

WOODLAND JOINT UNIFIED SCHOOL DISTRICT



FOURTH 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
10 days	SELECTION 1 - IF THE SHOE FITS						S12-13- Oral language strategies described on these pages of Teacher’s Edition.
<p>T12 T13 T14 T15 T15a T15b T16e T16f T16 T17 T18a T18b T18c T18d T18g T18h T18i-T38 T41 T23(all)* T31 T43a T43b T39 T43a-b</p> <p>*Different lessons on page can be done in multiple sessions</p>	<p>ELD Standards: *ELD4.RI6 Read independently (3, 4, 5). *ELD4.LS7 Participate in social conversations (1, 3, 4, 5). *ELD4.WC3 Use standard word order (3, 4, 5). *ELD4. WC5 Use complete sentences (5). *ELD4.R34 Describe characters (1, 2). *ELD4.R345 Identify characters' motives (4). *ELD4.LS4 Speak to be understood (1, 2, 3, 4, 5). *ELD4.RI4 Use idioms (4, 5).</p> <p>Objectives: SWBAT (Students will be able to): *Use complete sentences *Use various types of sentences *Analyze characters in a story *Understand and use idioms *Use context clues/related words</p>	<p>*Defining *Sentence *Humorous *Fiction *Characters *Motive *Story *Problem *Statement *Exclamation *Command *Complete Sentence *Subject *Predicate *Context *Clues *Idiom *Formal Language *Informal Language</p>	<p>*Launch Unit 1 pgs. T12-15b *Family Newsletter Picture Cards, EI-EIO *Selection Reading CD I,Tracks 1-3 *Language Songs Big Book, p.5 *Song CD I, Tracks 2-3 *Teacher's Resource Book, Master 2, 3</p>	<p>Express Needs and Feelings T16e T16f T18a T18g T28-29</p>	<p>Complete sentences T18c T18d Statements and Exclamations T23 Commands T23 Complete sentences and types T31 T39 Add grammar into frames when possible.</p>	<p>Beginning: I want a _____. I need a _____. I am _____. You are _____. He is _____. I think _____. I like _____. Yes, No. I don't think _____. I do not like _____. Early Intermediate: I want _____. I need _____. He/she feels _____. They are _____. He is ____ and _____. I think ____ because _____. I like ____ so _____. We like to _____. My mom likes to _____. My dad likes to _____., but when we are all together we really like to _____. Intermediate: I want ____ because _____. I need ____ because _____. He feels _____. I feel ____ because _____. I feel ____ when _____. She/he/they felt ____ when _____. I think she/he is ____ because _____. What do you do when you get/are/feel ____? When I ____, I get _____. Early Advanced/Advanced: 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, you can borrow ____ (now, when I finish). He's probably ____ because _____. I imagine he is ____ that _____. When I ____, I often/occasionally try to _____. When I __ I _____. But I ____ (could/might/should/will try/think) it would be a good idea(better) to ____ instead.</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>Everyday Application: Needs:</p> <ol style="list-style-type: none"> 1. Role playing borrowing something from a classmate/teacher. 2. Play "Restaurant Game" using take out menus and make requests and restate order. 3. Play "store" using catalogues or newspapers. <p>Everyday Application: Feelings:</p> <ol style="list-style-type: none"> 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.

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
10 days	SELECTION 2 - IN GARY SOTO'S SHOES						S12-13- Oral language strategies described on these pages of Teacher's Edition.
T46e T46f T46 T47 T48a T48b T48c T48d T48g T48h T48i-T61 T63 T53 (all) T64b(all) T54 T55 T61b T66 T67 T68 T69	<p>ELD Standards:</p> <p>*ELD4.RI6 Read independently (3,4, 5).</p> <p>*ELD4.LS7 Participate in social conversations (1,3,4, 5).</p> <p>*ELD4.LS8 Ask and answer questions (1,2,3,4).</p> <p>*ELD4.WC3 Use standard word order (3, 4, 5).</p> <p>*ELD4.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD4 .R2 7 Distinguish fact and opinion (2, 3,4).</p> <p>Objectives: SWBAT</p> <p>*Use context clues/related words</p> <p>*Ask and answer questions</p> <p>*Form opinions</p> <p>*Distinguish fact from opinion</p>	<p>*Defining</p> <p>*Sentence</p> <p>*Biography</p> <p>*Dates</p> <p>*Turning Points</p> <p>*Question</p> <p>*Statement</p> <p>*Opinion</p> <p>*Fact</p>	<p>*Picture Cards, EI-EIO</p> <p>*Selection Reading CD I,Tracks 4-5</p> <p>*Language Songs Big Book, p. 5-7</p> <p>*Song CD I,Tracks 1-4</p> <p>*Teacher's Resource Book, Master 7</p>	<p>Ask and Answer Questions</p> <p>Questions</p> <p>Questions with Do and Does</p> <p>Questions with why and how</p> <p>Add grammar into frames when possible.</p>	<p>Questions T48d</p> <p>Questions with Do and Does T53</p> <p>Questions with why and how T61b</p> <p>Add grammar into frames when possible.</p>	<p>Beginning: 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 __. It is __. 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>Early Intermediate: 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>Intermediate: What does __ mean? When does ____ begin/end? What does it mean to ____? What does he/she do? How much is/are __? How many __? How much does __? I'm confused. Will you please explain it to me again? After I __, what do I do? What are we supposed to do after ____? I have a question about ____? Could we __? Why don't whales have scales? Why don't __? May I ask a question?</p> <p>Early Advanced/Advanced: Can you help me figure out how to ____? I need your help figuring out how to __. Do you know whether __? I understand __, but why ____? What is the difference between __ and __? Its __, isn't it? That __ isn't __ is it? Those are __, aren't they? Those aren't __, are they? Do you (think, know whether, have an idea, and have more information about __)?</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>Everyday Application:</p> <ol style="list-style-type: none"> 1. Role playing borrowing something from a classmate/teacher. 2. Play "Restaurant Game" using take out menus and make requests and restate order. 3. Play "store" using catalogues or newspapers. 4. Act out a scenario: losing a jacket, back pack etc, asking someone to help you find it, then thanking them. 5. In pairs, ask and answer questions about the classroom. 6. Role-play: person needing directions to play a game, use a computer program, etc. 7. Play guessing games, such as 20 questions, Go Fish, Charades. 8. Play a guessing game about an animal using its characteristics as clues. 9. Play a guessing game about sounds and characteristics __ sounds like __ and is __ in color, and __ in size and lives in ____. 10. Describe in detail an animal; give the specifics of the environment or habitat. <p>Academic Application:</p> <ol style="list-style-type: none"> 1. Students write a list of questions to obtain information about a topic they are researching. 2. Students ask questions to clarify what kind of experiments they can or can't do for their science project. 4. Students sit in inside/outside circle. Outside circle asks questions about _____. Inside circle answers questions.

