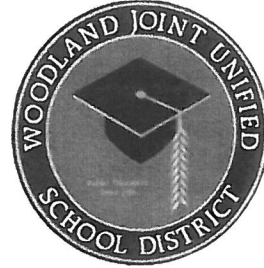


WOODLAND JOINT UNIFIED SCHOOL DISTRICT



SIXTH GRADE  
INSIDE LEVEL D  
ENGLISH LANGUAGE DEVELOPMENT PACING GUIDE  
2012-2013

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
See lesson planner attached	<b>SELECTION 1 - Hitching a Ride</b>					<b>Modify frames as needed. They are generic and can be adapted to include the grammar focus and the selection.</b>	<b>See Teacher's Edition PD 56-60 for Oral language strategies /routines</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>See attached document with standards per lesson.</li> </ul> <p><b>Objectives: Students will be able to (SWBAT)</b> *See individual lesson objectives in TE.</p>	<p>See TE page T1e</p> <p>See vocabulary teaching routines in TE PD 33-45</p>	<p>See TE pages T1g</p>	<p>Ask and Answer Questions</p>	<p>Sentence Types and Parts: Use Different Kinds of Sentences</p> <p>See TE PD 52-55</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>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>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
See attached lesson planner	<b>SELECTION 2-LAFFF</b>					<b>Modify frames as needed. They are generic and can be adapted to include the grammar focus and the selection.</b>	<b>See Teacher’s Edition PD 56-60 for Oral language strategies /routines.</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>See attached document with standards per lesson.</li> </ul> <p><b>Objectives: Students will be able to (SWBAT)</b> *See individual lesson objectives in TE.</p>	<p>See TE T1f</p> <p>See vocabulary teaching routines in TE PD 33-45</p>	See TE T1h	Express Ideas and Feelings	<p>Sentence Types and Parts: Use Nouns</p> <p>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>Everyday Application:</b></p> <p><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></p> <p><b>Feelings:</b></p> <ol style="list-style-type: none"> <li>Interview students about their favorite things: music, food, sport, subject, or past time.</li> <li>Write paragraph and illustrate.</li> <li>Students select pictures of people showing emotions and they share 1 sentence describing emotions.</li> <li>Partners take turns telling each other about their favorite character in the recent story, giving reasons to explain.</li> </ol>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
See attached lesson planner	<b>SELECTION 3-Kids are Inventors, Too</b>					<b>Modify frames as needed. They are generic and can be adapted to include the grammar focus and the selection.</b>	<b>See Teacher’s Edition PD 56-60 for Oral language strategies /routines.</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>See attached document with standards per lesson.</li> </ul> <p><b>Objectives: SWBAT</b></p> <p>*See individual lesson objectives in TE.</p>	<p>See TE T1f</p> <p>See vocabulary teaching routines in TE PD 33-45</p>	<p>See TE T1h</p>	<p>Give Information</p>	<p>Sentence Types and Parts: Use Complete Sentences</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>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>



**INSIDE**

**LEVEL D**

**UNIT 1**

**LESSON PLANNER**

# Week of 9/3/2012

**Group:** Level D Unit 1  
**Plan:** Level D Unit 1

9/3/2012	0 min.	9/4/2012	55 min.	9/5/2012	50 min.	9/6/2012	40 min.	9/7/2012	30 min.
		<b>Reading and Language</b> Guiding Question Box; Explore the Guiding Question; Leveled Multi-Level Strategies TO-T1 30 min.	<b>Reading and Language</b> Focus on Genre T2-13 40 min.	<b>Reading and Language</b> Academic Vocabulary T2 10 min.		<b>Reading and Language</b> Focus on Vocabulary T4-T5 40 min.		<b>Reading and Language</b> Selection 1 Background T6 20 min.	<b>Reading and Language</b> Academic Vocabulary T4 10 min.
		<b>Reading and Language</b> Multi-Level Strategies T38 25 min.							

# Holiday

# Week of 9/10/2012

**Group:** Level D Unit 1  
**Plan:** Level D Unit 1

9/10/2012	45 min.	9/11/2012	45 min.	9/12/2012	40 min.	9/13/2012	45 min.	9/14/2012	35 min.
<b>Reading and Language</b> Language and Grammar T8-T9 30 min.		<b>Reading and Language</b> Prepare to Read T10 25 min.		<b>Reading and Language</b> Read the Selection T12-T24 25 min.		<b>Reading and Language</b> Connect Reading and Writing T25 30 min.		<b>Reading and Language</b> Selection 2 Overview/Build Background T30 20 min.	
<b>Reading and Language</b> Language & Grammar T7 15 min.		<b>Reading and Language</b> Prepare to Read T11 20 min.		<b>Reading and Language</b> Language Development - Cooperative Learning Activity T18 15 min.		<b>Reading and Language</b> Language and Grammar T29 15 min.		<b>Reading and Language</b> Language & Grammar T31 15 min.	

# Week of 9/17/2012

**Group:** Level D Unit 1  
**Plan:** Level D Unit 1

9/17/2012	30 min.	9/18/2012	20 min.	9/19/2012	45 min.	9/20/2012	25 min.	9/21/2012	30 min.
<b>Reading and Language</b> Language & Grammar T32-T33 15 min.		<b>Reading and Language</b> Prepare to Read T35 20 min.		<b>Reading and Language</b> Read the Selection T36-T54 25 min.		<b>Reading and Language</b> Community-School Connection T53 10 min.		<b>Reading and Language</b> Reading Fluency Measures T59a 10 min.	
<b>Reading and Language</b> Language and Grammar T63 15 min.				<b>Reading and Language</b> Content Area Connections T43 20 min.		<b>Reading and Language</b> Research/Technology T58 15 min.		<b>Reading and Language</b> Multi-Level Strategies T60 20 min.	

# Week of 9/24/2012

**Group:** Level D Unit 1

**Plan:** Level D Unit 1

9/24/2012	35 min.	9/25/2012	30 min.	9/26/2012	35 min.	9/27/2012	45 min.	9/28/2012	15 min.
<b>Reading and Language</b> Multi-Level Strategies T61 15 min.		<b>Reading and Language</b> Vocabulary Routines T64 10 min.		<b>Reading and Language</b> Out-Of-School Literacy T72 15 min.		<b>Reading and Language</b> Listening/Speaking T82 30 min.		<b>Reading and Language</b> Response to Literature T85 15 min.	
<b>Reading and Language</b> Grammar T32 10 min.		<b>Reading and Language</b> Content Area Connections T48 20 min.		<b>Reading and Language</b> Content Area Connections T78 20 min.		<b>Reading and Language</b> Response to Literature T85 15 min.			
<b>Reading and Language</b> Grammar Transparency T62 10 min.									

**INSIDE**

**LEVEL D**

**UNIT 1**

**ELD STANDARDS PER LESSON**

## Week of 9/3/2012

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### Monday 9/3/2012

There are no activities for this day.

### Tuesday 9/4/2012

#### **Reading and Language**

Guiding Question Box; Explore the Guiding Question; Leveled Library; Multi-Level Strategies

TO-T1 30 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

**ELD.6-8.LS4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

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#### **Reading and Language**

Multi-Level Strategies

T38 25 min.

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### Wednesday 9/5/2012

#### **Reading and Language**

Focus on Genre

T2-T3 40 min.

**ELD.6-8.R33.EINT** Read literary texts and orally identify the main events of the plot by using simple sentences

**ELD.6-8.R34.ADV** Analyze the elements of a plot, including its development and the way conflicts are addressed and resolved

**ELD.6-8.R34.EADV** Read a literary selection and orally explain the literary element of plot by using detailed sentences



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**Reading and Language**

Academic Vocabulary

T2 10 min.

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**Thursday 9/6/2012****Reading and Language**

Focus on Vocabulary

T4-T5 40 min.

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**Friday 9/7/2012****Reading and Language**

Selection 1 Overview/Build Background

T6 20 min.

**ELD.6-8.LS3.ADV**

Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)**ELD.6-8.LS5.BEG** Ask and answer questions by using simple sentences or phrases**ELD.6-8.LS5.EINT** Ask and answer questions by using phrases or simple sentences**ELD.6-8.LS9.EINT** Prepare and deliver short oral presentations

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**Reading and Language**

Academic Vocabulary

T4 10 min

## Week of 9/10/2012

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### Monday 9/10/2012

#### Reading and Language

Language and Grammar

T8-T9 30 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

**ELD.6-8.LS5.BEG** Ask and answer questions by using simple sentences or phrases

**ELD.6-8.LS5.EINT** Ask and answer questions by using phrases or simple sentences

**ELD.6-8.LS7.EADV** Respond to messages by asking questions, challenging statements, or offering examples that affirm the message

**ELD.6-8.LS7.INT** Respond to messages by asking simple questions or by briefly restating the message

**ELD.6-8.WCI.BEG** Identify basic vocabulary, mechanics, and sentence structures in a piece of writing

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#### Reading and Language

Language & Grammar

T7 15 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

**ELD.6-8.LS5.BEG** Ask and answer questions by using simple sentences or phrases

**ELD.6-8.LS5.EINT** Ask and answer questions by using phrases or simple sentences

**ELD.6-8.LS7.EADV** Respond to messages by asking questions, challenging statements, or offering examples that affirm the message

**ELD.6-8.LS7.INT** Respond to messages by asking simple questions or by briefly restating the message

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**Tuesday 9/11/2012**

**Reading and Language** Prepare to Read

T10 25 min.

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**Reading and Language** Prepare to Read

T11 20 min.

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**Wednesday 9/12/2012**

**Reading and Language**

Read the Selection

T12-T24 25 min.

