</p> <p>*Science</p> <p>*Article</p> <p>*Photograph</p> <p>*Caption</p> <p>*Main Idea</p> <p>*Details</p> <p>*Count Noun</p> <p>*Non-Count</p> <p>*Noun</p> <p>*Possessive Noun</p> <p>*Diagram</p> <p>*Label</p> <p>*Legend</p> <p>*Scale</p>	<p>*Selection Reading CD 1, Tracks 12-14</p> <p>*Picture Cards, F9-F17</p> <p>*Teacher's Resource Book, Master 13,14,16</p> <p>*Language Songs Big Book, p.12</p> <p>Song CD 1, Tracks 11-12</p>	<p>Give Information</p> <p>T92e T92f T94a T94c T94g T104-105</p>	<p>Common and Proper Nouns</p> <p>T94d</p> <p>Count and Non Count Verbs</p> <p>T99</p> <p>Common/ Proper Nouns</p> <p>T101 T111</p> <p>Possessive Nouns</p> <p>T101</p> <p>Add grammar to sentence frames when possible.</p>	<p><b>Beginning:</b>                      A __ is coming. It will be here __. There will be __. This is a __. They are __. I am __. It is __. Yes/no a __ is/is not big. It is __ (color /adjective) It has __ (noun).</p> <p><b>Early Intermediate:</b>                      Add adverbs to responses. A __ __ is coming. It will be here at __. There will be __, __, __. This is a __ __. They are __ and __. He/she has __. They have __. I have __. You have __. He/she is __. __ is/has ____. It is __. He/She was ____. My __ noun was __ adjective adjective. It (noun) __ looks/sounds/ feels/smells/tastes like ____.</p> <p><b>Intermediate:</b>                      I am V Adv at the N. She/he is V Adv in the N. They are V Adv across the N. She has been __ because __. I have been __ so I __. We are __ so we ____.</p> <p><b>Early Advanced/Advanced:</b>                      I have __ since I was __. She has been __ since __. I am V adv behind PP. Until recently, I have __ the __, and therefore I __. During __, I am __, however after __ I am __. She has been __, whereas, I have been __. I have been __, therefore I am __.</p>	<p><b>Note:</b> Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>1. Explain a weather forecast.</li> <li>2. Share what you did this weekend.</li> <li>3. Share a story you recently read.</li> </ol> <p><b>Academic Application:</b></p> <ol style="list-style-type: none"> <li>1. Read a newspaper, choose an event and report on it to a partner or the class.</li> <li>2. Students give information about a hobby or sport they enjoy.</li> <li>3. Student listeners create questions to ask about the topic. Student presenter answers.</li> <li>4. In pairs ask and answer questions about classroom procedures and rules.</li> <li>5. Role play a person needing directions to play a game. Use a computer program, etc.</li> <li>6. Students write a list of questions to answer about a topic they are researching.</li> <li>7. Students write questions and interview someone. Share with their peers the information they learned.</li> </ol>

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<b>10 days</b>	<b>SELECTION 1 – DANCING WHEELS</b>						<b>S12-13- Oral language strategies described on these pages of Teacher’s Edition</b>
T120-T123 T123a T123b T124e T124f T124-T125 T126a- T126b T126c- T126d T126g T126h T126i-T150 T153 T131(all) T137 T145 T154a	<p><b>ELD Standards:</b></p> <p>*ELD5.RII Use content vocabulary (2, 3).</p> <p>*ELD5.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD5.R23 Identify sequence of events (1, 2).</p> <p>*ELD5.WC4 Use correct parts of speech (5).</p> <p>*ELD5.WI5 Write with standard grammar (1, 2, 3).</p> <p>*ELD5.RI2 Use multiple meaning words (4, 5).</p> <p><b>Objectives: SWBAT</b></p> <p>*Use context clues</p> <p>*Use subject pronouns</p> <p>*Relate events in a sequence</p> <p>*Use possessive pronouns</p>	<p>*Defining</p> <p>*Sentence</p> <p>*Subject Pronoun</p> <p>*Sequence</p> <p>*Possessive Pronoun</p> <p>*Context Clues</p> <p>*Photo-Essay</p> <p>*Caption</p> <p>*Setting</p> <p>*Sequence Chain</p>	<p>*Launch Unit 3 pgs.T120-T123b</p> <p>*Family Newsletter 3</p> <p>*Picture Cards, F18-F32</p> <p>*Language Songs Big Book, p.13</p> <p>*Song CD I, Tracks 13-14</p> <p>*Selection Reading CD I, Tracks 15-18</p> <p>*Teacher's Resource Book, Master 20</p>	<p>Use Appropriate Language</p> <p>T124e T124f T126a T126c T126g T131 T144</p>	<p>Subject Pronouns</p> <p>T126d T131</p> <p>Negative Words</p> <p>T137</p> <p>Possessive Pronouns</p> <p>T145</p> <p>Contractions</p> <p>T151</p> <p>Add grammar to sentence frames when possible.</p>	<p>In Modeling appropriate language students must learn to adjust their rate of speech and the formality language to match the audience and the occasion. Use both informal and informal frames.</p> <p><b>Beginning:</b> Hello, I'm __. Hey, Tom. I'm __. Hi! Hey! Goodbye, __. Bye __. Hello, my name is __. Goodbye. Good morning, my name is __. Hi, I am __.</p> <p><b>Early Intermediate:</b> My name is __. What is your name? Hi, I am __. He/she is __. I live on ____ street. I am in __ grade. How are you? I'm __. Thanks. Hello. My name is __. My friend __.</p> <p><b>Intermediate:</b> Good evening, Ms. __. How are you? I would like you to meet my __. Hello, I'm __. It's a pleasure to meet you. I'm doing well. Thanks for asking. How are you? Its been a pleasure meeting you. Ladies and gentlemen, _ and _ will now V the _.</p> <p><b>Early Advanced/Advanced:</b> Good evening, Mr. __. How are you? It is a pleasure to see you again. I would like you to meet my (friend, father etc). It was (great, wonderful) to meet you. __ has told me about you. Would you like to ____ with me? Yes, thanks I'd __ that. Would you like to come to __ (event) at __ (location) on __ (date)?</p>	<p><b>Note:</b> Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>1. Students practice how to greet a special visitor.</li> <li>2. Practice a dialogue to introduce your parents to your teacher during the Back to School Night.</li> <li>3. Mini- performance (skit, role play, dialogue) introducing self to new student.</li> </ol> <p><b>Academic Application:</b></p> <ol style="list-style-type: none"> <li>1. Introduce a special person to the class, in the introduction share what special qualities makes this an exciting guest speaker.</li> <li>2. Students practice and write a skit extending and responding to an invitation to go to the movies.</li> <li>3. Write a note inviting someone to your birthday.</li> </ol>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>10 days</b>	<b>SELECTION 2 - MOVING</b>						<b>S12-13- Oral language strategies described on these pages of Teacher’s Edition</b>