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
10 days	SELECTION 1 - PUSHING UP THE SKY						S12-13- Oral language strategies described on these pages of Teacher’s Edition.
T70-T73 T73a T73b T74e T74f T74-T75 T76a-T76b T76c-T76d T76g T76h T76i-T88 T91 T81 T93a- T93b(all) T86 T87	<p>ELD Standards:</p> <p>*ELD4.RI6 Read independently (3, 4, 5).</p> <p>*ELD4.LS7 Participate in social conversations (1, 3, 4, 5).</p> <p>*ELD4.LS4 Speak to be understood (1, 2,3,4,5).</p> <p>*ELD4.R37 Identify plot (2, 4).</p> <p>*ELD4.WC4 Use correct parts of speech (5).</p> <p>*ELD4.R38 Describe themes (4, 5).</p> <p>*ELD4.R24 Identify main idea (2, 3, 4, 5).</p> <p>Objectives: SWBAT</p> <p>*Use context clues/ related words</p> <p>*Make comparisons</p> <p>*Use a variety of nouns correctly</p> <p>*Use articles</p> <p>*Identify the problem and solution of a story</p> <p>*Relate the main idea and details of a story</p>	<p>*Defining</p> <p>*Sentence</p> <p>*Play</p> <p>*Characters</p> <p>*Narrator</p> <p>*Selling</p> <p>*Scenes</p> <p>*Stage</p> <p>*Directions</p> <p>*Noun</p> <p>*Problem</p> <p>*Solution</p> <p>*Event</p> <p>*Article</p> <p>*Possessive Noun</p> <p>*Compare</p> <p>*Critical</p>	<p>*Launch Unit 2 pgs. T70-T73b</p> <p>*Family Newsletter 2</p> <p>*Picture Cards, Ell-E32</p> <p>*Selection Reading CD I,Tracks 6-8</p> <p>*Language Songs Big Book, pgs. 9-11</p> <p>*Song CD 1, Tracks 7-10</p> <p>*Teacher's Resource Book, Master 9,10</p>	Express Ideas and Opinions	Nouns T76d Nouns and Articles T81 Possessive Nouns T86 Add grammar into frames when possible.	<p>Beginning: I think_. I like__. Yes, No. I don’t think __. I do not like__.</p> <p>Early Intermediate: Can we _? I think__ because_. I like__ so__. We like to __. My mom likes to__. My dad likes to__, but when we are all together we really like to__. I will go __-ing. Then I am going to__.</p> <p>Intermediate: 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>Early Advanced/Advanced: 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>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>Everyday Application:</p> <p>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>Academic Application:</p> <p>1.Partners take turns telling each other about their favorite character in the recent story, giving reasons to explain their preferences (support opinions).</p> <p>2. Choose a relevant controversial current event and have students express their opinion and supporting reasons.</p>

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10 days	SELECTION 2 – NATIVE HOMES						S12-13- Oral language strategies described on these pages of Teacher’s Edition.
T96e T96f T96-T97 T98a-T98b T98c-T98d T98g T98h T98i-T118 T121 T103 T122b T108 T109 T117 T122b T124-T125 T126-T127	<p>ELD Standards:</p> <p>*ELD4.RI6 Read independently(3,4, 5).</p> <p>*ELD4.LS7 Participate in social conversations (1, 3, 4, 5).</p> <p>*ELD4.WC4 Use correct parts of speech (5).</p> <p>*ELD4.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD4R.24 Identify main idea (2,3,4,5).</p> <p>*ELD4.R20 Use text structures (4,5).</p> <p>Objectives: SWBAT</p> <p>*Use context clues/ related words</p> <p>*Use a variety of nouns correctly</p> <p>*Make comparisons</p> <p>*Relate main ideas and details</p>	<p>*Defining</p> <p>*Sentence</p> <p>*Nonfiction</p> <p>*Social Studies Article</p> <p>*Captions</p> <p>*Labels</p> <p>*Diagrams</p> <p>*Plural Nouns</p> <p>*Comparisons</p> <p>*Common Noun</p> <p>*Proper Noun</p> <p>*Count Noun</p> <p>*Non-Count Noun</p> <p>*Main idea</p> <p>*Detail</p> <p>*Compare</p>	<p>*Picture Cards, E21-E26</p> <p>*Selection Reading CD I,Tracks 9-11</p> <p>*Language Songs Big Book, p. 9</p> <p>*Song CD I,Tracks 7, 11-12</p> <p>*Teacher's Resource Book, Master 12, 15</p>	<p>Make Comparisons</p> <p>T96e T96f T98a T98g T108</p>	<p>Plural Nouns</p> <p>T98d</p> <p>This, that, these, those, T103</p> <p>Common and proper nouns</p> <p>T103</p> <p>Plural nouns</p> <p>T109</p> <p>Count and non count nouns</p> <p>T117</p> <p>Add grammar into frames when possible.</p>	<p>Beginning (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>Early Intermediate: They both have __. _ is different because __. _ is bigger/larger/smaller than __. __ have __ and __ have __.</p> <p>Intermediate: 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>Early Advanced/Advanced: 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>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>Everyday Application:</p> <ol style="list-style-type: none"> 1. Rank items on a scale. 2. Compare everyday events and objects such as weather, classroom activities, pets, clothing etc. 3. Explain preferences based on their characteristics, I like the blue car. It is smaller than the white car. 4. Play card or board games calling on use of descriptive phrases that can be turned into comparatives. <p>Academic Application:</p> <ol style="list-style-type: none"> 1. Differentiate one environment or habitat to another. 2. Compare two different objects, people, animals etc and explain differences and similarities orally and in writing. 3. Make generalizations about the similarities and differences between two or more items, people, scenes, plots etc. 4. Rank similar or related objects/animal according to the degree or extent they exhibit a particular attribute.