**ELD.6-8.R.14.EADV** Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading

**ELD.6-8.R.14.EINT** Read simple paragraphs and passages independently

**ELD.6-8.R14.ADV** Apply knowledge of academic and social vocabulary to achieve independent reading

**ELD.6-8.R14.INT** Use decoding skills and knowledge of both academic and social vocabulary to read independently

**ELD.6-8.R18.BEG** Recognize categories of common informational materials (e.g., newspaper, brochure)

**ELD.6-8.R18.EINT** Identify and orally explain categories of familiar informational materials by using simple sentences

**ELD.6-8.R19.BEG** Read simple text and orally respond to factual comprehension questions by using key words or phrases

**ELD.6-8.R19.EINT** Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions

**ELD.6-8.R19.INT** Read literature and respond orally to it by answering in detailed sentences factual comprehension questions

**ELD.6-8.R24.INT** Understand and orally identify the features and elements of common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., magazines and books)

**ELD.6-8.R25.BEG** Create pictures, lists and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry

**ELD.6-8.R27.BEG** Respond orally in one or two words to factual comprehension questions about simple literary texts

**ELD.6-8.R27.EINT** Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences

**ELD.6-8.R27.INT** Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of brief prose (e.g., short story, novel, essay)

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**Reading and Language**

Language Development - Cooperative

Learning Activity

T18 15 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

**ELD.6-8.LS5.BEG** Ask and answer questions by using simple sentences or phrases

**ELD.6-8.LS5.EINT** Ask and answer questions by using phrases or simple sentences

**ELD.6-8.LS7.EADV** Respond to messages by asking questions, challenging statements, or offering examples that affirm the message

**ELD.6-8.LS7.INT** Respond to messages by asking simple questions or by briefly restating the message

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**Thursday 9/13/2012**

**Reading and Language**

Connect Reading and Writing

T25 30 min.

**ELD.6-8.R15.BEG** Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses

**ELD.6-8.R15.EADV** Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts

**ELD.6-8.R19.BEG** Read simple text and orally respond to factual comprehension questions by using key words or phrases

**ELD.6-8.R19.EINT** Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions

**ELD.6-8.R19.INT** Read literature and respond orally to it by answering in detailed sentences factual comprehension questions

**ELD.6-8.R27.BEG** Respond orally in one or two words to factual comprehension questions about simple literary texts

**ELD.6-8.R27.EINT** Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences

**ELD.6-8.R27.INT** Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of brief prose (e.g., short story, novel, essay)

**Reading and Language**

Language and Grammar

T29 15 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

**ELD.6-8.LS5.BEG** Ask and answer questions by using simple sentences or phrases

**ELD.6-8.LS5.EINT** Ask and answer questions by using phrases or simple sentences

**ELD.6-8.LS7.EADV** Respond to messages by asking questions, challenging statements, or offering examples that affirm the message

**ELD.6-8.LS7.INT** Respond to messages by asking simple questions or by briefly restating the message

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**Friday 9/14/2012**

**Reading and Language**

Selection 2 Overview/Build Background

T30 20 min.

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**Reading and Language**

Language & Grammar

T31 15 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

**ELD.6-8.LS4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

## Week of 9/17/2012

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### Monday 9/17/2012

#### **Reading and Language**

Language & Grammar

T32-T33 15 min.

#### **Reading and Language**

Language and Grammar

T63 15 min.

### Tuesday 9/18/2012

#### **Reading and Language**

Prepare to Read

T35 20 min.

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### Wednesday 9/19/2012

#### **Reading and Language**

Read the Selection

T36-T54 25 min.

**ELD.6-8.R.14.EADV** Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading

**ELD.6-8.R.14.EINT** Read simple paragraphs and passages independently

**ELD.6-8.R14.ADV** Apply knowledge of academic and social vocabulary to achieve independent reading

**ELD.6-8.R14.INT** Use decoding skills and knowledge of both academic and social vocabulary to read independently

**ELD.6-8.R19.BEG** Read simple text and orally respond to factual comprehension questions by using key words or phrases

**ELD.6-8.R19.EINT** Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions

**ELD.6-8.R19.INT** Read literature and respond orally to it by answering in detailed sentences factual comprehension questions

**ELD.6-8.R25.BEG** Create pictures, lists and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry

**ELD.6-8.R25.EADV** Describe the major characteristics of several forms of fiction and poetry (e.g. short story, essay, novel, ballad, lyric, epic)

**ELD.6-8.R25.EINT** Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences

**ELD.6-8.R27.BEG** Respond orally in one or two words to factual comprehension questions about simple literary texts

**ELD.6-8.R27.EINT** Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences

**ELD.6-8.R27.INT** Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of brief prose (e.g., short story, novel, essay)



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**Reading and Language**

Content Area Connections

T43 20 min.

**ELD.6-8.LS2.BEG** Demonstrate comprehension of oral presentations and instructions through nonverbal responses (e.g., gestures, pointing, drawing)

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**Thursday 9/20/2012****Reading and Language**

Community-School Connection

T53 10 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

**ELD.6-8.W10.ADV** Use various methods of investigation and research to develop a report that balances information and original ideas, including a bibliography

**ELD.6-8.W10.INT** Investigate and research a topic in a content area and develop a report that includes source citations

**ELD.6-8.W12.ADV** Use various methods of investigation and research to develop an essay that balances information and original ideas, including a bibliography

**ELD.6-8.W12.INT** Investigate and research a topic in a content area and develop a brief essay that includes source citations

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**Reading and Language**

Research/Technology

T58 15 min.

**ELD.6-8.1..S9.ADV** Prepare and deliver presentations and reports in various content areas, including a purpose, point of view, introduction, coherent transition, and appropriate conclusions

**ELD.6-8.LS9.EINT** Prepare and deliver short oral presentations

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**Friday 9/21/2012****Reading and Language**

Reading Fluency Measures

T59a 10 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8tS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

**ELD.6-8.R15.BEG** Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses

**ELD.6-8.R15.EADV** Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts

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### **Reading and Language**

Multi-Level Strategies

T60 20 min.

**ELD.6-8.LS2.BEG** Demonstrate comprehension of oral presentations and instructions through nonverbal responses (e.g., gestures, pointing, drawing)

## Week of 9/24/2012

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### Monday 9/24/2012

#### **Reading and Language** Multi-Level Strategies

T61 15 min.

**ELD.6-8.LS9.ADV** Prepare and deliver presentations and reports in various content areas, including a purpose, point of view, introduction, coherent transition, and appropriate conclusions

**ELD.6-8.LS9.EINT** Prepare and deliver short oral presentations

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#### **Reading and Language**

Grammar

T32 10 min.

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#### **Reading and Language**

Grammar Transparency

T62 10 min.

**ELD.6-8.WCI.BEG** Identify basic vocabulary, mechanics, and sentence structures in a piece of writing

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### Tuesday 9/25/2012

#### **Reading and Language**

Vocabulary Routines

T64 10 min.

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#### **Reading and Language**

Content Area Connections

T48 20 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

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**Wednesday 9/26/2012**

**Reading and Language**

Out-Of-School Literacy

T72 15 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

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**Reading and Language**

Content Area Connections

T78 20 min.

**ELD.6-8.LS2.BEG** Demonstrate comprehension of oral presentations and instructions through nonverbal responses (e.g., gestures, pointing, drawing)

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**Thursday 9/27/2012**

**Reading and Language**

Listening/Speaking

T82 30 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

**ELD.6-8.LS5.BEG** Ask and answer questions by using simple sentences or phrases

**ELD.6-8.LS5.EINT** Ask and answer questions by using phrases or simple sentences

**ELD.6-8.LS7.EADV** Respond to messages by asking questions, challenging statements, or offering examples that affirm the message

**ELD.6-8.LS7.INT** Respond to messages by asking simple questions or by briefly restating the message

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**Reading and Language**

Response to Literature

T85 15 min.

**ELD.6-8.LS2.BEG** Demonstrate comprehension of oral presentations and instructions through nonverbal responses (e.g., gestures, pointing, drawing)**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)**ELD.6-8.LS6.ADV** Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others**ELD.6-8.LS6.INT** Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information

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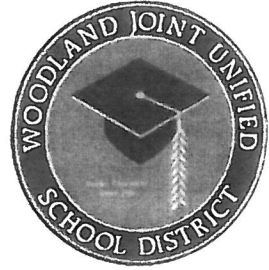
**Friday 9/28/2012****Reading and Language**

Response to Literature

T85 15 min.

**ELD.6-8.LS2.BEG** Demonstrate comprehension of oral presentations and instructions through nonverbal responses (e.g., gestures, pointing, drawing)**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)**ELD.6-8.LS6.ADV** Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others**ELD.6-8.LS6.INT** Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information

WOODLAND JOINT UNIFIED SCHOOL DISTRICT



SIXTH GRADE  
INSIDE LEVEL D  
ENGLISH LANGUAGE DEVELOPMENT PACING GUIDE  
2012-2013

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
See attached lesson planner	<b>SELECTION 1 – The Challenge</b>					<b>Modify frames as needed. They are generic and can be adapted to include the grammar focus and the selection.</b>	<b>See Teacher’s Edition PD 56-60 for Oral language strategies /routines.</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>See attached document with standards per lesson.</li> </ul> <p><b>Objectives: SWBAT</b></p> <p>*See individual lesson objectives in TE.</p>	<p>See TE T85g</p> <p>See TE T85i</p> <p>See vocabulary teaching routines in TE PD 33-45</p>	<p>Engage in Conversation</p>	<p>Subject Pronouns: Use pronouns as subjects</p>	<p>Add grammar to sentence frames when possible.</p>	<p><b>Beginning:</b>            Can I please use a __? Yes. No. 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>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>



Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
See attached lesson planner	<b>SELECTION 2</b> – Rachel the Clever					<b>Modify frames as needed. They are generic and can be adapted to include the grammar focus and the selection.</b>	<b>See Teacher’s Edition PD 56-60 for Oral language strategies /routines.</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>See attached document with standards per lesson.</li> </ul> <p><b>Objectives:</b> <b>SWBAT</b></p> <p>*See individual lesson objectives in TE.</p>	<p>See TE T85h</p> <p>See TE 85j</p> <p>See vocabulary teaching routines in TE PD 33-45</p>	Retell a Story	Subject-Verb Agreement: Use Forms of the Verb Be	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>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>Fill out story map whole class and orally practice frames using the information.</li> <li>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.</li> <li>Teacher can start a story and students add to it verbally using frames.</li> </ol> <p><b>Academic Application:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>Students can fill out a story map in partners and write a story together after teacher has modeled.</li> <li>Students independently fill out a story map and create original story.</li> </ol>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
See attached lesson planner	<b>SELECTION 3- A Contest of Riddles</b>					<b>Modify frames as needed. They are generic and can be adapted to include the grammar focus and the selection.</b>	<b>See Teacher’s Edition PD 56-60 for Oral language strategies /routines.</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>See attached document with standards per lesson.</li> </ul> <p><b>Objectives: SWBAT</b></p> <p>*See individual lesson objectives in TE.</p>	<p>See TE T85h</p> <p>See TE 85j</p> <p>See vocabulary teaching routines in TE PD 33-45.</p>		<p>Ask For and Give Information</p>	<p>Subject-Verb Agreement: Use Subjects and Verbs</p> <p>Add grammar to sentence frames when possible.</p>	<p><b>Ask questions</b> <b>Beginning:</b> Can I please use a _? Can I please have _? Yes/No. Thank you. Do you know where ___ is? <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? <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>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>

**INSIDE**  
**LEVEL D**  
**UNIT 2**  
**LESSON PLANNER**

# Week of 10/1/2012

**Group:** Level D Unit 2  
**Plan:** Level D Unit 2

10/1/2012    60 min.	10/2/2012    50 min.	10/3/2012    40 min.	10/4/2012    30 min.	10/5/2012    45 min.
<b>Reading and Language</b> Guiding Question Box; Expolre the Guiding Question; Leveled Library; Multi-Level Strategies T86-T87 30 min. <hr/> <b>Reading and Language</b> Leveled Library T87 30 min.	<b>Reading and Language</b> Focus on Genre T88-T91 40 min. <hr/> <b>Reading and Language</b> Academic Vocabulary T88 10 min.	<b>Reading and Language</b> Focus on Vocabulary T92-T93 40 min.	<b>Reading and Language</b> Academic Vocabulary T92 10 min. <hr/> <b>Reading and Language</b> Selection 1 Overview/Build Background T94 20 min.	<b>Reading and Language</b> Language & Grammar T95 15 min. <hr/> <b>Reading and Language</b> Language and Grammar T96-T97 30 min.