T158e T158f T158-T159 T160a- T160b T160c- T160d T160g T160h T160i-T172 T175 T162-T163 T167 T173 (all) T176b T178-T179 T180-T181	<p><b>ELD Standards:</b></p> <p>*ELD5.RII Use content vocabulary (2, 3).</p> <p>*ELD5.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD5.WC4 Use correct parts of speech (5).</p> <p>*ELD5.LS2 Listen for main points and details (2, 3, 4, 5).</p> <p>*ELD5.R24 Identify main idea (4,5).</p> <p>*ELD5.R32 Demonstrate comprehension (I, 2).</p> <p>*ELD5.R9 Apply knowledge of word parts (3, 4, 5).</p> <p><b>Objectives: SWBAT</b></p> <p>*Use context clues/related words</p> <p>*Use pronouns correctly</p> <p>*Classify details</p> <p>*Use object pronouns</p> <p>*Use suffixes correctly</p>	<p>*Defining</p> <p>*Sentence</p> <p>*Pronoun</p> <p>*Agreement</p> <p>*Classify</p> <p>*Details</p> <p>*Object Pronoun</p> <p>*Suffix</p> <p>*Science</p> <p>*Article</p> <p>*Non-Fiction</p> <p>*Illustration</p> <p>*Label</p> <p>*Diagram</p>	<p>*Picture Cards, F18-F32</p> <p>*Language Songs Big Book, pgs. 14-15</p> <p>*Song CD I, Tracks 15-16</p> <p>*Selection Reading CD I, Tracks 19-21</p> <p>*Teacher's Resource Book, Master 25, 27</p>	<p>Define and Explain</p> <p>T158e                      T158f                      T160a                      T160c                      T160g                      T162-163</p>	<p>Pronoun Agreement                      T160d</p> <p>Demonstrative Pronouns                      T167</p> <p>Prepositions                      T167</p> <p>Object Pronouns                      T173</p> <p>Add grammar to sentence frames when possible.</p>	<p><b>Beginning:</b>                      It is __. A __ ball. The __ is __. I have __ balls. It has __. My room has a __. The pond is __.</p> <p><b>Early Intermediate:</b>                      It is _ and _. It has __. It is not __. It has a Adj N. The _ is the Adj N. It is Adj than N. The N is Adv than the N.</p> <p><b>Intermediate:</b>                      It’s Adj and has a Adj N. It looks like __. It has the same Adj, adj, N. The _ uses a __. It Adv V. It was Adj than N. It’s Adj, Adj N that connects N and N. There is a Adj, Adj N north of the N. The N is south of the N next to the N. The N doors are Adj and Adj. N feels Adj, and Adj. Its used for __.</p> <p><b>Early Advanced/Advanced:</b>                      The _ is __. Sometimes it appears __ and sometimes it looks __. The Adj N make it sound louder. It __ __. The N Adj like N. Some of the Adj N are Adj. The Adj, Adj, Adj, N protect their Adj Adj N. They leave a Adj N as they V Adv across the N. The N N Adj like N in the N. It can be found in Adj, N and Adj N, therefore, it __ and ____. Add different comparative adverbs and regular adverbs to change frames.</p>	<p><b>Note:</b> Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>1. Give information about a lost object.</li> <li>2. Play a guessing game to ask questions about sounds and looks: (animals, vehicles, music, instruments, etc) What color am I? How big am I? What do I have?</li> <li>3. Mystery bag: students ask: It is __ or __? Is it __ or __? What shape is it?</li> <li>4. Make a poster to help someone's lost jacket, pet etc. Make a drawing with adjectives and noun labels.</li> <li>5. Explain what a person does at home, school, job etc.</li> <li>6. Explain what people do at an event, during a specific time of day, at a particular location.</li> <li>7. Describe to someone a place that they haven't been.</li> <li>8. Create a visual of and describe a location (classroom, room at home) orally or in writing.</li> </ol> <p><b>Academic Application:</b></p> <ol style="list-style-type: none"> <li>1. Describe an animal, person, object, location in writing/orally.</li> </ol>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>10 days</b>	<b>SELECTION 1 - JOINING THE BOSTON TEA PARTY</b>						<b>S12-13- Oral language strategies described on these pages of Teacher's Edition</b>
T182-T185 T185a T185b T186e T186f T186-T187 T188a- T188b T188c- T188d T188g T188h T188i-212 T215 T197 T200-T201 T203 T208-T209 T211	<p><b>ELD Standards:</b>                      *ELD5.RII Use content vocabulary (2,3).                      *ELD5.LS4 Speak to be understood (1,2,3,4, 5).                      *ELD5.WC4 Use correct parts of speech (5).                      *ELDS.R37 Identify plot (2, 4).                      *ELD5R.27 Distinguish fact from opinion (4, 5).</p> <p><b>Objectives: SWBAT</b></p> <p>*Use context clues related words                      *Use verbs correctly                      *Identify the problem/solution of a story                      *Distinguish fact from opinion</p>	*Defining *Sentence *Fantasy *Character *Setting *Present Tense *Past Tense Verb *Problem *Solution *Judgment *Fact/ Opinion *Persuade	*Launch Unit 4 pgs.T182-T185b *Family Newsletter 4 *Language Songs Big Book, p.17 *Song CD I, Tracks 19-20 *Picture Cards, F33-F47 *Selection Reading CD 2, Tracks 1-3 *Teacher's Resource Book, Master 31, 32	Persuade T186e T186f T188a T188c T188g T203 T208-209	Present and Past Tense Verbs T188d Regular Past Tense Verbs T197 Commas in a Series T203 Was, Were T211 Add grammar to sentence frames when possible.	<p><b>Beginning:</b>                      I think we should___. I believe ___ is better. ___is better. You should___.</p> <p><b>Early Intermediate:</b>                      I think we should___ because___. I believe ___is better because_. ___ is important because___.