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
10 days	SELECTION 1 - TWISTER					N=Noun V=Verb	S12-13- Oral language strategies described on these pages of Teacher’s Edition.
T128-T31 T131a T131b T132e T132f T132-T133 T134a- T134b T134c- T134d T134g T134h T134i-T166 T169 T170b(all) T157 T165	<p>ELD Standards:</p> <p>*ELD4.RI6 Read independently(3, 4, 5).</p> <p>*ELD4.LS7 Participate in social conversations (1, 3, 4, 5).</p> <p>*ELD4.LS4 Speak to be understood(1, 2, 3, 4, 5).</p> <p>*ELD4.R23 Identify sequence of events (1, 2).</p> <p>*ELD4.R37 Identify plot (2, 4).</p> <p>*ELD4.WC4 Use correct parts of speech (5).</p> <p>*ELD4.R36 Describe setting (1, 2).</p> <p>*ELD4.RI8 Summarize main ideas (4).</p> <p>Objectives: SWBAT</p> <p>*Use context clues/ related words</p> <p>*Use verbs correctly</p> <p>*Analyze the plot of and setting in a story</p> <p>*Summarize key events of a story</p> <p>*Identify the sequence of a story</p>	<p>*Defining</p> <p>*Sentence</p> <p>*Adventure Story</p> <p>*Characters</p> <p>*Selling</p> <p>*Key Event</p> <p>*Plot</p> <p>*Action Verbs</p> <p>*Subject-Verb</p> <p>*Agreement</p> <p>*Summarize</p> <p>*Research</p> <p>*Describe</p>	<p>*Launch Unit 3 Pgs.T128-T131b</p> <p>*Family Newsletter 3</p> <p>*Picture Cards, E33-E44</p> <p>*Selection Reading CD I, Tracks 12-14</p> <p>*Language Songs Big Book, pgs.13-15</p> <p>*Song CD I, Tracks 13-16</p> <p>*Teacher's Resource Book, Master 18, 19</p>	<p>Describe Events</p> <p>T132e T132f T134a T134g T138-9 T148 T149</p> <p>Here is/are, There is/are T165</p> <p>Add grammar into frames when possible.</p>	<p>Verbs T134d</p> <p>Action verbs T149</p> <p>Subject-Verb agreement T157</p>	<p>Beginning: He/she __. The N V. They __.It __. I went to__.</p> <p>Early Intermediate: We __ a _ and V N. The N V. She/he is__ .I am __. We are__. They are__.</p> <p>Intermediate: 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>Early Advanced/Advanced: 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 ADV from all sides. It __ collapsed __ __ __ __ in the street. Use adverbs to describe in this level.</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>Everyday Application:</p> <ol style="list-style-type: none"> 1. Describe what you did today/yesterday/last night etc. 2. Tell your partner what you did at a family celebration, sporting event, or 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>Academic Application:</p> <ol style="list-style-type: none"> 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.

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10 days	SELECTION 2 - THE BIG STORM					V=verb N= noun Adv=adverb PP= prepositional phrase	S12-13- Oral language strategies described on these pages of Teacher’s Edition.
T174e T174f T174-T175 T176a- T176b T176c- T176d T176g T176h T176i-T192 T195 T181 T196a T181(all) T186 T196a(all) T193 T193a T198-T199 T200-T201	<p>ELD Standards:</p> <p>*ELD4.RI6 Read independently (3, 4, 5).</p> <p>*ELD4.LS7 Participate in social conversations (1, 3, 4, 5).</p> <p>*ELD4.R23 Identify sequence of events (1,2).</p> <p>*ELD4.R20 Use text structures(4, 5).</p> <p>*ELD4.WC4 Use correct parts of speech (5).</p> <p>*ELD4.RI2 Use multiple-meaning words (4,5).</p> <p>*ELD4.RI8 Summarize main ideas (4).</p> <p>Objectives: SWBAT</p> <p>*Use context clues/ related words</p> <p>*Use verbs correctly</p> <p>*Summarize key events of a story</p> <p>*Identify the sequence of a story</p> <p>*Identify words with multiple-meanings</p>	<p>*Defining</p> <p>*Sentence</p> <p>*News Article</p> <p>*Locator Maps</p> <p>*Maps</p> <p>*Photos</p> <p>*Sequence of Events</p> <p>*Verb Subject-Verb Agreement</p> <p>*Multiple Meaning Words</p> <p>*Summarize</p> <p>*Weather Forecast</p> <p>*Speak Effectively</p>	<p>*Picture Cards, E33-E44</p> <p>*Selection Reading CD I, Tracks 15-17</p> <p>*Language Songs Big Book, p. 16</p> <p>*Song CD I, Tracks 17-18</p> <p>*Teacher's Resource Book, Master 23</p>	<p>Give Information</p> <p>T174e T174f T 176a T176g T186</p>	<p>Verbs am, is, are</p> <p>T176d T181</p> <p>Subject-Verb Agreement</p> <p>T181</p> <p>verbs has, have</p> <p>T193</p> <p>Add grammar into frames when possible.</p>	<p>Beginning: 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>Early Intermediate: 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 __. I have a ____. 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>Intermediate: 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>Early Advanced/Advanced: 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>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>Everyday Application:</p> <ol style="list-style-type: none"> 1. Explain a weather forecast. 2. Share what you did this weekend. 3. Share a story you recently read. <p>Academic Application:</p> <ol style="list-style-type: none"> 1. Read a newspaper, choose an event and report on it to a partner or the class. 2. Students give information about a hobby or sport they enjoy. 3. Student listeners create questions to ask about the topic. Student presenter answers. 4. In pairs ask and answer questions about classroom procedures and rules. 5. Role play a person needing directions to play a game. Use a computer program, etc. 6. Students write a list of questions to answer about a topic they are researching. 7. Students write questions and interview someone. Share with their peers the information they learned.