# Week of 10/8/2012

**Group:** Level D Unit 2

**Plan:** Level D Unit 2

10/8/2012	25 min.	10/9/2012	45 min.	10/10/2012	45 min.	10/11/2012	35 min.	10/12/2012	45 min.
<b>Reading and Language</b>	<b>Reading and Language</b>	<b>Reading and Language</b>	<b>Reading and Language</b>	<b>Reading and Language</b>	<b>Reading and Language</b>	<b>Reading and Language</b>	<b>Reading and Language</b>	<b>Reading and Language</b>	<b>Reading and Language</b>
Prepare to Read T98 25 min.	Prepare to Read T99 20 min.	Language Development - Cooperative Learning T106 15 min.	Language and Grammar T123 15 min.	Language & Grammar T125 15 min.	Language and Grammar T126-T127 30 min.	Selection 2 Overview/Build <b>Background</b> T124 20 min.	Selection 2 Overview/Build <b>Background</b> T124 20 min.	Language & Grammar T125 15 min.	Language & Grammar T126-T127 30 min.
	Reading and Language <b>Read the Selection</b> T100-T118 25 min.	Reading and Language Connect Reading and Writing T119 30 min.							

# Week of 10/15/2012

**Group:** Level D Unit 2

**Plan:** Level D Unit 2

10/15/2012	25 min.	10/16/2012	45 min.	10/17/2012	45 min.	10/18/2012	35 min.	10/19/2012	45 min.
<b>Reading and Language</b>		<b>Reading and Language</b>		<b>Reading and Language</b>		<b>Reading and Language</b>		<b>Reading and Language</b>	
Prepare to Read		Prepare to Read		Language Development		Language and Grammar		Language & Grammar	
T128		T129		T138		T143		T145	
25 min.		20 min.		15 min.		15 min.		15 min.	
		<b>Reading and Language</b>		<b>Reading and Language</b>		<b>Reading and Language</b>		<b>Reading and Language</b>	
		Read the Selection		Connect Reading and		Selection 3 Overview/Build		Language and Grammar	
		T130-T138		Writing		Background		T146-T147	
		25 min.		T139		T144		30 min.	
				30 min.		20 min.			

# Week of 10/22/2012

**Group:** Level D Unit 2  
**Plan:** Level D Unit 2

10/22/2012 45 min.	10/23/2012 40 min.	10/24/2012 45 min.	10/25/2012 55 min.	10/26/2012 55 min.
<b>Reading and Language</b> Prepare to Read T148 25 min.	<b>Reading and Language</b> Read the Selection T150-T164 25 min.	<b>Reading and Language</b> Connect Reading and Writing T165 30 min.	<b>Reading and Language</b> Reading and Language Unit Test T171a 55 min.	<b>Reading and Language</b> Reading and Language Unit Test T171a 55 min.
<b>Reading and Language</b> Prepare to Read T149 20 min.	<b>Reading and Language</b> Language Development - Cooperative Learning T157 15 min.	<b>Reading and Language</b> Language and Grammar T169 15 min.		



**INSIDE**

**LEVEL D**

**UNIT 2**

**ELD STANDARDS PER LESSON**

## Week of 10/1/2012

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### Monday 10/1/2012

#### Reading and Language

Guiding Question Box; Explore the Guiding Question; Leveled Library; Multi-Level Strategies  
T86-T87 30 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

**ELD.6-8.LS4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

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#### Reading and Language Leveled Library

T87 30 min.

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### Tuesday 10/2/2012

#### Reading and Language

Focus on Genre  
T88-T91 40 min.

**ELD.6-8.R25.BEG** Create pictures, lists and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry

**ELD.6-8.R25.EINT** Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences

**ELD.6-8.R25b.EADV** Describe the major characteristics of several forms of fiction and poetry (e.g. short story, essay, novel, ballad, lyric, epic)

**ELD.6-8.R30.BEG** Identify orally different characters in simple literary texts by using words or phrases

**ELD.6-8.R32.BEG** Identify orally different settings in simple literary texts by using words or phrases

**ELD.6-8.R32.EADV** Read a literary selection and orally explain the literary element of setting by using detailed sentences

**ELD.6-8.R33.EINT** Read literary texts and orally identify the main events of the plot by using simple sentences

**ELD.6-8.R34.EADV** Read a literary selection and orally explain the literary element of plot by using detailed sentences

**ELD.6-8.R40.ADV** Identify and describe several literary elements and techniques in literary texts (e.g., figurative language, imagery, and symbolism)

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**Reading and Language**

Academic Vocabulary

T88 10 min.

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**Wednesday 10/3/2012**

**Reading and Language**

Focus on Vocabulary

T92-T93 40 min.

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**Thursday 10/4/2012**

**Reading and Language**

Academic Vocabulary

T92 10 min.

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**Reading and Language**

Selection 1 Overview/Build Background

T94 20 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

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**Friday 10/5/2012**

**Reading and Language**

Language & Grammar

T95 15 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed

(e.g., third-person singular, male and female pronouns)

**ELD.6-8.LS6.ADV** Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others

**ELD.6-8.LS6.INT** Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information

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### **Reading and Language**

Language and Grammar

T96-T97 30 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

## Week of 10/8/2012

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### Monday 10/8/2012

**Reading and Language** Prepare to Read

T98 25 min.

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### Tuesday 10/9/2012

**Reading and Language**

Prepare to Read

T99 20 min.

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### **Reading and Language**

Read the Selection

T100-T118 25 min.

**ELD.6-8.R.14.EADV** Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading

**ELD.6-8.R.14.EINT** Read simple paragraphs and passages independently

**ELD.6-8.R14.ADV** Apply knowledge of academic and social vocabulary to achieve independent reading

**ELD.6-8.R14.INT** Use decoding skills and knowledge of both academic and social vocabulary to read independently

**ELD.6-8.R25.BEG** Create pictures, lists and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry

**ELD.6-8.R25.EADV** Describe the major characteristics of several forms of fiction and poetry (e.g. short story, essay, novel, ballad, lyric, epic)

**ELD.6-8.R25.EINT** Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences

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### Wednesday 10/10/2012

**Reading and Language**

Language Development – Cooperative Learning

T106 15 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.S3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

**ELD.6-8.LS6.ADV** Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others

**ELD.6-8.1S6.INT** Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information

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### **Reading and Language**

Connect Reading and Writing

T119 30 min.

**ELD.6-8.R15.BEG** Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses

**ELD.6-8.R15.EADV** Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts

**ELD.6-8.R19.BEG** Read simple text and orally respond to factual comprehension questions by using key words or phrases

**ELD.6-8.R19.EINT** Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions

**ELD.6-8.R19.INT** Read literature and respond orally to it by answering in detailed sentences factual comprehension questions

**ELD.6-8.R27.BEG** Respond orally in one or two words to factual comprehension questions about simple literary texts

**ELD.6-8.R27.EINT** Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences

**ELD.6-8.R27.INT** Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of brief prose (e.g., short story, novel, essay)

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**Thursday 10/11/2012**

### **Reading and Language**

Language and Grammar

T123 15 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

**ELD.6-8.R29.BEG** Role-play a character from a familiar piece of literature by using words and phrases

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### **Reading and Language**

Selection 2 Overview/Build Background

T124 20 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

**ELD.6-8.R30.BEG** Identify orally different characters in simple literary texts by using words or phrases

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**Friday 10/12/2012**

**Reading and Language**

Language & Grammar

T125 15 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

**ELD.6-8.LS8.EADV** Retell stories in greater detail by including the character, setting, and plot

**ELD.6-8.R6.BEG** Retell stories by using phrases and sentences

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**Reading and Language**

Language and Grammar

T126-T127 30 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

**ELD.6-8.R6.BEG** Retell stories by using phrases and sentences

## Week of 10/15/2012

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### Monday 10/15/2012

#### **Reading and Language**

Prepare to Read

T128 25 min.

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### Tuesday 10/16/2012

#### **Reading and Language**

Prepare to Read

T129 20 min.

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#### **Reading and Language**

Read the Selection

T130-T138 25 min.

**ELD.6-8.R.14.EADV** Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading

**ELD.6-8.R.14.EINT** Read simple paragraphs and passages independently

**ELD.6-8.R14.ADV** Apply knowledge of academic and social vocabulary to achieve independent reading

**ELD.6-8.R14.INT** Use decoding skills and knowledge of both academic and social vocabulary to read independently

**ELD.6-8.R25.BEG** Create pictures, lists and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry

**ELD.6-8.R25.EINT** Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences

**ELD.6-8.R25b.EADV** Describe the major characteristics of several forms of fiction and poetry (e.g. short story, essay, novel, ballad, lyric, epic)

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### Wednesday 10/17/2012

#### **Reading and Language**

Language Development

T138 15 min.

**ELD.6-8.LS8.EADV** Retell stories in greater detail by including the character, setting, and plot

**ELD.6-8.R6.BEG** Retell stories by using phrases and sentences

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#### **Reading and Language Connect**

Reading and Writing

T139 30 min.