</p> <p><b>Intermediate:</b>                      You must ___ because___. We need to___ since___. I think we should___ since/because___. I feel we should___ because/so___.</p> <p><b>Early Advanced/Advanced:</b>                      I must ___ since___. You should___ so___. We should ___, but also___. We must ___, although___. You should___, therefore___. To create more frames interchange the following conjunctions for the advanced level: such as, whomever, as soon as, whether/or, whereas.</p>	<p><b>Note:</b> Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b>                      1. Have class create a list of classroom changes, list them and have students in partners practice persuading each other using examples.                      2. Create a list of social issues and have students create sentences using frames to persuade others.                      3. Have then read a newspaper and choose a social issue that is relevant to them, create a poster and deliver a persuasion oral presentation to the class.</p>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>10 days</b>	<b>SELECTION 2 - GEORGE WASHINGTON</b>						<b>S12-13- Oral language strategies described on these pages of Teacher's Edition</b>
T220e T220f T220-T221 T222a- T222b T222c- T222d T222g T222h T222i-T244 T247 T227(all) T237 T242-T243 T248b T250-T251 T252-T253	<p><b>ELD Standards:</b>                      *ELD5.RII Use content vocabulary (2, 3).                      *ELD5.LS4 Speak to be understood (1, 2, 3, 4, 5).                      *ELD5.WC4 Use correct parts of speech (5).                      *ELD5.R23 Identify sequence of events (1, 2).                      *ELD5.R20 Use text structures (4, 5).</p> <p><b>Objectives: SWBAT</b></p> <p>*Use context clues/related words</p> <p>*Use irregular past tense verbs correctly</p> <p>*Identify the sequence of events in a story</p>	*Defining *Sentence *Irregular Past Tense Verb *Sequence *Events *Source	*Picture Cards, F33-F47 *Selection Reading CD 2, Tracks 4-6 *Language Songs Big Book, p.20 *Song CD I, Tracks 23-24 *Teacher's Resource Book, Master 37	Ask for and Give Information T220e T220f T222a T222c T222g T242-243	Irregular Past Tense Verbs T222d T227 T237 Add grammar to sentence frames when possible.	<p><b>Ask questions</b>  <b>Beginning:</b>                      Can I please use a_? Can I please have_? Yes/No. Thank you.  <b>Early Intermediate:</b>                      Can I please use/have_? Yes/no, you can/can't. Thank you.  <b>Intermediate:</b>                      May I please use your_? Can I please have a _? Yes, you can use the_. Sorry, I do not have a_. Thank you for sharing_. May I have_? May I borrow your_, please? Could you give me a _? Thank you for sharing _with me. Could/would you please close the door? Yes, of course. I'd be glad to. Is there any _? (Milk?) Yes, there is. Is there any more _? I can't some please. May I have a _(smaller size?) I would like to order_. Please do not put_(pickle) on my __.(hamburger) I'd like another__ please.  <b>Early Advanced/Advanced:</b>                      Do you think it would be all right if I borrowed your _ now? Could you loan me your__? Would you be willing to let me borrow__? Of course (sure), you can borrow the__(now, when I finish, when I'm done). Would you mind__(closing the door, helping me carry etc). Not at all. No problem. Of course, I'd be glad to. I would prefer/rather have_. I'm (cold, tired).Can I _(go get my jacket, take a break) please?</p> <p><b>Give information:</b>  <b>Beginning:</b>                      A _ . A _ is coming. It will get here_. There will be _ . This is a_. They are _ . I am_.  <b>Early Intermediate:</b>                      The _ are _ . They are _ the _ . The _ are V N. He is __ a __. They are __ and __.  <b>Intermediate:</b>                      In my picture, there is (isn't) __. In my picture there are (aren't)_. My picture has _ and _ . The adj N has _ and_. My picture doesn't have_. The N V a adj, adj N. There was a adj N V for the N to V. One N was V the N and another N was V the N to the N.  <b>Early Advanced/Advanced:</b>                      Is it still V? No, it's not V anymore. It looks like its going to be a Adj day. Have/has _ + past participle yet? Have/has_ already + past participle? No, not yet. Yes, I have not quite finished it yet. I'm going to finish it soon.</p>	<p><b>Note:</b> Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>Describe what is happening in a picture to a partner.</li> <li>Ask and answer questions about what is happening on the playground, in the cafeteria/library/office.</li> <li>Ask and answer questions about what you see people doing on your way to school, at the park, at the store.</li> <li>After looking at a picture for 30 seconds, describe what the people did and didn't do to your partner. Take turns. You can look at the picture again to see more details.</li> <li>Looking out the window, write 3 sentences describing what you see.</li> <li>Describe weather events that have or have not occurred during the past week.</li> </ol> <p><b>Academic Application:</b></p> <ol style="list-style-type: none"> <li>Ask and questions about a desert/arctic habitat.</li> <li>Ask and answer questions about activities in an illustration/photo/painting.</li> <li>Ask and answer questions about what characters or people did in a story/film/performance/game.</li> <li>Check in with a partner to see if the teacher has already. Given the assignment, graded projects.</li> <li>Figure out what needs to be done on a project by asking questions such as "Have we..? Do we need to?"</li> </ol>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>10 days</b>	<b>SELECTION 1 - GREETINGS FROM AMERICA</b>						<b>S12-13- Oral language strategies described on these pages of Teacher’s Edition</b>