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
10 days	SELECTION 1 - THE SECRET FOOT PRINTS						S12-13- Oral language strategies described on these pages of Teacher’s Edition.
T202-T205 T205a T205b T206e T206f T206-T207 T208a- T208b T208c- T208d T208g T208h T208i-T230 T233 T216 T234a T223 T231 T234a(all)	<p>ELD Standards: *ELD4.RI6 Read independently(3, 4, 5). *ELD4.LS7 Participate in social conversations (1, 3,4,5). *ELD4.LS4 Speak to be understood (1, 2, 3, 4, 5). *ELD4.WC3 Use standard word order (3, 4, 5). *ELD4.R35 Identify characters' motives (4). *ELD4.R34 Describe characters (1, 2). *ELD4.R3 Decoding (Structural Clues) (2, 3,4, 5). *ELD4.R9 Apply knowledge of word parts (3, 4, 5). Objectives: SWBAT *Use context clues/ related words *Use adjectives correctly *Analyze the motives of characters *Relate the main idea and details *Use affixes to derive meaning</p>	<p>*Defining *Sentence *Legend *Characters *Setting *Adjective *Motive *Prefix *Number Words *Order Words *Sensory Adjective *Suffix *Root Word *Research *Describe</p>	<p>*Launch Unit 4 pgs. T202-T205b *Family Newsletter 4 *Picture Cards, E45-E54 *Selection Reading CD 2, Tracks 1-3 *Language Songs Big Book, p.17 *Song CD I,Tracks 19-20 *Teacher's Resource Book, Master 27, 28</p>	<p>Describe T206e T206f T208a T208g T214-215 T217</p>	<p>Adjectives T208d Number and order words T223 Sensory Adjectives T223 Adjectives that tell how many T231 Add grammar into frames when possible.</p>	<p>Beginning: She/he is __. She/he can __. can __. He can __. It is __. It has __. It is __.</p> <p>Early Intermediate: 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>Intermediate: 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>Early Advanced/Advanced: 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>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>Everyday Application: 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>Academic Application: 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 and 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	SELECTION 2 - HELLO, FISH!						S12-13- Oral language strategies described on these pages of Teacher’s Edition.
T238e T238f T238-T239 T240a- T240b T240c- T240d T240g T240h T240i-T256 T259 T251 T252-T253 T257 T260a T262-T263 T264-T265	<p>ELD Standards:</p> <p>*ELD4.RI6 Read independently (3, 4,5).</p> <p>*ELD4.LS7 Participate in social conversations (1, 3,4,5).</p> <p>*ELD4.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD4.R9 Apply knowledge of word parts (3, 4, 5).</p> <p>*ELD4.WC4 Use correct parts of speech (5).</p> <p>*ELD4R.24 Identify main idea(1, 2, 3, 4, 5).</p> <p>Objectives: SWBAT</p> <p>*Use context clues/ related words</p> <p>*Use comparative and superlative adjectives</p> <p>*Relate the main idea and details</p> <p>*Use affixes to derive meaning</p>	<p>*Defining</p> <p>*Sentence</p> <p>*Photo Essay</p> <p>*Photograph</p> <p>*Caption</p> <p>*Comparative Adjective</p> <p>*Superlative Adjective</p> <p>*Main Idea</p> <p>*Detail</p> <p>*Summarize</p> <p>*Clue</p> <p>*Guess</p>	<p>*Picture Cards, E45- E54</p> <p>*Selection Reading CD 2, Tracks 4-6</p> <p>*Language Songs Big Book, p.17-20</p> <p>*Song CD 1, Tracks 19-24</p> <p>*Teacher's Resource Book, Master 33</p>	<p>Elaborate T238e T238f T240a T240g T252-253</p> <p>Elaboration Questions: What are you describing? What does it look like? Where is it found? What does it do?</p>	<p>Comparative and Superlative Adjectives T240c T240d</p> <p>Prepositions T245</p> <p>Adjectives that compare (er, est) T251</p> <p>Adjectives that compare (more, most) T257</p> <p>Add grammar into frames when possible.</p>	<p>Beginning: 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 __. (Physical)</p> <p>Early Intermediate: 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>Intermediate: Its 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. Its Adj, adj N that connects N and N. There's 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>Early Advanced/Advanced: 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>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>Everyday Application:</p> <ol style="list-style-type: none"> 1. Give information about a lost object. 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? 3. Mystery bag: students ask: It is __ or __? Is it __ or __? What shape is it? 4. Make a poster to help find someone's lost jacket, pet etc. Make a drawing with adjectives and noun labels. 5. Explain what a person does at home, school, job etc. 6. Explain what people do at an event, during a specific time of day, or at a particular location. 7. Describe to someone a place that they haven't been. 8. Create a visual of and describe a location (classroom, room at home) orally or in writing. <p>Academic Application:</p> <ol style="list-style-type: none"> 1. Describe an animal, person, object, location in writing/orally. 2. Describe a character in a story. 3. Write a description in a science report. 4. Explain the process of completing a science project, art project, doing a math problem. 5. Describe the way an animal adapts and survives in a habitat. 6. Visualize a setting from a story and describe it to a partner or small group. 7. Describe an environment or habitat. 8. Students lead a directed drawing activity.