**ELD.6-8.R15.BEG** Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses



**ELD.6-8.R15.EADV** Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts

**ELD.6-8.R19.BEG** Read simple text and orally respond to factual comprehension questions by using key words or phrases

**ELD.6-8.R19.EINT** Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions

**ELD.6-8.R19.INT** Read literature and respond orally to it by answering in detailed sentences factual comprehension questions

**ELD.6-8.R27.BEG** Respond orally in one or two words to factual comprehension questions about simple literary texts

**ELD.6-8.R27.EINT** Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences

**ELD.6-8.R27.INT** Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of brief prose (e.g., short story, novel, essay)

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**Thursday 10/18/2012**

**Reading and Language**

Language and Grammar

T143 15 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

**ELD.6-8.LS8.EADV** Retell stories in greater detail by including the character, setting, and plot

**ELD.6-8.R6.BEG** Retell stories by using phrases and sentences

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**Reading and Language**

Selection 3 Overview/Build Background

T144 20 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

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**Friday 10/19/2012**

**Reading and Language**

Language & Grammar

T145 15 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

**ELD.6-8.LS5.BEG** Ask and answer questions by using simple sentences or phrases

**ELD.6-8.LS5.EINT** Ask and answer questions by using phrases or simple sentences

**ELD.6-8.LS7.EADV** Respond to messages by asking questions, challenging statements, or offering examples that affirm the message

**ELD.6-8.LS7.INT** Respond to messages by asking simple questions or by briefly restating the message

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**Reading and Language**

Language and Grammar

T146-T147 30 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

## Week of 10/22/201

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### Monday 10/22/2012

#### **Reading and Language**

Prepare to Read

T148 25 min.

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#### **Reading and Language**

Prepare to Read

T149 20 min.

**ELD.6-8.R9.EINT** Use knowledge of literature and content areas to understand unknown words

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### Tuesday 10/23/2012

#### **Reading and Language**

Read the Selection

T150-T164 25 min.

**ELD.6-8.R.14.EADV** Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading

**ELD.6-8.R.14.EINT** Read simple paragraphs and passages independently

**ELD.6-8.R14.ADV** Apply knowledge of academic and social vocabulary to achieve independent reading

**ELD.6-8.R14.INT** Use decoding skills and knowledge of both academic and social vocabulary to read independently

**ELD.6-8.R25.BEG** Create pictures, lists and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry

**ELD.6-8.R25.EINT** Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences

**ELD.6-8.R25b.EADV** Describe the major characteristics of several forms of fiction and poetry (e.g. short story, essay, novel, ballad, lyric, epic)

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#### **Reading and Language**

Language Development – Cooperative Learning

T157 15 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed

(e.g., third-person singular, male and female pronouns)

**ELD.6-8.LS5.BEG** Ask and answer questions by using simple sentences or phrases

**ELD.6-8.LS5.EINT** Ask and answer questions by using phrases or simple sentences

**ELD.6-8.LS7.EADV** Respond to messages by asking questions, challenging statements, or offering examples that affirm the message

**ELD.6-8.LS7.INT** Respond to messages by asking simple questions or by briefly restating the message

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**Wednesday 10/24/2012**

### **Reading and Language**

Connect Reading and Writing

T165 30 min.

**ELD.6-8.R15.BEG** Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses

**ELD.6-8.R15.EADV** Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts

**ELD.6-8.R19.BEG** Read simple text and orally respond to factual comprehension questions by using key words or phrases

**ELD.6-8.R19.EINT** Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions

**ELD.6-8.R19.INT** Read literature and respond orally to it by answering in detailed sentences factual comprehension questions

**ELD.6-8.R27.BEG** Respond orally in one or two words to factual comprehension questions about simple literary texts

**ELD.6-8.R27.EINT** Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences

**ELD.6-8.R27.INT** Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of brief prose (e.g., short story, novel, essay)

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### **Reading and Language**

Language and Grammar

T169 15 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

**ELD.6-8.LS5.BEG** Ask and answer questions by using simple sentences or phrases

**ELD.6-8.LS5.EINT** Ask and answer questions by using phrases or simple sentences

**ELD.6-8.LS7.EADV** Respond to messages by asking questions, challenging statements, or offering examples that affirm the message

**ELD.6-8.LS7.INT** Respond to messages by asking simple questions or by briefly restating the message

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**Thursday 10/25/2012**

**Reading and Language**

Reading and Language Unit Test

T171a 55 min.

**ELD.6-8.R19.BEG** Read simple text and orally respond to factual comprehension questions by using key words or phrases

**ELD.6-8.R19.EINT** Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions

**ELD.6-8.R19.INT** Read literature and respond orally to it by answering in detailed sentences factual comprehension questions

**ELD.6-8.R27.BEG** Respond orally in one or two words to factual comprehension questions about simple literary texts

**ELD.6-8.R27.EINT** Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences

**ELD.6-8.R27.INT** Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of brief prose (e.g., short story, novel, essay)

**ELD.6-8.R32.ADV** Analyze the setting (place, time, customs) and its influence on the meaning of and conflict in a literary text

**ELD.6-8.WC1.BEG** Identify basic vocabulary, mechanics, and sentence structures in a piece of writing

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**Friday 10/26/2012**

**Reading and Language**

Reading and Language Unit Test

T171a 55 min.

**ELD.6-8.R19.BEG** Read simple text and orally respond to factual comprehension questions by using key words or phrases

**ELD.6-8.R19.EINT** Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions

**ELD.6-8.R19.INT** Read literature and respond orally to it by answering in detailed sentences factual comprehension questions

**ELD.6-8.R27.BEG** Respond orally in one or two words to factual comprehension questions about simple literary texts

**ELD.6-8.R27.EINT** Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences

**ELD.6-8.R27.INT** Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of brief prose (e.g., short story, novel, essay)

**ELD.6-8.R32.ADV** Analyze the setting (place, time, customs) and its influence on the meaning of and conflict in a literary text

**ELD.6-8.WC1.BEG** Identify basic vocabulary, mechanics, and sentence structures in a piece of writing

WOODLAND JOINT UNIFIED SCHOOL DISTRICT



SIXTH GRADE  
INSIDE LEVEL D  
ENGLISH LANGUAGE DEVELOPMENT PACING GUIDE  
2012-2013

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
See attached lesson planner	<b>SELECTION 1</b> – The Lotus Seed					<b>Modify frames as needed. They are generic and can be adapted to include the grammar focus and the selection.</b>	<b>See Teacher’s Edition PD 56-60 for Oral language strategies /routines.</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>See attached document with standards per lesson.</li> </ul> <p><b>Objectives: SWBAT</b></p> <p>*See individual lesson objectives in TE.</p>	<p>See TE T171g</p> <p>See vocabulary teaching routines in TE PD 33-45.</p>	See TE T171i	Describe People, Places and Things	<p>Adjectives: Use Adjectives That Describe</p> <p>Add grammar to sentence frames when possible.</p>	<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>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>Describe a person orally and in writing.</li> <li>Describe to someone a person they haven't met.</li> <li>Describe the character traits of a friend or family member with specific examples/details. (EA/ADV).</li> <li>Play a guessing game about a person.</li> <li>Give information about a lost object.</li> <li>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?</li> <li>Mystery bag: students ask" What does it feel like? How does it feel? What shape is it? What size is it?</li> <li>Make a poster to help find someone’s lost jacket (pet etc).</li> </ol> <p><b>Academic Application:</b></p> <ol style="list-style-type: none"> <li>Make generalizations about a person or character based on their actions.</li> <li>Create an oral or written portrait of a fictional or historical character using rich examples of their actions/words.</li> <li>Make an oral presentation about a person that has influenced you in a positive way, with a detailed description.</li> <li>Describe an animal, location or object orally in writing.</li> <li>Describe the characteristics of an environment or habitat.</li> <li>Describe a character or historical figure.</li> <li>Create similes to describe and explain the character traits of a friend, family member or character.</li> </ol>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
See attached lesson planner	<b>SELECTION 2 – Immigrants Today</b>					<b>Modify frames as needed. They are generic and can be adapted to include the grammar focus and the selection.</b>	<b>See Teacher’s Edition PD 56-60 for Oral language strategies /routines.</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>See attached document with standards per lesson.</li> </ul> <p><b>Objectives: SWBAT</b></p> <p>*See individual lesson objectives in TE.</p>	<p>See TE T171h</p> <p>See vocabulary teaching routines in TE PD 33-45.</p>	See TE T171j	Make Comparisons	<p>Adjectives: Use Adjectives that Compare</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>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>Rank items on a scale.</li> <li>Compare everyday events and objects such as weather, classroom activities, pets, clothing etc.</li> <li>Explain preferences based on their characteristics, I like the blue car. It is smaller than the white car.</li> <li>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>Differentiate one environment or habitat to another.</li> <li>Compare two different objects, people, and animals. etc and explain differences and similarities orally and in writing.</li> <li>Make generalizations about the similarities and differences between two or more items, people, scenes, plots etc.</li> <li>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
See attached lesson planner	<b>SELECTION 3- Brothers In Hope</b>					<b>Modify frames as needed. They are generic and can be adapted to include the grammar focus and the selection.</b>	<b>See Teacher’s Edition PD 56-60 for Oral language strategies /routines.</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>See attached document with standards per lesson.</li> </ul> <p><b>Objectives: SWBAT</b></p> <p>*See individual lesson objectives in TE.</p>	<p>See TE T171h</p> <p>See vocabulary teaching routines in TE PD 33-45.</p>	<p>See TE T171j</p>	<p>Describe an Event or Experience</p>	<p>Adverbs</p> <p>Add grammar to sentence frames when possible.</p>	<p><b>Beginning:</b> We ___ early/late. I ___ inside. It is ___. It has ___.</p> <p><b>Early intermediate:</b> It is ___ and ___. It has ___. It is not ___. It has adj +noun. No, it was not ___. It had ___. I quickly _____.</p> <p><b>Intermediate:</b> It had ___. ___ looks/sounds like ___. ___ is/has ___ and ___. My ___ was ___ with ___. I went to ___. I was with ___. I often ___. I felt ___ and ___. It saddened me because _____.</p> <p><b>Early Advanced/Advanced:</b> I went to ___ on ___. I ___ all day. I ___ ly ___. The ___ was ___ because he/she ___ the ___ into ___ so ___. ___ is a __, who ___ in order to ___. We ___ outside since _____.</p> <p>Use higher order transitions and conjunctions.</p>	<p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>1. Describe an event/experience orally and in writing.</li> <li>2. Work in pairs to describe event or experience.</li> <li>3. Describe the event/experience using “when, where, how”.</li> <li>4 Play a guessing game to ask questions about sounds and looks: (event) What sounds do you hear? What do I look like?</li> <li>5. Give information about an event or experience.</li> <li>6. Mystery bag: students ask "What does it feel like? How does it feel? Use adverbs to describe event or experience.</li> <li>8. Make a poster to express feelings about an experience.</li> </ol> <p><b>Academic Application:</b></p> <ol style="list-style-type: none"> <li>1. Make generalizations about an event or experience based on their actions.</li> <li>2. Create an oral or written portrait of a fictional or historical character in an event using rich examples of their actions/words.</li> <li>3. Make an oral presentation about an event that has influenced you in a positive way, with a detailed description using adverbs and adjectives.</li> <li>4. Describe the characteristics of an environment or event.</li> <li>5. Create similes to describe and explain the event or experience.</li> </ol>