T254-T257 T257a T257b T258e T258f T258-T259 T260a- T260b T260c- T260d T260g T260h T260i-T276 T279 T265(all) T268-T269 T270 T280a	<p><b>ELD Standard</b>                      *ELD5.RII Use content vocabulary (2, 3).                      *ELD5.WC4 Use correct parts of speech (5).                      *ELD5. WC3 Use standard word order (3,4,5).                      *ELD5.R24 Identify main idea (1, 2, 3, 4,5).                      *ELD5.LS4 Speak to be understood (1, 2, 3, 4, 5).                      *ELD5.R6 Respond appropriately (I).                      *ELD5.W9 Write in the content areas (2, 3,4).                      *ELD5.R9 Apply knowledge of word parts (3, 4, 5).</p> <p><b>Objectives: SWBAT</b>                      *Use context clues /related words                      *Use adjectives correctly                      *Identify the main idea and details                      *Use number and order words                      *Make comparisons                      *Decode unknown words</p>	*Defining *Sentence *Adjectives *Main Idea *Details *Descriptive *Adjectives Exact *Adjective *Indefinite *Number Adjective *Comparison *Prefix *Description	*Launch Unit 5 pgs.T254- T257b *Family Newsletter 5 *Picture Cards, F48-F61 *Selection Reading CD 2, Tracks 7- 9 *Language Songs Big Book, p.21 *Song CD 2,Tracks 1- 2 *Teacher's Resource Book, Master 39, 41	Describe T258e T258f T260a T260c T260g T272-273	Adjectives T260d Descriptive Adjectives T265 Number and Order Words T265 Prepositions / Phrases T270 Adjectives that Compare T270, T277 Add grammar to sentence frames when possible.	<p><b>Beginning:</b>                      She/he is __. She/he can __. can __. He can __. It is __. It has __.</p> <p><b>Early intermediate:</b>                      My friend/brother/sister is _ and __.She is __. She tells __. He is __ and __. She likes to __ and __. It is __ and __.It has __. It is not __. It has adj +noun. No, it was not __. It had __.</p> <p><b>Intermediate:</b>                      I have a friend that's __ and __. _ is _ because he/she __, __ and __. He/she is __. He/she was __. I like _ because he/she is __ He/she _ and __. I have a friend that was _ and __. _ was _ because he/she use to __, __ and __. Now, _ is _ because he/she __, __ and __. I would describe her as _ because __. Because she __, I think she is __. It looks, smells, feels, sounds like __. Its __, _ and has a ____. I have a brother. He has __. He has adj+ noun. My __ was __. It had __. __ looks/sounds like __. __ is/has __ and __. My __ was __ with __.</p> <p><b>Early Advanced/Advanced:</b>                      My __ is __. If she ____ someone who needs __ she will always __. __ is a __, __ who __ to __. The __ was __ because he/she __ the __ into __ so __. __ is a __, who __ in order to __.</p>	<p><b>Note:</b> Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b>                      1. Describe a person orally and in writing.                      2. Describe to someone a person they haven't met.                      3. Describe the character traits of a friend or family member with specific examples/details. (EA/ADV).                      4. Play a guessing game about a person.                      5. Give information about a lost object.                      6. Play a guessing game to ask questions about sounds and looks:(animal, vehicle, music, instruments etc)                      What sound do I make? What do I look like? What do I have?                      7. Mystery bag: students ask " What does it feel like? How does it feel? What shape is it? What size is it?                      8. Make a poster to help find someone’s lost jacket (pet etc).</p> <p><b>Academic Application:</b>                      1. Make generalizations about a person or character based on their actions.                      2. Create an oral or written portrait of a fictional or historical character using rich examples of their actions/words.                      3. Make an oral presentation about a person that has influenced you in a positive way, with a detailed description.                      4. Describe an animal, location or object orally in writing.                      5. Describe the characteristics of an environment or habitat.                      6. Describe a character or historical figure.                      7.Create similes to describe and explain the character traits of a friend, family member or character.</p>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>10 days</b>	<b>SELECTION 2 - THE BUNYANS</b>						<b>S12-13- Oral language strategies described on these pages of Teacher’s Edition</b>
T284e T284f T284-T285 T286a- T286b T286c- T286d T286g T286h T286i-T302 T305 T294 T306(all) T297(all) T303 T308-T309 T310-T311	<p><b>ELD Standards:</b></p> <p>*ELD5.RII Use content vocabulary (2, 3).</p> <p>*ELD5.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD5.WC4 Use correct parts of speech (5).</p> <p>*ELD5.LSIO Use figurative language (4, 5).</p> <p>*ELD5.R41 Identify figurative language (4).</p> <p>*ELD5.LS2 Listen for main points and details (2, 3, 4, 5).</p> <p><b>Objectives: SWBAT</b></p> <p>*Use context clues/related words</p> <p>*Use adverbs correctly</p> <p>*Make comparisons</p> <p>*Use irregular adjectives</p> <p>*Use adjectives correctly</p>	<p>*Defining</p> <p>*Sentence</p> <p>*Adverb</p> <p>*Adjective</p> <p>*Tall Tale</p> <p>*Character</p> <p>*Setting</p> <p>*Comparison</p> <p>*Interview</p> <p>*Regionalism</p>	<p>*Picture Cards, F48-F61</p> <p>*Selection Reading CD 2, Tracks 10-12</p> <p>*Language Songs Big Book, pgs. 22-24</p> <p>*Song CD 2, Tracks 3-6</p> <p>*Teacher's Resource Book, Master 45, 50</p>	<p>Elaborate T284e                      T284f                      T286a                      T286c,                      T286g                      T294                      T300-301</p>	<p>Adverbs T286d</p> <p>Adverbs that Compare T297</p> <p>Irregular Adjectives T303</p> <p>Add grammar to sentence frames when possible.