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
10 days	SELECTION 1 - THE LOTUS SEED						S12-13- Oral language strategies described on these pages of Teacher’s Edition.
T266-T269 T269a T269b T270e T270f T270-T271 T272a- T272b T272c- T272d T272g T272h T272i-T282 T285 T276 T277 T278-T279 T283 T286a	<p>ELD Standards:</p> <p>*ELD4.RI6 Read independently (3, 4,5).</p> <p>*ELD4.LS7 Participate in social conversations (1, 3,4, 5).</p> <p>*ELD4.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD4.WC4 Use correct parts of speech (5).</p> <p>*ELD4.R23 Identify sequence of events (1, 2).</p> <p>*ELD4.WI5 Write with standard grammar (2, 3).</p> <p>*ELD4.R20 Use text structures (4, 5).</p> <p>*ELD4.R26 Draw inferences and conclusions (2, 4, 5).</p> <p>Objectives: SWBAT</p> <p>*Use context clues/ related words</p> <p>*Use subject pronouns correctly</p> <p>*Identify the sequence of events in a story</p> <p>*Draw conclusions</p>	<p>*Defining</p> <p>*Sentence</p> <p>*Realistic</p> <p>*Fiction</p> <p>*Characters</p> <p>*Selling</p> <p>*Subject Pronoun</p> <p>*Event</p> <p>*Noun</p> <p>*Possessive Pronoun</p> <p>*Sequence</p> <p>*Detail</p> <p>*Conclusion</p> <p>*Role-Play</p>	<p>*Launch Unit 5 pgs. T266-T269b</p> <p>*Family Newsletter 5 Picture Cards, E55-E61</p> <p>*Selection Reading CD 2, Tracks 7-8</p> <p>*Language Songs Big Book, pgs.21-24</p> <p>*Song CD 2,Tracks 1-2</p> <p>*Teacher's Resource Book, Master 37, 38</p>	<p>Express Ideas and Feelings</p> <p>T270e T270f T272a T272g T276</p>	<p>Subject Pronouns</p> <p>T272d T277 T283</p> <p>Possessive Pronouns</p> <p>T283</p> <p>Add grammar into frames when possible.</p>	<p>Feelings</p> <p>Beginning: I am _____. You are _____. He is _____.</p> <p>Early Intermediate: He/she feels _____. They are _____.</p> <p>Intermediate: He feels _____. I feel _____ because _____. I feel _____ when _____. She/he/they felt _____ when _____. I think she/he is _____ because _____. What do you do when you get/are/feel _____? When I _____, I get _____.</p> <p>Early Advanced/Advanced: He's probably _____ because _____. I imagine he is _____ that _____. When I _____, I often/occasionally try to _____. When I _____ I _____. But I _____ (could/might/should/will try/think) it would be a good idea(better) to _____ instead.</p> <p>Ideas</p> <p>Beginning: One word responses. I like _____. I think _____.</p> <p>Early Intermediate: I have an idea _____? Can we _____?</p> <p>Intermediate: 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>Early Advanced/Advanced: 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. Have you considered _____? If we _____, we would/could/might _____. How about if we _____? To seek agreement (agree/ disagree): How does that sound ?</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>FEELINGS</p> <p>Everyday Application:</p> <ol style="list-style-type: none"> 1. Interview students about their favorite things: music, food, sport, subject, or past time. 2. Write a paragraph and illustrate. 3. Students select pictures of people showing emotions and they share 1 sentence. <p>IDEAS</p> <p>Everyday Application:</p> <ol style="list-style-type: none"> 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>Academic Application:</p> <ol style="list-style-type: none"> 1. Partners take turns telling each other about their favorite character in the recent story, giving reasons to explain their preferences (support opinions).