**INSIDE**

**LEVEL D**

**UNIT 3**

**LESSON PLANNER**

# Week of 10/29/2012

Group: Level D Unit 3

Plan: Level D Unit 3

10/29/2012 30 min.	10/30/2012 50 min.	10/31/2012 50 min.	11/1/2012 35 min.	11/2/2012 30 min.
<b>Reading and Language</b> Guiding Question Box, Explore the Guiding Question; Leveled Library; Multi-Level Strategies T172-T173 30 min.	<b>Reading and Language</b> Focus on Genre T174 40 min.	<b>Reading and Language</b> Focus on Vocabulary T176 40 min.	<b>Reading and Language</b> Selection 1 Overview/Build Background T178 20 min.	<b>Reading and Language</b> Language & Grammar T180-T181 15 min.
	<b>Reading and Language</b> Academic Vocabulary T174 10 min.	<b>Reading and Language</b> Academic Vocabulary T176 10 min.	<b>Reading and Language</b> Language & Grammar T179 15 min.	<b>Reading and Language</b> Language & Grammar T181 15 min.

# Week of 11/5/2012

**Group:** Level D Unit 3

**Plan:** Level D Unit 3

11/5/2012	45 min.	11/6/2012	40 min.	11/7/2012	50 min.	11/8/2012	35 min.	11/9/2012	30 min.
<b>Reading and Language</b> Prepare to Read T182 25 min.	<b>Reading and Language</b> Read the Selection T184-T194 25 min.	<b>Reading and Language</b> Connect Reading and Writing T195 30 min.	<b>Reading and Language</b> Selection 2 Overview/Build Background T200 20 min.	<b>Reading and Language</b> Language & Grammar T202 15 min.	<b>Reading and Language</b> Language Development - Cooperative Learning T188 15 min.	<b>Reading and Language</b> Writing and Grammar T199 20 min.	<b>Reading and Language</b> Language & Grammar T201 15 min.	<b>Reading and Language</b> Language & Grammar T203 15 min.	

# Week of 11/12/2012

**Group:** Level D Unit 3

**Plan:** Level D Unit 3

11/12/2012	0 min.	11/13/2012	45 min.	11/14/2012	40 min.	11/15/2012	45 min.	11/16/2012	35 min.
		<b>Reading and Language</b> Prepare to Read T204 25 min.		<b>Reading and Language</b> Read the Selection T206-T218 25 min.		<b>Reading and Language</b> Connect Reading and Writing T219 30 min.		<b>Reading and Language</b> Selection 3 Overview/Build Background T224 20 min.	
		<b>Reading and Language</b> Prepare to Read T205 20 min.		<b>Reading and Language</b> Language Development T215 15 min.		<b>Reading and Language</b> Language and Grammar T223 15 min.		<b>Reading and Language</b> Language & Grammar T225 15 min.	

# Holiday

# Week of 11/26/2012

**Group:** Level D Unit 3

**Plan:** Level D Unit 3

11/26/2012 30 min.	11 /27/2012 45 min.	11/28/2012 40 min.	11/29/2012 45 min.	11/30/2012 0 min.
<b>Reading and Language</b> Language & Grammar T226-T227 15 min.	<b>Reading and Language</b> Prepare to Read T228 25 min.	<b>Reading and Language</b> Read the Selection T230-T250 25 min.	<b>Reading and Language</b> Connect Reading and Writing T251 30 min.	
<b>Reading and Language</b> Language & Grammar T226-T227 15 min.	<b>Reading and Language</b> Prepare to Read T229 20 min.	<b>Reading and Language</b> Language Development - Cooperative Learning T236 15 min.	<b>Reading and Language</b> Language and Grammar T255 15 min.	

**INSIDE**

**LEVEL D**

**UNIT 3**

**ELD STANDARDS PER LESSON**

**Group:** Level D Unit 3

**Plan:** Level D Unit 3

**Time Period:** 10/29/2012-11/29/2012

## **Week of 10/29/2012**

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### **Monday 10/29/2012**

#### **Reading and Language**

Guiding Question Box, Explore the Guiding Question;

Leveled Library; Multi-Level Strategies

T172-T173 30 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

**ELD.6-8.LS4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

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### **Tuesday 10/30/2012**

#### **Reading and Language**

Focus on Genre

T174 40 min.

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#### **Reading and Language**

Academic Vocabulary

T174 10 min.



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## Wednesday 10/31/2012

### **Reading and Language**

Focus on Vocabulary

T176 40 min.

**ELD.6-8.R2.ADV** Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas

**ELD.6-8.R2.BEG** Recognize the most common English morphemes in phrases and simple sentences

**ELD.6-8.R2.EADV** Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas

**ELD.6-8.R2.EINT** Use common English morphemes in oral and silent reading

**ELD.6-8.R2.INT** Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas

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### **Reading and Language**

Academic Vocabulary

T176 10 min.

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## Thursday 11/1/2012

### **Reading and Language**

Selection 1 Overview/Build Background

T178 20 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

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### **Reading and Language**

Language & Grammar

T179 15 min.

**ELD.6-8.LS4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

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**Friday 11/2/2012**

**Reading and Language**

Language & Grammar

T180-T181 15 min.

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**Reading and Language**

Language & Grammar

T181 15 min.

## Week of 11/5/2012

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### Monday 11/5/2012

#### Reading and Language

Prepare to Read

T182 25 min.

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#### Reading and Language

Prepare to Read

T183 20 min.

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### Tuesday 11/6/2012

#### Reading and Language

Read the Selection

T184-T194 25 min.

**ELD.6-8.R.14.EADV** Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading

**ELD.6-8.R.14.EINT** Read simple paragraphs and passages independently

**ELD.6-8.R14.ADV** Apply knowledge of academic and social vocabulary to achieve independent reading

**ELD.6-8.R14.INT** Use decoding skills and knowledge of both academic and social vocabulary to read independently

**ELD.6-8.R25.BEG** Create pictures, lists and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry

**ELD.6-8.R25.EINT** Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences

**ELD.6-8.R25b.EADV** Describe the major characteristics of several forms of fiction and poetry (e.g. short story, essay, novel, ballad, lyric, epic)

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#### Reading and Language

Language Development - Cooperative

Learning

T188 15 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

**ELD.6-8.LS4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

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**Wednesday 11/7/2012**

**Reading and Language**

Connect Reading and Writing

T195 30 min.

**ELD.6-8.W3.ADV** Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text

**ELD.6-8.W3.EADV** Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text

**ELD.6-8.W3.EINT** Write simple sentences of brief responses to selected literature to show factual understanding of the text

**ELD.6-8.W3.INT** Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions

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**Reading and Language** Writing and Grammar

T199 20 min.

**ELD.6-8.W3.ADV** Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text

**ELD.6-8.W3.EADV** Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text

**ELD.6-8.W3.EINT** Write simple sentences of brief responses to selected literature to show factual understanding of the text

**ELD.6-8.W3.INT** Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions

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**Thursday 11/8/2012**

**Reading and Language**

Selection 2 Overview/Build Background

T200 20 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

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**Reading and Language**

Language & Grammar

T201 15 min.

**ELD.6-8.LS4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

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**Friday 11/9/2012**

**Reading and Language**

Language & Grammar

T202 15 min.

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**Reading and Language**

Language & Grammar

T203 15 min.

## Week of 11/12/2012

### Monday 11/12/2012

*Non-teaching event: Holiday*

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### Tuesday 11/13/2012

#### **Reading and Language**

Prepare to Read

T204 25 min.

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#### **Reading and Language**

Prepare to Read

T205 20 min.

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### Wednesday 11/14/2012

#### **Reading and Language**

Read the Selection

T206-T218 25 min.

**ELD.6-8.R.14.EADV** Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading

**ELD.6-8.R.14.EINT** Read simple paragraphs and passages independently

**ELD.6-8.R14.ADV** Apply knowledge of academic and social vocabulary to achieve independent reading

**ELD.6-8.R14.INT** Use decoding skills and knowledge of both academic and social vocabulary to read independently

**ELD.6-8.R18.BEG** Recognize categories of common informational materials (e.g., newspaper, brochure)

**ELD.6-8.R18.EINT** Identify and orally explain categories of familiar informational materials by using simple sentences

**ELD.6-8.R24.INT** Understand and orally identify the features and elements of common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., magazines and books)

**ELD.6-8.R25.BEG** Create pictures, lists and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry

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#### **Reading and Language**

Language Development

T215 15 min.

**ELD.6-8.LS4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

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**Thursday 11/15/2012**

**Reading and Language**

**Connect Reading and Writing**

**T219 30 min.**

**ELD.6-8.W3.ADV** Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text

**ELD.6-8.W3.EADV** Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text

**ELD.6-8.W3.EINT** Write simple sentences of brief responses to selected literature to show factual understanding of the text

**ELD.6-8.W3.INT** Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions

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**Reading and Language**

Language and Grammar

T223 15 min.

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**Friday 11/16/2012**

**Reading and Language**

Selection 3 Overview/Build Background

T224 20 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

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**Reading and Language**

Language & Grammar

T225 15 min.

**ELD.6-8.LS8.EADV** Retell stories in greater detail by including the character, setting, and plot

**ELD.6-8.R6.BEG** Retell stories by using phrases and sentences

**Group:** Level D Unit 3

**Plan:** Level D Unit 3

**Time Period:** 10/29/2012- 11/29/2012

## Week of 11/26/2012

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### Monday 11/26/2012

#### **Reading and Language**

Language & Grammar

T226-T227 15 min.