</p>	<p><b>Beginning:</b>                      It is __. A __ ball. The __ is __. I have __ balls. It has __. My room has a __. The pond is __. (Actions) The fish is __. It is __. They are __.</p> <p><b>Early Intermediate:</b>                      It is __ and __. It has __. It is not __. It has a Adj N. The __ is the Adj N. It is adj than N. (Actions) The N V. They V and V N. The N V PP. The N is Adj than the N. A pond has __. It is __. __ and __ live there. There is Adj N in the water.</p> <p><b>Intermediate:</b>                      It’s Adj and has a Adj N. I look like my __. We have the same Adj, adj, N. But he has __ and I have __. We both have a __. (Actions) The __ uses a __. She Adv V your N. The N were V from the N and N when we saw them. They began V with a N. They were V it around. They were Adj than N. We went to the N. It’s Adj, adj N that connects N and N. There is a adj, adj N north of the N. The N is south of the N next to the N. The N doors are adj and adj.</p> <p><b>Early Advanced/Advanced:</b>                      The __ is __. Sometimes it appears __ and sometimes it looks __. The Adj N make it sound louder. It __ __. The N adj like N. Some of the Adj N are Adj. The adj, adj, adj, N protect their Adj Adj N. They leave a Adj N as they V Adv across the N. The N N adj like N in the N. (Actions) The N V Adj as the N V, N went up in the air. When we went to the __ last, I observed many __. They __ as __.</p>	<p><b>Note:</b> Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>1. Give information about a lost object.</li> <li>2. Play a guessing game to ask questions about sounds and looks: (animals, vehicles, music, instruments, etc) What color am I? How big am I? What do I have?</li> <li>3. Mystery bag: students ask: It is __ or __? Is it __ or __? What shape is it?</li> <li>4. Make a poster to help someone's lost jacket, pet etc. Make a drawing with adjectives and noun labels.</li> <li>5. Explain what a person does at home, school, job etc.</li> <li>6. Explain what people do at an event, during a specific time of day, at a particular location.</li> <li>7. Describe to someone a place that they haven't been.</li> <li>8. Create a visual that describes a location (classroom, room) orally/writing.</li> </ol> <p><b>Academic Application:</b></p> <ol style="list-style-type: none"> <li>1. Describe an animal, person, object, location in writing/orally.</li> <li>2. Describe a character in a story.</li> <li>3. Write a description in a science report.</li> <li>4. Explain the process of completing a science project. art project, doing a math problem.</li> <li>5. Describe the way an animal adapts and survives in a habitat.</li> <li>6. Visualize a setting from a story and describe it to a partner or small group.</li> <li>7. Describe an environment or habitat.</li> <li>8. Students lead a directed drawing activity.</li> </ol>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>10 days</b>	<b>SELECTION 1 - BEN FRANKLIN'S EXPERIMENT</b>						<b>S12-13- Oral language strategies described on these pages of Teacher's Edition</b>
T312-T315 T315a T315b T316e T316f T316-T317 T318a- T318b T318c- T318d T318g T318h T318i-T334 T337 T325a T338a(all) T325b T330	<p><b>ELD Standards:</b></p> <p>*ELD5.RII Use content vocabulary (2,3).</p> <p>*ELD5.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD5.WC4 Use correct parts of speech (5).</p> <p>*ELD5.R20 Use text structures (5).</p> <p><b>Objectives: SWBAT</b></p> <p>*Use context clues/related words</p> <p>*Use verbs correctly</p> <p>*Make comparisons</p> <p>*Use adjectives correctly</p> <p>*Identify and use compound subjects</p>	<p>*Defining</p> <p>*Sentence</p> <p>*Play</p> <p>*Script</p> <p>*Scene</p> <p>*Character</p> <p>*Dialogue</p> <p>*Verb</p> <p>*Venn Diagram</p> <p>*Comparison</p> <p>*Simple Subject</p> <p>*Conjunction</p> <p>*Compound Subject</p> <p>*Persuasive</p> <p>*Technique</p> <p>*Invention</p>	<p>*Launch Unit 6 pgs. T 312-T315b</p> <p>*Family Newsletter 6</p> <p>*Picture Cards, F62-F74</p> <p>*Selection Reading CD 2, Tracks 13-15</p> <p>*Language Songs Big Book, pgs. 25-26</p> <p>*Song CD 2,Tracks 7-10</p> <p>*Teacher's Resource Book, Master 56</p>	<p>Make Comparisons</p> <p>T316e T316f T318a T318c T318g T325b</p>	<p>Verbs T318d</p> <p>Subject and Predicate T325a</p> <p>Compound Predicate T325b</p> <p>Compound Subject T330</p> <p>Add grammar to sentence frames when possible.</p>	<p><b>Beginning:</b> (Focus at first on comparing only, slowly move to contrast): They have ___. It is ___. No, it is ___. They have ___ and ___. ___ has ___ and ___ has ___.</p> <p><b>Early Intermediate:</b> They both have ___. ___ is different because ___. ___ is bigger/larger/smaller than ___. ___ have ___ and ___ have ___.</p> <p><b>Intermediate:</b> My ___ is as ___ as ___. ___ likes to ___, but my ___ doesn't. They are both ___. The ___ has a ___, but the ___ doesn't. Both ___ have ___. The difference between the ___ and ___ is that one has ___ and the other doesn't. One similarity is that they both have ___. ___ are similar in that they both have/do ___. Another difference is ___ and ___.</p> <p><b>Early Advanced/Advanced:</b> While both ___ are ___, my ___ is much more ___ than my ___. Although, ___ is as good as ___, they like different things. My ___ while my ___. Each is ___. The ___ has, while ___ are ___. However, both ___. The ___ resemble each other because they both have ___ and ___. A notable difference is that the ___ has ___, whereas the ___ has ___. The ___ is ___; on the other hand, ___ is ___. Both are equally ___. Despite the fact that ___ can ___, they are not ___. They are ___ because they have ___ and ___.</p>	<p><b>Note:</b> Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>1. Rank items on a scale.</li> <li>2. Compare everyday events and objects such as weather, classroom activities, pets, clothing etc.</li> <li>3. Explain preferences based on their characteristics, I like the blue car. It is smaller than the white car.</li> <li>4. Play card or board games calling on use of descriptive phrases that can be turned into comparatives.</li> </ol> <p><b>Academic Application:</b></p> <ol style="list-style-type: none"> <li>1. Differentiate one environment or habitat to another.</li> <li>2. Compare two different objects, people, and animals. etc and explain differences and similarities orally and in writing.</li> <li>3. Make generalizations about the similarities and differences between two or more items, people, scenes, plots etc.</li> <li>4. Rank similar or related objects/animal according to the degree or extent they exhibit a particular attribute.</li> </ol>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