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
10 days	SELECTION 2 -WHERE WE COME FROM						S12-13- Oral language strategies described on these pages of Teacher’s Edition.
T290e T290f T290-T291 T292a- T292b T292c- T292d T292g T292h T292i-T300 T303 T299b(all) T301 T304a(all) T306-T307 T308-T309	<p>ELD Standards: *ELD4.RI6 Read independently (3-5). *ELD4.LS7 Participate in social conversations (1, 3, 4, 5). *ELD4.LS4 Speak to be understood (1,2,3,4,5). *ELD4.WC4 Use correct parts of speech (5) *ELD4.WI5 Write with standard grammar (2,3). *ELD4.R26 Draw inferences and conclusions (2, 4, 5). *ELD4.R29 Distinguish between genres (1, 2,5). Objectives: SWBAT *Use context clues/related words *Use pronouns correctly *Draw conclusions *Distinguish among literary forms and purposes</p>	*Defining *Sentence *Magazine Cover *Table of Contents *Titles *Object Pronoun *Subject Pronoun *Noun *Possessive *Apostrophe *Form *Feature *Purpose *Conclusion *Line Graph *Comparisons	*Picture Cards, E55-E61 *Selection Reading CD 2, Tracks 9-10 *Language Songs Big Book, pgs. 21-24 *Song CD 2,Tracks 1-6 *Teacher's Resource Book, Master 40	Make Comparisons T290e T290f T292a T296g T299a	Object Pronouns T292d Subject Pronouns- it T299b Possessive Nouns/ Pronouns T299b Object Pronouns T301 Add grammar into frames when possible.	<p>Beginning (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>Early Intermediate: They both have ___. _ is different because ___. _ is bigger/larger/smaller than ___. __ have ___ and ___ have ___.</p> <p>Intermediate: 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>Early Advanced/Advanced: 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>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>Everyday Application:</p> <ol style="list-style-type: none"> 1. Rank items on a scale. 2. Compare everyday events and objects such as weather, classroom activities, pets, clothing etc. 3. Explain preferences based on their characteristics, I like the blue car. It is smaller than the white car. 4. Play card or board games calling on use of descriptive phrases that can be turned into comparatives. <p>Academic Application:</p> <ol style="list-style-type: none"> 1. Differentiate one environment or habitat to another. 2. Compare two different objects, people, animals etc and explain differences and similarities orally and in writing. 3. Make generalizations about the similarities and differences between two or more items, people, scenes, plots etc. 4. Rank similar or related objects/animal according to the degree or extent they exhibit a particular attribute.

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
10 days	SELECTION 1 - A QUARTER'S WORTH OF FAME						S12-13- Oral language strategies described on these pages of Teacher's Edition.
T310-T313 T313a T313b T314e T314f T134-T315 T316a- T316b T316c- T316d T316g T316h T316i-T330 T333 T318-T319 T321 T329(all) T326-T327	<p>ELD Standards:</p> <p>*ELD4.RI6 Read independently (3, 4,5).</p> <p>*ELD4.LS7 Participate in social conversations (1, 3, 4, 5).</p> <p>*ELD4.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD4.WC3 Use standard word order (3,4,5).</p> <p>*ELD4.WC4 Use correct parts of speech (5).</p> <p>*ELD4.RI5 Use a dictionary (4, 5).</p> <p>*ELD4.R20 Use text structures (4, 5).</p> <p>Objectives: SWBAT</p> <p>*Use context clues/related words</p> <p>*Use verbs correctly</p> <p>*Identify steps in a process</p> <p>*Confirm the meaning of a word</p>	<p>*Defining</p> <p>*Sentence</p> <p>*Interview</p> <p>*Interviewer</p> <p>*Present Tense</p> <p>*Past Tense Verb</p> <p>*Step Process</p> <p>*Helping Verb</p> <p>*Main Verb</p> <p>*Feature</p> <p>*Definition</p> <p>*Pronunciation</p> <p>*Key</p> <p>*Usage</p> <p>*Greek Latin Root</p> <p>*Prefix</p> <p>*Derivation</p> <p>*Role-Play</p>	<p>*Launch Unit 6 pgs.T310-T3J3b</p> <p>*Family Newsletter 6</p> <p>*Picture Cards, E62-E74</p> <p>*Selection Reading CD 2, Tracks 11-12</p> <p>*Language Songs Big Book, pgs. 25-27</p> <p>*Song CD 2,Tracks 7-10</p> <p>*Teacher's Resource Book, Master 43, 45</p>	<p>Ask For and Give Information</p> <p>T314e T314f T316a T316g T329</p>	<p>Present and Past Tense Words T316d</p> <p>Regular Past Tense Words T321</p> <p>Add grammar into frames when possible.</p>	<p>Ask questions</p> <p>Beginning: Can I please use a ____? Can I please have ____? Yes/No. Thank you.</p> <p>Early Intermediate: Can I please use/have ____? Yes/no, you can/can't. Thank you.</p> <p>Intermediate: 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>Early Advanced/Advanced: 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>Give information:</p> <p>Beginning: 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>Early Intermediate: The ____ are _____. They are ____ the _____. The ____ are V N. He is ____ a _____. They are ____ and ____.</p> <p>Intermediate: 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>Early Advanced /Advanced: Is it still V? No, its not V anymore. It looks like it's 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>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>Everyday Application:</p> <ol style="list-style-type: none"> 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/library/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. <p>Academic Application:</p> <ol style="list-style-type: none"> 1. Ask and questions about a desert/arctic 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?"