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#### **Reading and Language**

Language & Grammar

T226-T227 15 min.

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### Tuesday 11/27/2012

#### **Reading and Language**

Prepare to Read

T228 25 min.

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#### **Reading and Language**

Prepare to Read

T229 20 min.

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### Wednesday 11/28/2012

#### **Reading and Language**

Read the Selection

T230-T250 25 min.

**ELD.6-8.R.14.EADV** Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading

**ELD.6-8.R.14.EINT** Read simple paragraphs and passages independently

**ELD.6-8.R14.ADV** Apply knowledge of academic and social vocabulary to achieve independent reading

**ELD.6-8.R14.INT** Use decoding skills and knowledge of both academic and social vocabulary to read independently

**ELD.6-8.R18.BEG** Recognize categories of common informational materials (e.g., newspaper, brochure)

**ELD.6-8.R18.EINT** Identify and orally explain categories of familiar informational materials by using simple sentences

**ELD.6-8.R24.INT** Understand and orally identify the features and elements of common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., magazines and books)

**ELD.6-8.R25.BEG** Create pictures, lists and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry



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## Reading and Language

Language Development - Cooperative

Learning

T236 15 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

**ELD.6-8.LS8.EADV** Retell stories in greater detail by including the character, setting, and plot

**ELD.6-8.LS9.EINT** Prepare and deliver short oral presentations

**ELD.6-8.R6.BEG** Retell stories by using phrases and sentences

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**Thursday 11/29/2012**

**Reading and Language**

Connect Reading and Writing

T251 30 min.

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**Reading and Language**

Language and Grammar

T255 15 min.

**ELD.6-8.LS8.EADV** Retell stories in greater detail by including the character, setting, and plot

**ELD.6-8.LS9.EINT** Prepare and deliver short oral presentations

**ELD.6-8.R6.BEG** Retell stories by using phrases and sentences

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**Friday 11/30/2012**

There are no activities for this day.

WOODLAND JOINT UNIFIED SCHOOL DISTRICT



SIXTH GRADE  
INSIDE LEVEL D  
ENGLISH LANGUAGE DEVELOPMENT PACING GUIDE  
2012-2013



Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
See attached lesson planner	SELECTION 2 – The Beat Goes On					Modify frames as needed. They are generic and can be adapted to include the grammar focus and the selection.	See Teacher’s Edition PD 56-60 for Oral language strategies /routines.
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>See attached document with standards per lesson.</li> </ul> <p><b>Objectives:</b> <b>SWBAT</b></p> <p>*See individual lesson objectives in TE.</p>	<p>See TE T257h</p> <p>See vocabulary teaching routines in TE PD 33-45.</p>	<p>See TE T257j</p>	<p>Give and Follow Directions</p>	<p>Possession: Use Possessive Adjectives</p> <p>Add grammar to sentence frames when possible.</p>	<p><b>Give directions and observe students following the directions given.</b></p> <p><b>Beginning /Early Intermediate:</b> First, ____. Then, _____. Jump up. Sit down.</p> <p><b>Intermediate:</b> First, _____. Next, _____. Then, _____ do it again. Finally, _____.</p> <p><b>Early Advanced/Advanced:</b> Stand _____. Put _____ Raise your _____. Jump _____. Step __ to the _____ to the right. _____ to the front. _____ to the back. Stand _____ with you _____ at your _____ and _____ together. Give multi step directions.</p>	<p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>1. Play a song that gives directions, and have students stand and perform directions.</li> <li>2. Play “Simon Says”. Trade giving directions and following directions.</li> <li>3. Inside and Outside Circle, outside person gives commands, inside person follows commands. Take turns changing roles.</li> <li>4. Students write and use their own commands.</li> <li>5. Teach someone else how to complete a task, game, cooking recipe.</li> </ol> <p>Make sure student is able to do both, give and follow directions.</p>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
See attached lesson planner	<b>SELECTION 3 - Two Left Feet, Two Left Hands and Too Left on the Beach</b>					<b>Modify frames as needed. They are generic and can be adapted to include the grammar focus and the selection.</b>	<b>See Teacher’s Edition PD 56-60 for Oral language strategies /routines.</b>
	<p><b>ELD Standards:</b> See attached document with standards per lesson.</p> <p><b>Objectives:</b> <b>SWBAT</b></p> <p>*See individual lesson objectives in TE.</p>	<p>See TE T257h</p> <p>See vocabulary teaching routines in TE PD 33-45.</p>	<p>See TE T257j</p>	<p>Engage in Discussion</p>	<p>Use Indefinite Pronouns</p> <p>Add grammar to sentence frames when possible.</p>	<p><b>Beginning:</b> I think __. I like __. Yes, No. I do not like __. What do you like more __ or __. ? Do you like it?</p> <p><b>Early Intermediate:</b> Can we __? I think __ because __. I like __ so __. My idea is to __. __, we can. No, I don’t</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>Everyday Application:</b></p> <p><b>Ideas:</b></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>2. Put students in a fishbowl pattern and pose controversial topics that they can discuss. One poses the issue, the other begins discussion and the partner continues the conversation.</p>

**INSIDE**

**LEVEL D**

**UNIT 4**

**LESSON PLANNER**

# Week of 11/26/2012

11/26/2012 0 min. 11/27/2012 0 min. 11/28/2012 0 min. 11/29/2012 0 min. 11/30/2012 60 min.

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**Group:** Level D Unit 4

**Plan:** Level D Unit 4

**Reading and Language**

Guiding Question Box;  
Explore the Guiding  
Question; Leveled Library;  
Multi-Level Strategies  
T258-T259  
30 min.

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**Reading and Language**

Leveled Library  
T259  
30 min.

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# Week of 12/3/2012

**Group:** Level D Unit 4

**Plan:** Level D Unit 4

12/3/2012	50 min.	12/4/2012	50 min.	12/5/2012	35 min.	12/6/2012	30 min.	12/7/2012	45 min.
<b>Reading and Language</b> Focus on Genre T260-T261 40 min.		<b>Reading and Language</b> Focus on Vocabulary T262-T263 40 min.		<b>Reading and Language</b> Selection 1 Overview/Build Background T264 20 min.		<b>Reading and Language</b> Language and Grammar T266-T267 30 min.		<b>Reading and Language</b> Prepare to Read T268 25 min.	
<b>Reading and Language</b> Academic Vocabulary T260 10 min.		<b>Reading and Language</b> Academic Vocabulary T262 10 min.		<b>Reading and Language</b> Language & Grammar T265 15 min.				<b>Reading and Language</b> Prepare to Read T269 20 min.	

# Week of 12/10/2012

**Group:** Level D Unit 4

**Plan:** Level D Unit 4

12/10/2012 40 min.	12/11/2012 45 min.	12/12/2012 35 min.	12/13/2012 30 min.	12/14/2012 45 min.
<b>Reading and Language</b> Multi-Level Strategies T272 25 min.	<b>Reading and Language</b> Connect Reading and Writing T281 30 min.	<b>Reading and Language</b> Selection 2 Overview/Build Background T286 20 min.	<b>Reading and Language</b> Language and Grammar T288-T289 30 min.	<b>Reading and Language</b> Prepare to Read T290 25 min.
<b>Reading and Language</b> Language Development - Cooperative Learning T274 15 min.	<b>Reading and Language</b> Language and Grammar T285 15 min.	<b>Reading and Language</b> Language & Grammar T287 15 min.		<b>Reading and Language</b> Prepare to Read T291 20 min.

# Week of 12/17/2012

**Group:** Level D Unit 4

**Plan:** Level D Unit 4

12/17/2012 40 min.	12/18/2012 45 min.	12/19/2012 35 min.	12/20/2012 30 min.	12/21/2012 45 min.
<b>Reading and Language</b> Read the Selection T292-T302 25 min.	<b>Reading and Language</b> Connect Reading and Writing T303 30 min.	<b>Reading and Language</b> Selection 3 Overview/Build Background T308 20 min.	<b>Reading and Language</b> Language & Grammar T310-T311 15 min.	<b>Reading and Language</b> Prepare to Read T312 25 min.
<b>Reading and Language</b> Language Development - Cooperative Learning T298 15 min.	<b>Reading and Language</b> Language and Grammar T307 15 min.	<b>Reading and Language</b> Language & Grammar T309 15 min.	<b>Reading and Language</b> Language and Grammar T310-T311 15 min.	<b>Reading and Language</b> Prepare to Read T313 20 min.

# Week of 1/7/2013

**Group:** Level D Unit 4

**Plan:** Level D Unit 4

1/7/2013	40 min.	1/8/2013	45 min.	1/9/2013	0 min.	1/10/2013	0 min.	1/11/2013	0 min.
<b>Reading and Language</b> Read the Selection T314-T326 25 min.		<b>Reading and Language</b> Connect Reading and Writing T327 30 min.							
<b>Reading and Language</b> Language Development - Cooperative Learning T322 15 min.		<b>Reading and Language</b> Language and Grammar T331 15 min.							

**INSIDE**

**LEVEL D**

**UNIT 4**

**ELD STANDARDS PER  
LESSON**

## Week of 11/26/2012

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### Monday 11/26/2012

There are no activities for this day.

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### Tuesday 11/27/2012

There are no activities for this day.

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### Wednesday 11/28/2012

There are no activities for this day.

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### Thursday 11/29/2012

There are no activities for this day.

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### Friday 11/30/2012

#### **Reading and Language**

Guiding Question Box; Explore the  
Guiding Question; Leveled Library; Multi-Level Strategies  
T258-T259 30 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

**ELD.6-8.LS4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

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#### **Reading and Language**

Leveled Library  
T259 30 min.

## Week of 12/3/2012

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### Monday 12/3/2012

#### **Reading and Language**

Focus on Genre

T260-T261 40 min.

**ELD.6-8.R18.ADV** Identify and analyze the differences between various categories of informational materials (textbooks, newspapers, instructional manuals, signs.)

**ELD.6-8.R18.EADV** Identify and explain the differences between various categories of informational materials (e.g., textbooks, newspapers, instructional materials)

**ELD.6-8.R18.INT** Identify and use detailed sentences to explain orally the differences among some categories of informational materials

**ELD.6-8.R25.BEG** Create pictures, lists and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry

**ELD.6-8.R25.EINT** Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences

**ELD.6-8.R25a.EADV** Describe orally the major characteristics of several forms of poetry by using detailed sentences

**ELD.6-8.R25b.EADV** Describe the major characteristics of several forms of fiction and poetry (e.g. short story, essay, novel, ballad, lyric, epic)

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#### **Reading and Language**

Academic Vocabulary

T260 10 min.