10 days	<b>SELECTION 2 - SWITCH ON, SWITCH OFF</b>						<b>S12-13- Oral language strategies described on these pages of Teacher's Edition</b>
T342e T342f T342-T343 T344a- T344b T344c- T344d T344g T344h T344i-T358 T361 T349(all) T355 T362a T364-T365 T366-T367	<p><b>ELD Standards:</b> *ELD5.R11 Use content vocabulary (2, 3).  *ELD5.LS4 Speak to be understood (1, 2, 3, 4,5).  *ELD5.WC4 Use correct parts of speech (5).  *ELD5.WC3 Use standard word order (3, 4, 5).  *ELD5.R25 Identify cause and effect (3, 4, 5).  *ELD5.RI2 Use multiple-meaning words (4,5).</p> <p><b>Objectives: SWBAT</b> *Use context clues/related words  *Use modals correctly  *Identify cause and effect  *Identify words with multiple meanings  *Use compound sentences</p>	<p>*Defining  *Sentence  *Science *Article  *Diagram  *Numbered Steps  *Photograph  *Caption  *Helping Verb/  *Modal  *Cause  *Effect  *Combine  *Multiple-Meaning *Word  *Verify  *Fact</p>	<p>*Picture Cards, F62-F74  *Selection Reading CD 2, Tracks 16-17  *Language Songs Big Book, p. 28  *Song CD 2,Tracks 11-12  *Teacher's Resource Book, Master 61</p>	<p>Verify T342e T342f T344a T344c T344g T357</p>	<p>Modals: Can, May, Could, Might T344d  Compound Sentences T349  Modals T355  Compound Sentences T357  Add grammar to sentence frames when possible.</p>	<p><b>Beginning:</b> _, it is true. _, it is not true.  <b>Early Intermediate:</b> I found _ to be T/F. Is it T/F?_ it is T/F.  <b>Intermediate:</b> I found_ to be T/F because_. It is accurate/not accurate since_. Based on __, it is accurate because___. Can _ be true? If so, why?  <b>Early Advanced/ Advanced:</b> Based on my research in __, I believe _ is accurate. After researching__, I found that it is accurate/inaccurate since__.</p>	<p><b>Note:</b> Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.  <b>Everyday Application:</b> 1.Provide partners a list of statements that can be verified using a familiar article or story. Have partners read statements and other verifies it based on article/story.</p>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>10 days</b>	<b>SELECTION 1 - GOIN' SOMEPLACE SPECIAL</b>						<b>S12-13- Oral language strategies described on these pages of Teacher's Edition</b>
T368-T371 T371a T371b T372e T372f T372-T373 T374a- T374b T374c- T374d T374g T364h T374i-T400 T403 T379(all) T396-T397 T401 T404a	<p><b>ELD Standards:</b>                      *ELD5.RII Use content vocabulary (2,3).                      *ELD5.LS4 Speak to be understood (1,2,3,4, 5).                      *ELD5.WC4 Use correct parts of speech (5).                      *ELD5.R34 Describe characters (2).                      *ELD5.R36 Describe setting (1,2).                      *ELDS.R37 Identify plot (4).                      *ELD5.WI5 Write with standard grammar (1, 2, 3).</p> <p><b>Objectives: SWBAT</b>                      *Use context clues/ related words                      *Use verbs correctly                      *Use future tense contractions                      *Identify the setting, conflict and resolution of a story                      *Analyze changes in a character                      *Analyze the author's point of view</p>	*Defining *Sentence *Historical Fiction *Dialogue *Setting *Conflict *Resolution *Future Tense *Contraction *Helping Verb *Main Verb *Character *Event *Justify *Point of View/ *View Point	*Launch Unit 7 pgs. T368-T371b *Family Newsletter 7 *Picture Cards, F75-F86 *Language Songs Big Book, p.29 *Song CD 2,Tracks 13-14 *Selection Reading CD 3, Tracks 1-4 *Teacher's Resource Book, Master 69	Justify T37e T372f T374a T374c T374g T398	Helping Verbs T379 Future Tense Verbs T379 Past Progressive Verbs T398 Future Tense Contractions T401 Add grammar to sentence frames when possible.	<p><b>Beginning:</b>                      I want a __. I like the __. I prefer __. __ is better. My favorite is __. One word responses.</p> <p><b>Early Intermediate:</b>                      I want a __ because __. I like __. I don't like __. My favorite _ is a __. My favorite is __. It is __. The best is __ because __.</p> <p><b>Intermediate:</b>                      I want to buy a __ at the __. I think __ because __. One of my favorite __ is __ because __. I really enjoy __ because __. I prefer __ because __. I prefer __ with __, but I don't like __. I like to __, but not as much as __. I enjoy/don't enjoy __ because __. I like __ better than __.</p> <p><b>Early Advanced/Advanced:</b>                      I would rather __ instead of __. I like __ ,but prefer __. I believe __ ,therefore I __.</p>	<p>Note: Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b>                      1. Conduct interviews and surveys about favorite things: music, food, hobbies, sports etc and give reason why.                      2. Each student writes a paragraph telling about a favorite past time. Illustrate for homework and collect in a class album.                      3. Students take turns selecting from a pile of pictures and justify which they prefer and why.</p>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>10 days</b>	<b>SELECTION 2 - GETTING TO SOMEPLACE SPECIAL</b>						<b>S12-13- Oral language strategies described on these pages of Teacher’s Edition</b>