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
10 days	SELECTION 2 - THE TREE THAT WOULD NOT DIE						S12-13- Oral language strategies described on these pages of Teacher’s Edition.
T338e T338f T338-T339 T340a- T340b T340c- T340d T340g T340h T340i-T364 T349 T369a- T369b(all) T363 T370-T371 T372-T373	<p>ELD Standards:</p> <p>*ELD4.R16 Read independently (3, 4,5).</p> <p>*ELD4.LS7 Participate in social conversations (1,3,4,5).</p> <p>*ELD4.WI5 Write with standard grammar (2,3).</p> <p>*ELD4.LS4 Speak to be understood (1, 2, 3,4, 5).</p> <p>*ELD4.WC4 Use correct parts of speech (5).</p> <p>*ELD4.R25 Identify cause and effect (3, 4,5).</p> <p>*ELD4.R20 Use text structures (4,5).</p> <p>*ELD4.R44 Evaluate persuasive techniques (5).</p> <p>*ELD4.WC3 Use standard word order (3, 4, 5).</p> <p>Objectives: SWBAT</p> <p>*Use context clues/related words</p> <p>*Use regular and irregular verbs correctly</p> <p>*Identify cause and effect</p> <p>*Determine the author's purpose</p>	<p>*Defining</p> <p>*Sentence</p> <p>*Historical Fiction</p> <p>*Character</p> <p>*Setting</p> <p>*Irregular Past Tense Verb</p> <p>*Cause and Effect</p> <p>*Helping Verb</p> <p>*Main Verb</p> <p>*Author's Purpose</p> <p>*Persuade</p> <p>*Evaluate</p> <p>*Present Tense</p> <p>*Future Tense</p> <p>*Problem</p> <p>*Evidence</p> <p>*Solution</p>	<p>*Picture Cards, E62-E74</p> <p>*Selection Reading CD 2, Tracks 13-15</p> <p>*Language Songs Big Book,p.28</p> <p>*Song CD 2,Tracks 11-12</p> <p>*Teacher's Resource Book, Master 47, 49</p>	<p>Persuade</p> <p>T338e T338f T340a T340g T355 T360-361</p>	<p>Irregular Past Tense Words T340d</p> <p>Past Tense Verbs: was, were T349</p> <p>Irregular Past Tense Words T363</p> <p>Add grammar into frames when possible.</p>	<p>Beginning: I think we should __. I believe _ is better. Please __. We should __. You should __.</p> <p>Early Intermediate: I think we should __ because __. I believe __ is better because _ . __ is important because __. We should __ because __.</p> <p>Intermediate: You must __ because __. We need to __ since __. I think we should __ since/because __. I feel we should __ because/so __.</p> <p>Early Advanced/Advanced: 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, whenever, as soon as, whether/or, whereas.</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>Everyday Application:</p> <ol style="list-style-type: none"> 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 them 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. 4. Convince the teacher that you should not have homework for a week. 5. Convince the principal why you should have a longer recess.

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
10 days	SELECTION 1 - MY ROWS AND PILES OF COINS						S12-13- Oral language strategies described on these pages of Teacher's Edition.
T374-T377 T377a T377b T378e T378f T378-T379 T380a- T380b T380c- T380d T380g T380h T380i-T398 T401 T388 T394-T395 T396 T397	<p>ELD Standards: *ELD4.RI6 Read independently (3, 4,5). *ELD4.LS7 Participate in social conversations (1, 3,4, 5). *ELD4.LS4 Speak to be understood (1, 2, 3, 4, 5). *ELD4.WC3 Use standard word order (3, 4, 5). *ELD4.WC4 Use correct parts of speech (5) *ELD4.R37 Identify plot (2, 4). *ELD4.R23 Identify sequence of events (1, 2). *ELD4.R3 Decoding - structural clues (2, 3, 4, 5). Objectives: SWBAT *Use context clues/ related words *Use verbs correctly *Identify goals and outcomes *Use structural clues *Identify the conflict and resolution in a story</p>	*Defining *Sentence *Autobiographical *Fiction *Characters *Setting *Helping Verb *Main Verb *Subject-Verb Agreement *Goal *Event *Outcome *Suffix *Root word *Justify	*Launch Unit 7 pgs.T374-T377b *Family Newsletter 7 *Picture Cards, E75-E86 *Selection Reading CD 3, Tracks 1-4 *Language Songs Big Book, p.29 *Song CD 2,Tracks 13-14 *Teacher's Resource Book, Master 52, 56	Justify T378e T378f T380a T380g T397	Helping verbs T380 Past progressive verbs and present progressive verbs T388 Adjectives that compare T391 Present perfect tense verbs T396 T399 Add grammar into frames when possible.	<p>Beginning: I want a __. I like the ____. I prefer __. __ is better. My favorite is __. One word responses.</p> <p>Early Intermediate: 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>Intermediate: 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>Early Advanced/Advanced: 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>Everyday Application:</p> <ol style="list-style-type: none"> 1. Conduct interviews and surveys about favorite things: music, food, hobbies, sports etc and gives reason why. 2. Each student writes sentence(s) 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. 4. Justify why a change is needed.

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
10 days	SELECTION 2 - MONEY						S12-13- Oral language strategies described on these pages of Teacher's Edition.
T406e T406f T406-T407 T408a- T408b T408c- T408d T408g T408h T408i-T422 T425 T413(all) T427a- T427b(all) T428-T429 T430-T431	<p>ELD Standards:</p> <p>*ELD4.RI6 Read independently (3, 4, 5).</p> <p>*ELD4.LS7 Participate in social conversations (1, 3, 4, 5).</p> <p>*ELD4.WI5 Write with standard grammar (2, 3).</p> <p>*ELD4.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD4.WC3 Use standard word order (3, 4,5).</p> <p>*ELD4.WC4 Use correct parts of speech (5).</p> <p>*ELD4.R23 Identify sequence of events (1, 2).</p> <p>*ELD4.R3 Decoding-structural clues (2,3,4,5).</p> <p>*ELD4.LS2 Listen for main points and details (2, 3, 4, 5).</p> <p>Objectives: SWBAT *Use context clues/ related words *Use complete sentences *Identify the problem and solution in a story *Use helping verbs *Use structural clues</p>	<p>*Defining Sentence</p> <p>*History Article</p> <p>*Artifacts</p> <p>*Captions</p> <p>*Labels</p> <p>*Sentence</p> <p>*Predicate</p> <p>*Problem and Solution</p> <p>*Main Verb</p> <p>*Helping Verb</p> <p>*Subject-Verb</p> <p>*Agreement</p> <p>*Root Word</p> <p>*Prefix</p> <p>*Compare Prices and Value</p>	<p>*Picture Cards, E75-E86</p> <p>*Selection Reading CD 3,Tracks 5-8</p> <p>*Language Songs Big Book, pgs.29-32</p> <p>*Song CD 2,Tracks 13-18</p> <p>*Teacher's Resource Book, Master 55, 56</p>	<p>Give Information</p> <p>T406e T406f T408a T408g T410-411</p>	<p>Complete Sentences: Subject and Predicate</p> <p>T408d</p> <p>Simple Subject and Simple Predicate</p> <p>T413</p> <p>Negative Sentences</p> <p>T418</p> <p>Compound Predicate and Compound Subject</p> <p>T420 T423</p> <p>Commas in a Series</p> <p>T423</p> <p>Add grammar into frames when possible.</p>	<p>Beginning: 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>Early Intermediate: The __ are __. They are __ the __. The __ are V N. He is __ a __. They are __ and __.</p> <p>Intermediate: 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>Early Advanced/Advanced: 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>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>Everyday Application:</p> <ol style="list-style-type: none"> 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/library/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>Academic Application:</p> <ol style="list-style-type: none"> 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..?"