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### Tuesday 12/4/2012

#### **Reading and Language**

Focus on Vocabulary

T262-T263 40 min.

**ELD.6-8.R9.EINT** Use knowledge of literature and content areas to understand unknown words

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#### **Reading and Language**

Academic Vocabulary

T262 10 min.

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### Wednesday 12/5/2012

#### **Reading and Language**

Selection 1 Overview/Build Background

T264 20 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

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**Reading and Language**

Language & Grammar

T265 15 min.

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**Thursday 12/6/2012**

**Reading and Language**

Language and Grammar

T266-T267 30 min.

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**Friday 12/7/2012**

**Reading and Language**

Prepare to Read

T268 25 min.

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**Reading and Language**

Prepare to Read

T269 20 min.



## Week of 12/10/2012

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### Monday 12/10/2012

#### Reading and Language

Multi-Level Strategies

T272 25 min.

**ELD.6-8.R20.ADV** Identify and explain the main ideas and critical details of informational materials, literary text, and text in content areas

**ELD.6-8.R20.BEG** Orally identify, using key words or phrases, the main ideas and some details of familiar texts

**ELD.6-8.R20.EADV** Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas

**ELD.6-8.R20.EINT** Read text and orally identify the main ideas and details of informational materials, literary text, and text in content areas by using simple sentences

**ELD.6-8.R20.INT** Read text and use detailed sentences to explain orally the main ideas and details of informational text, literary text, and text in content areas

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#### Reading and Language

Language Development – Cooperative Learning

T274 15 min.

**ELD.6-8.LS5.BEG** Ask and answer questions by using simple sentences or phrases

**ELD.6-8.LS5.EINT** Ask and answer questions by using phrases or simple sentences

**ELD.6-8.LS7.EADV** Respond to messages by asking questions, challenging statements, or offering examples that affirm the message

**ELD.6-8.LS7.INT** Respond to messages by asking simple questions or by briefly restating the message

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### Tuesday 12/11/2012

#### Reading and Language

Connect Reading and Writing

T281 30 min.

**ELD.6-8.R15.BEG** Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses

**ELD.6-8.R15.EADV** Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts

**ELD.6-8.R20.ADV** Identify and explain the main ideas and critical details of informational materials, literary text, and text in content areas

**ELD.6-8.R20.BEG** Orally identify, using key words or phrases, the main ideas and some details of familiar texts

**ELD.6-8.R20.EADV** Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas

**ELD.6-8.R20.EINT** Read text and orally identify the main ideas and details of informational materials, literary text, and text in content areas by using simple sentences

**ELD.6-8.R20.INT** Read text and use detailed sentences to explain orally the main ideas and details of informational text, literary text, and text in content areas

**ELD.6-8.W3.ADV** Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text

**ELD.6-8.W3.EADV** Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text

**ELD.6-8.W3.EINT** Write simple sentences of brief responses to selected literature to show factual understanding of the text

**ELD.6-8.W3.INT** Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions

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**Reading and Language**

Language and Grammar

T285 15 min.

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**Wednesday 12/12/2012**

**Reading and Language**

Selection 2 Overview/Build Background

T286 20 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.153.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

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**Reading and Language**

Language & Grammar

T287 15 min.

**ELD.6-8.LSI.EINT** Restate and execute multiple-step oral directions

**ELD.6-8.R16.BEG** Understand and follow simple multiple-step oral directions for classroom or work-related activities

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**Thursday 12/13/2012**

**Reading and Language**

Language and Grammar

T288-T289 30 min.

**ELD.6-8.LSI.EINT** Restate and execute multiple-step oral directions

**ELD.6-8.R16.BEG** Understand and follow simple multiple-step oral directions for classroom or work-related activities

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**Friday 12/14/2012**

**Reading and Language**

Prepare to Read

T290 25 min.

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**Reading and Language**

Prepare to Read

T291 20 min.

## Week of 12/17/2012

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### Monday 12/17/2012

#### **Reading and Language**

Read the Selection

T292-T302 25 min.

**ELD.6-8.R18.BEG** Recognize categories of common informational materials (e.g., newspaper, brochure)

**ELD.6-8.R18.EINT** Identify and orally explain categories of familiar informational materials by using simple sentences

**ELD.6-8.R24.INT** Understand and orally identify the features and elements of common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., magazines and books)

**ELD.6-8.R25.BEG** Create pictures, lists and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry

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#### **Reading and Language**

Language Development - Cooperative

Learning

T298 15 min.

**ELD.6-8.LSI.EINT** Restate and execute multiple-step oral directions

**ELD.6-8.R16.BEG** Understand and follow simple multiple-step oral directions for classroom or work- related activities

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### Tuesday 12/18/2012

#### **Reading and Language**

Connect Reading and Writing

T303 30 min.

**ELD.6-8.R15.BEG** Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses

**ELD.6-8.R15.EADV** Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts

**ELD.6-8.R20.ADV** Identify and explain the main ideas and critical details of informational materials, literary text, and text in content areas

**ELD.6-8.1220.BEG** Orally identify, using key words or phrases, the main ideas and some details of familiar texts

**ELD.6-8.R20.EADV** Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas

**ELD.6-8.R20.EINT** Read text and orally identify the main ideas and details of informational materials, literary text, and text in content areas by using simple sentences

**ELD.6-8.R20.INT** Read text and use detailed sentences to explain orally the main ideas and details of informational text, literary text, and text in content areas

**ELD.6-8.W3.ADV** Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text

**ELD.6-8.W3.EADV** Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text

**ELD.6-8.W3.EINT** Write simple sentences of brief responses to selected literature to show factual understanding of the text

**ELD.6-8.W3.INT** Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions

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**Reading and Language**

Language and Grammar

T307 15 min.

**ELD.6-8.LSI.EINT** Restate and execute multiple-step oral directions

**ELD.6-8.R16.BEG** Understand and follow simple multiple-step oral directions for classroom or work- related activities

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**Wednesday 12/19/2012****Reading and Language**

Selection 3 Overview/Build Background

T308 20 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

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**Reading and Language**

Language & Grammar

T309 15 min.

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**Thursday 12/20/2012****Reading and Language**

Language & Grammar

T310-T311 15 min.

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**Reading and Language**

Language and Grammar

T310-T311 15 min.

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**Friday 12/21/2012****Reading and Language**

Prepare to Read

T312 25 min.

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**Reading and Language**

Prepare to Read

T313 20 min.

## Week of 1/7/2013

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### Monday 1/7/2013

#### **Reading and Language**

Read the Selection

T314-T326 25 min.

**ELD.6-8.R18.BEG** Recognize categories of common informational materials (e.g., newspaper, brochure)

**ELD.6-8.R18.EINT** Identify and orally explain categories of familiar informational materials by using simple sentences

**ELD.6-8.R24.INT** Understand and orally identify the features and elements of common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., magazines and books)

**ELD.6-8.R25.BEG** Create pictures, lists and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry

**ELD.6-8.R25.EINT** Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences

**ELD.6-8.R25a.EADV** Describe orally the major characteristics of several forms of poetry by using detailed sentences

**ELD.6-8.R25b.EADV** Describe the major characteristics of several forms of fiction and poetry (e.g. short story, essay, novel, ballad, lyric, epic)

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#### **Reading and Language**

Language Development - Cooperative Learning

T322 15 min.

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### Tuesday 1/8/2013

#### **Reading and Language**

Connect Reading and Writing

T327 30 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

**ELD.6-8.R15.BEG** Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses

**ELD.6-8.W3.ADV** Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text

**ELD.6-8.W3.EADV** Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text

**ELD.6-8.W3.EINT** Write simple sentences of brief responses to selected literature to show factual understanding of the text

**ELD.6-8.W3.INT** Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions

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**Reading and Language**

Language and Grammar

T331 15 min.

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**Wednesday 1/9/2013**

There are no activities for this day.

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**Thursday 1/10/2013**

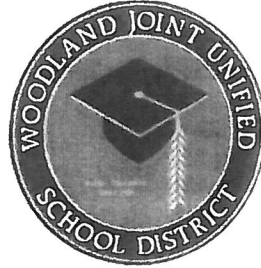
There are no activities for this day.

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**Friday 1/11/2013**

There are no activities for this day.

WOODLAND JOINT UNIFIED SCHOOL DISTRICT



SIXTH GRADE  
INSIDE LEVEL D  
ENGLISH LANGUAGE DEVELOPMENT PACING GUIDE  
2012-2013







Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
See attached lesson planner	<b>SELECTION 3 - When Cultures Meet</b>					<b>Modify frames as needed. They are generic and can be adapted to include the grammar focus and the selection.</b>	<b>See Teacher’s Edition PD 56-60 for Oral language strategies /routines.</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>See attached document with standards per lesson.</li> </ul> <p><b>Objectives: SWBAT</b></p> <p>*See individual lesson objectives in TE.</p>	<p>See TE T334f</p> <p>See vocabulary teaching routines in TE PD 33-45.</p>	<p>See TE T334h</p>	<p>Summarize</p>	<p>Verb Tense: Use Verbs in the Past Tense</p> <p>Add grammar to sentence frames when possible.</p>	<p><b>Beginning:</b> They went __. They were going to __. The character was __. Setting was __.</p> <p><b>Early Intermediate:</b> First, they went _ and __. They were going to __. Finally, they ____. The main idea was ____.</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>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>Partners take turns orally summarizes a page of the selection using frames.</li> <li>Fill out summary story map whole class and orally practice frames using the information.</li> <li>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.</li> <li>Teacher can start a summary and students add to it verbally using frames.</li> </ol> <p><b>Academic Application:</b></p> <ol style="list-style-type: none"> <li>Pass the Pen, working in small groups; students take turns writing sentences on sentence strips or on butcher paper, adding summary details to the group summary.</li> <li>Students can fill out a summary story map in partners and write a summary together after teacher has modeled.</li> <li>Students independently fill out a story map and create original summary.</li> </ol>

**INSIDE**

**LEVEL D**

**UNIT 5**

**LESSON PLANNER**

# Week of 1/7/2013

**Group:** Level D Unit 5

**Plan:** Level D Unit 5

1/7/2013	0 min.	1/8/2013	0 min.	1/9/2013	55 min.	1/10/2013	50 min.	1/11/2013	50 min.
				<b>Reading and Language</b> Unit Launch Opener T334-T335 30 min.		<b>Reading and Language</b> Focus on Genre T336-T339 40 min.		<b>Reading and Language</b> Focus on Vocabulary T340-T341 40 min.	
				<b>Reading and Language</b> Leveled Library T335 25 min.		<b>Reading and Language</b> Academic Vocabulary T336 10 min.		<b>Reading and Language</b> Academic Vocabulary T340 10 min.	