T408e T408f T408-T409 T410a- T410b T410c- T410d T410g T410h T410i-T424 T427 T412-T413 T428a(all) T423 T430-T431 T432-T433	<p><b>ELD Standards:</b>                      *ELD5.R11 Use content vocabulary (2, 3).                      *ELD5.LS4 Speak to be understood (1, 2, 3, 4, 5).                      *ELD5.WC4 Use correct parts of speech (5).                      *ELD5.WC5 Use complete sentences (5).                      *ELD5.LS11 Summarize main ideas (4).                      *ELD5.LS2 Listen for main points and details (2, 3, 4, .5).                      *ELD5.R34 Describe characters (2).                      *ELD5.R39 Identify narrator (4).                      *ELD5.R40 Recognize narrator's point of view (4).</p> <p><b>Objectives: SWBAT</b>                      *Use context clues/related words                      *Use complex sentences                      *Summarize main ideas                      *Identify the author's purpose                      *Analyze changes in a character                      *Identify the author's point of view</p>	*Defining *Sentence *Autobiography *Photographs *Captions *Subject *Predicate *Conjunction *Combine *Summarize *Main Idea *Cause *Effect *Filmstrip	*Picture Cards, F75-F86 *Language Songs Big Book, pgs. 30-32 *Song CD 2, Tracks 15-18 *Selection Reading CD 3, Tracks 5-7 *Teacher's Resource Book, Master 72, 74	Tell an Original Story T408e T408f T410a T410c T410g T412-413	Compound Sentences T410d Complex Sentences T415 Complex Sentences T421 Add grammar to sentence frames when possible.	<p><b>Beginning:</b>                      They went __. They were going to __.</p> <p><b>Early Intermediate:</b>                      They went _ and _. They were going to __.</p> <p><b>Intermediate:</b>                      First, _ went __. Then, _ had to __. Next, there was __. At the beginning, _ went to _ and __. Then he __ so __. After, he _ because __. Finally, he __ but __.</p> <p><b>Early Advanced/Advanced:</b>                      While _ was __, N V. before they _ there was __. As _ was __, there was _ and they __. Just as they _ they N V. Add advanced conjunctions to vary sentence frames such as: not only, but also, although, however, either/or. neither/nor, yet, therefore, such as, whenever, as soon as, whether/or, whereas.</p>	<p><b>Note:</b> Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b>                      1. Fill out story map whole class and orally practice frames using the information.                      2. Partners take turns. One student names a character and what the character did or is doing (can use information from story map), each repeating each others sentence.                      3. Teacher can start a story and students add to eat verbally using frames.</p> <p><b>Academic Application:</b>                      1. Pass the Pen, working in small groups, students take turns writing sentences on sentence strips or on butcher paper, adding details to the group story.                      2. Students can fill out a story map in partners and write a story together after teacher has modeled.                      3. Students independently fill out a story map and create original story.</p>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
10 days	<b>SELECTION 1 - CALLING THE DOVES</b>						<b>S12-13- Oral language strategies described on these pages of Teacher’s Edition</b>
T434-T437 T437a T437b T438e T438f T438-T439 T440a- T440b T440c- T440d T440g T440h T440i-T455 T457 T449 T451 T455b T458a(all)	<p><b>ELD Standards:</b> *ELD5.RII Use content vocabulary (2,3).  *ELD5.WC4 Use correct parts of speech (5).  *ELD5.LS4 Speak to be understood (1,2,3,4, 5).  *ELD5.R26 Draw inferences (2, 4, 5).  *ELD5.R42 Identify figurative language (4).  *ELD5.R28 Make generalizations (5).</p> <p><b>Objectives: SWBAT</b> *Use context clues/ related words  *Use present, past and future tense verbs correctly  *Identify figurative language  *Make inferences  *Form generalizations</p>	<p>*Defining  *Sentence  *Personal Narrative  *Characters  *Setting  *Helping Verb  *Main Verb  *Present Perfect Tense  *Present Tense  *Past Tense  *Future Tense  *Inference  *Trait  *Outcome  *Comparison  *Generalization  *Role-Play  *Describe</p>	<p>*Launch Unit 8 pgs.T434-T437  *Family Newsletter 8  *Language Songs Big Book, pgs. 33-35  *Song CD 2, Tracks 19-22  *Picture Cards, F87-F96  *Selection Reading CD 3, Tracks 8-10  *Teacher's Resource Book, Master 76, 77</p>	Describe	Present Perfect Tense Verbs T440d  Modals: Would T449  Present, Past and Future Tense Verbs T451 T455a T445b  Add grammar to sentence frames when possible.	<p><b>Beginning:</b> She/he is __. She/he can __. _ can __. He can __. It is __. It has __.</p> <p><b>Early intermediate:</b> My friend/brother/sister is _ and __. She is __. She tells __. He is __ and __. She likes to __ and __. It is __ and __. It has __. It is not __. It has adj+ noun. No, it was not __. It had __.</p> <p><b>Intermediate:</b> I have a friend that's __ and __. _ is _ because he/she __, __ and __. He/she is __. He/she was __. I like _ because he/she is __ He/she _ and __. I have a friend that was _ and __. _ was _ because he/she use to __, __ and __. Now, _ is _ because he/she __, __ and __. I would describe her as _ because __. Because she __, I think she is __. It looks, smells, feels, sounds like __. Its __, __ and has a _____. I have a brother. He has __. He has adj+ noun. My __ was __. It had __. __ looks/sounds like __. __ is/has __ and __. My __ was __ with __.</p> <p><b>Early Advanced/Advanced:</b> My __ is __. If she _____ someone who needs __ she will always __. __ is a __, __ who __ to __. The __ was __ because he/she __ the __ into __ so __. __ is a __, who __ in order to __.