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
10 days	SELECTION 1 - CALL ME AHNIGHTO						S12-13- Oral language strategies described on these pages of Teacher’s Edition.
T432-T435 T435a T435b T436e T436f T436-T437 T438a- T438b T438c- T438d T438g T438h T438i-T452 T455 T440-T441 T443 T453a T448-T449 T450	<p>ELD Standards: *ELD4.RI6 Read independently (3, 4,5). *ELD4.LS7 Participate in social conversations (1, 3,4, 5). *ELD4.WI5 Write with standard grammar (2,3). *ELD4.WC3 Use standard word order (3, 4, 5). *ELD4.WC4 Use correct parts of speech (5). *ELD4.LS2 Listen for main points and details (2, 3, 4, 5). *ELD4.R34 Describe characters (1, 2). *ELD4.R26 Draw inferences and conclusions (2, 4, 5). *ELD4.R39 Identify narrator (4).</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> *Use context clues/ related words *Use complete sentences *Analyze a character *Make interferences *Identify a character's point of view *Make and revise predictions *Interpret charts, maps and diagrams 	<ul style="list-style-type: none"> *Defining *Sentence *Fantasy *Character *Setting *Conjunction *Compound Sentence *Analyze *Subject *Predicate *Combine *Point of View *Road Map *Clues *Prediction *Revise *Chart *Diagram *Text Pattern 	<ul style="list-style-type: none"> *Launch Unit 8 pgs.T432-T435b *Family Newsletter 8 8Picture Cards, E87-E96 *Selection Reading CD 3, Tracks 9-11 *Language Songs Big Book, p.33 *Song CD 2, Tracks 19-20 *Teacher's Resource Book, Master 59 	Tell an Original Story T436e T436f T438a T438g T440-441	Compound Sentences T438d T443 Add grammar into frames when possible.	<p>Beginning: They went __. They were going to __. He __. She __.</p> <p>Early Intermediate: They went _ and _ . They were going to __.</p> <p>Intermediate: 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>Early Advanced/Advanced: 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>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>Everyday Application:</p> <ol style="list-style-type: none"> 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 other's sentence. 3. Teacher can start a story and students add to it verbally using frames. <p>Academic Application:</p> <ol style="list-style-type: none"> 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.

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
10 days	SELECTION 2 - THE LIFE STORY OF A ROCK						S12-13- Oral language strategies described on these pages of Teacher’s Edition.
T460e T460f T460-T461 T462a- T462b T462c- T462d T462g T462h T462i-474 T477 T470-T471 T472(all) T478b(all) T480-T481 T482-T483	<p>ELD Standards: *ELD4.RI6 Read independently (3, 4, 5). *ELD4.LS7 Participate in social conversations (1, 3,4, 5). *ELD4.LS4 Speak to be understood (1, 2, 3, 4, 5). *ELD4.WC3 Use standard word order (3, 4, 5). *ELD4.WC4 Use correct parts of speech (5). *ELD4.WC5 Use complete sentences (5). *ELD4.WI5 Write with standard grammar (1, 2, 3). Objectives: SWBAT *Use context clues /related words *Use complex sentences *Use adverbs correctly</p>	*Defining *Sentence *Science Article *Diagrams *Labels *Photographs *Captions *Conjunction *Complex Sentence *Combine *Main Idea *Detail *Adverb *Compound Sentence *Rock Stamp	*Picture Cards, E87-E96 *Selection Reading CD 3, Tracks 12-14 *Language Songs Big Book,pgs. 33-36 *Song CD 2,Tracks 19-24 *Teacher's Resource Book, Master 65	Define and Explain T460e T460f T462a T462g T470-471	Complex Sentences T462d T467 T475 Adverbs/ Comparative Verbs T472 Add grammar into frames when possible.	<p>Beginning: It is __. A __ ball. The __ is __. I have __balls. It has __. My room has a __.The pond is __.</p> <p>Early Intermediate: 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>Intermediate: Its 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. It's used for __.</p> <p>Early Advanced/Advanced: The _ is __. Sometimes it appears__ and sometimes it looks__. The Adj N makes 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>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>Everyday Application: 1. Give information about a lost object. 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? 3. Mystery bag: students ask: It is __ or __? Is it __or __? What shape is it? 4. Make a poster to help someone's lost jacket, pet etc. Make a drawing with adjectives and noun labels. 5. Explain what a person does at home, school, job etc. 6. Explain what people do at an event, during a specific time of day, at a particular location. 7. Describe to someone a place that they haven't been. 8. Create a visual of and describe a location (classroom, room at home) orally or in writing.</p> <p>Academic Application: 1. Describe an animal, person, object, location in writing/orally. 2. Describe a character in a story. 3. Write a description in a science report. 4. Explain the process of completing a science project. art project, doing a math problem. 5. Describe the way an animal adapts and survives in a habitat. 6. Visualize a setting from a story and describe it to a partner or small group. 7. Describe an environment or habitat. 8. Students lead a directed drawing activity.</p>