</p>	<p><b>Note:</b> Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b> 1. Describe a person orally and in writing. 2. Describe to someone a person they haven't met. 3. Describe the character traits of a friend or family member with specific examples/details. 4. Play a guessing game about a person. 5. Give information about a lost object. 6. Play a guessing game to ask questions about sounds and looks:(animal, vehicle, music, instruments etc) What sound do I make? What do I look like? What do I have? 7. Mystery bag: students ask" What does it feel like? How does it feel? What shape is it? What size is it? 8. Make a poster to help find someone’s lost jacket (pet etc).</p> <p><b>Academic Application:</b> 1. Make generalizations about a person or character based on their actions. 2. Create an oral or written portrait of a fictional or historical character using rich examples of their actions/words. 3. Make an oral presentation about a person that has influenced you in a positive way, with a detailed description. 4. Describe an animal, location or object orally in writing. 5. Describe the characteristics of an environment or habitat. 6. Describe a character or historical figure. 7. Create similes to describe and explain the character traits of a friend, family member or character.</p>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
10 days	<b>SELECTION 2 - COMING TO AMERICA</b>						<b>S12-13- Oral language strategies described on these pages of Teacher’s Edition</b>
T462e T462f T462-T463 T464a- T464b T464c- T464d T464g T464h T464i-T482 T485 T472(all) T481 T486a(all) T488-T489 T490-T491	<p><b>ELD Standards:</b>                      *ELD5.RII Use content vocabulary (2,3).                      *ELD5.WC4 Use correct parts of speech (5).                      *ELD5.LS4 Speak to be understood (1,2,3,4, 5).                      *ELD5.R26 Draw conclusions (4, 5).                      *ELD5.R28 Make generalizations (5).                      *ELD5.R24 Identify main idea (1, 2,3, 4, 5).</p> <p><b>Objectives: SWBAT</b>                      *Use context clues/related words                      *Use present, past and future tense verbs correctly                      *Draw conclusions                      *Classify information                      *Form generalizations</p>	<p>*Defining                      *Sentence                      *History Article                      *Graphs                      *Maps                      *Photographs                      *Illustrations                      *Present Past                      *Past Participle                      *Classify                      *Past Perfect                      *Present Perfect                      *Generalization                      *Heritage                      *Culture</p>	<p>*Language Songs Big Book, p.36                      *Song CD 2, Tracks 23-24                      *Picture Cards, F87-F96                      *Selection Reading CD 3, Tracks 11-13                      *Teacher's Resource Book, Master 79, 81</p>	<p>Give Information                      T462e                      T462f                      T464a                      T464c                      T464g                      T476-477</p>	<p>Past Perfect Tense Verbs                      T464d                      T472                      T479                      T481</p>	<p><b>Beginning:</b>                      A___. A __ is coming. It will be here__. There will be__. Usually 1 word responses at the beginning. This is a__. They are __. I am__.</p> <p><b>Early Intermediate:</b>                      The __ are __. They are __ the __. The __ are V N. He is __ a __. They are __ and __.</p> <p><b>Intermediate:</b>                      In my picture, there is (isn't) __. In my picture there are (aren't)_. My picture has _ and _. The adj N has _ and_. My picture doesn't have_. The N V a adj, adj N. There was a adj N V for the N to V. One N was V the N and another N was V the N to the N.</p> <p><b>Early Advanced/Advanced:</b>                      Its been V in N for the past three days. Is it still V? No, it is not V anymore. It looks like its going to be a Adj day. Have/has _ + past participle yet? Have/has_ already + past participle? No, not yet. Yes, I have not quite finished it yet. I'm going to finish it soon.</p>	<p><b>Note:</b> Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b>                      1. Describe what is happening in a picture to a partner.                      2. Ask and answer questions about what is happening on the playground, in the cafeteria/office.                      3. Ask and answer questions about what you see people doing on your way to school, at the park, at the store.                      4. After looking at a picture for 30 seconds, describe what the people did and didn't do to your partner. Take turns. You can look at the picture again to see more details.                      5. Looking out the window, write 3 sentences describing what you see.                      6. Describe weather events that have or have not occurred during the past week.                      7. Ask question about your past experiences such as, " Have you ever..? How long have you been Ving?"</p> <p><b>Academic Application:</b>                      1. Ask and answer questions about a desert/tropical habitat.                      2. Ask and answer questions about activities in an illustration/photo/painting.                      3. Ask and answer questions about what characters or people did in a story/film/performance/game.                      4. Check in with a partner to see if the teacher has already. Given the assignment, graded projects.                      5. Figure out what needs to be done on a project by asking questions such as “Have we..? Do we need to..?”</p>