# Week of 1/14/2013

**Group:** Level D Unit 5

**Plan:** Level D Unit 5

1/14/2013	35 min.	1/15/2013	25 min.	1/16/2013	45 min.	1/17/2013	40 min.	1/18/2013	30 min.
<b>Reading and Language</b> Selection 1 Overview/Build Background T342 20 min.		<b>Reading and Language</b> Language and Grammar T344-T345 15 min.		<b>Reading and Language</b> Prepare to Read T346 25 min.		<b>Reading and Language</b> Read the Selection T348-T358 25 min.		<b>Reading and Language</b> Cultural Perspectives T378 15 min.	
<b>Reading and Language</b> Language and Grammar T343 15 min.		<b>Reading and Language</b> Grammar T388 10 min.		<b>Reading and Language</b> Prepare to Read T347 20 min.		<b>Reading and Language</b> Language Development T352 15 min.		<b>Reading and Language</b> Language and Grammar Language Function T363 15 min.	

## Week of 1/21/2013

**Group:** Level D Unit 5

**Plan:** Level D Unit 5

1/21/2013	0 min.	1/22/2013	35 min.	1/23/2013	30 min.	1/24/2013	45 min.	1/25/2013	40 min.
		<b>Reading and Language</b> Selection 2 Overview/Build Background T364 20 min.		<b>Reading and Language</b> Language and Grammar T366-T367 15 min.		<b>Reading and Language</b> Prepare to Read T368 25 min.		<b>Reading and Language</b> Read the Selection T370-T377 25 min.	
		<b>Reading and Language</b> Language and Grammar T365 15 min.		<b>Reading and Language</b> Language and Grammar T365-T367 15 min.		<b>Reading and Language</b> Prepare to Read T369 20 min.		<b>Reading and Language</b> Out-Of-School Literacy T375 15 min.	

# Holiday

# Week of 1/28/2013

**Group:** Level D Unit 5  
**Plan:** Level D Unit 5

1/28/2013	30 min.	1/29/2013	40 min.	1/30/2013	30 min.	1/31/2013	25 min.	2/1/2013	40 min.
<b>Reading and Language</b> Cultural Perspectives T378 15 min.		<b>Reading and Language</b> Writing and Grammar T385 20 min.		<b>Reading and Language</b> Language and Grammar T387 15 min.		<b>Reading and Language</b> Language and Grammar T388-T389 15 min.		<b>Reading and Language</b> Prepare to Read T391 20 min.	
<b>Reading and Language</b> Research/Writing T384 15 min.		<b>Reading and Language</b> Selection 3 Oveview/Build Background T386 20 min.		<b>Reading and Language</b> Language and Grammar T387-T389 15 min.		<b>Reading and Language</b> Vocabluary Routines T390 10 min.		<b>Reading and Language</b> Content Area Connections T397 20 min.	

# Week of 2/4/2013

**Group:** Level D Unit 5

**Plan:** Level D Unit 5

2/4/2013	40 min.	2/5/2013	15 min.	2/6/2013	55 min.	2/7/2013	30 min.	2/8/2013	0 min.
<b>Reading and Language</b> Home-School Connection T405 10 min.		<b>Reading and Language</b> Response to Literature T413 15 min.		<b>Reading and Language</b> Unit Reading and Language Test T413a-T413b 55 min.		<b>Language and Literacy</b> Unit 5 Reading and Language Test 30 min.			
<b>Reading and Language</b> Listening/Speaking T410 30 min.									



**INSIDE**

**LEVEL D**

**UNIT 5**

**ELD STANDARDS PER LESSON**

## **Week of 1/7/2013**

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### **Monday 1/7/2013**

There are no activities for this day.

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### **Tuesday 1/8/2013**

There are no activities for this day.

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### **Wednesday 1/9/2013**

#### **Reading and Language**

Unit Launch Opener

T334-T335 30 min.

**ELD.6-8.LS4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.LS5.BEG** Ask and answer questions by using simple sentences or phrases

**ELD.6-8.LS5.EINT** Ask and answer questions by using phrases or simple sentences

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

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#### **Reading and Language**

Leveled Library

T335 25 min.

**ELD.6-8.R.14.EADV** Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading

**ELD.6-8.R.14.EINT** Read simple paragraphs and passages independently

**ELD.6-8.R14.ADV** Apply knowledge of academic and social vocabulary to achieve independent reading

**ELD.6-8.R14.INT** Use decoding skills and knowledge of both academic and social vocabulary to read independently

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### **Thursday 1/10/2013**

#### **Reading and Language**

Focus on Genre

T336-T339 40 min.

**ELD.6-8.R17.BEG** Point out text features, such as the title, table of contents, and chapter headings

**ELD.6-8.R22.BEG** Use pictures, lists, charts, and tables found in informational materials, newspapers, and magazines to identify the factual components of compare-and-contrast patterns

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**Reading and Language Academic Vocabulary**

T336 10 min.

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**Friday 1/11/2013**

**Reading and Language**

Focus on Vocabulary

T340-T341 40 min.

**ELD.6-8.R11.ADV** Use some analogies (e.g., shine like a star) and metaphors

**ELD.6-8.R11.EADV** Recognize analogies and metaphors used in literature and texts in content areas

**ELD.6-8.R11.INT** Recognize simple analogies, figures of speech (e.g., "to take a fall"), and metaphors in literature and texts in content areas

**ELD.6-8.R12.ADV** Use common idioms (e.g., let the cat out of the bag)

**ELD.6-8.R12.EADV** Recognize idioms used in literature and texts in content areas

**ELD.6-8.R12.INT** Recognize simple idioms in literature and texts in content areas

**ELD.6-8.R40.ADV** Identify and describe several literary elements and techniques in literary texts (e.g., figurative language, imagery, and symbolism)

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**Reading and Language**

Academic Vocabulary

T340 10 min.

## **Week of 1/14/2013**

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### **Monday 1/14/2013**

#### **Reading and Language**

Selection 1 Overview/Build Background

T342 20 min.

**ELD.6-8.LS4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

---

#### **Reading and Language**

Language and Grammar

T343 15 min.

**ELD.6-8.LS4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.R29.BEG** Role-play a character from a familiar piece of literature by using words and phrases

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

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### **Tuesday 1/15/2013**

#### **Reading and Language**

Language and Grammar

T344-T345 15 min.

**ELD.6-8.LS5.BEG** Ask and answer questions by using simple sentences or phrases

**ELD.6-8.LS5.EINT** Ask and answer questions by using phrases or simple sentences

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#### **Reading and Language**

Grammar

T388 10 min.

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**Wednesday 1/16/2013****Reading and Language**

Prepare to Read

T346 25 min.

**ELD.6-8.R13.ADV** Use a standard dictionary to determine the meaning of unknown words

**ELD.6-8.R13.EADV** Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings)

**ELD.6-8.R13.EINT** Use a standard dictionary to find the meaning of known vocabulary

**ELD.6-8.R13.INT** Use a standard dictionary to determine meanings of unknown words

---

**Reading and Language**

Prepare to Read

T347 20 min.

**ELD.6-8.R19.BEG** Read simple text and orally respond to factual comprehension questions by using key words or phrases

**ELD.6-8.R19.EINT** Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions

**ELD.6-8.R19.INT** Read literature and respond orally to it by answering in detailed sentences factual comprehension questions

**ELD.6-8.R27.BEG** Respond orally in one or two words to factual comprehension questions about simple literary texts

**ELD.6-8.R27.EINT** Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences

**ELD.6-8.R27.INT** Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of brief prose (e.g., short story, novel, essay)

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**Thursday 1/17/2013****Reading and Language**

Read the Selection

T348-T358 25 min.

**ELD.6-8.R11.ADV** Use some analogies (e.g., shine like a star) and metaphors

**ELD.6-8.R11.EADV** Recognize analogies and metaphors used in literature and texts in content areas

**ELD.6-8.R11.INT** Recognize simple analogies, figures of speech (e.g., "to take a fall"), and metaphors in literature and texts in content areas

**ELD.6-8.R17.BEG** Point out text features, such as the title, table of contents, and chapter headings

**ELD.6-8.R18.BEG** Recognize categories of common informational materials (e.g., newspaper, brochure)

**ELD.6-8.R18.EINT** Identify and orally explain categories of familiar informational materials by using simple sentences

**ELD.6-8.R19.BEG** Read simple text and orally respond to factual comprehension questions by using key words or phrases

**ELD.6-8.R19.EINT** Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions

**ELD.6-8.R19.INT** Read literature and respond orally to it by answering in detailed sentences factual comprehension questions

**ELD.6-8.R24.INT** Understand and orally identify the features and elements of common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., magazines and books)

**ELD.6-8.R25.BEG** Create pictures, lists and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry

**ELD.6-8.R27.BEG** Respond orally in one or two words to factual comprehension questions about simple literary texts

**ELD.6-8.R27.EINT** Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences

**ELD.6-8.R27.INT** Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of brief prose (e.g., short story, novel, essay)

**ELD.6-8.R30.EINT** Describe orally in simple sentences a character in a brief literary text by identifying the thoughts and actions of the character  
**ELD.6-8.R40.ADV** Identify and describe several literary elements and techniques in literary texts (e.g., figurative language, imagery, and symbolism)

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**Reading and Language**

Language Development

T352 15 min.

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**Friday 1/18/2013**

**Reading and Language**

Cultural Perspectives

T378 15 min.

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**Reading and Language**

Language and Grammar Language Function

T363 15 min.

**ELD.6-8.LS6.ADV** Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others

**ELD.6-8.156.INT** Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information

## **Week of 1/21/2013**

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### **Monday 1/21/2013**

*Non-teaching event:* Holiday

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### **Tuesday 1/22/2013**

#### **Reading and Language**

Selection 2 Overview/Build Background

T364 20 min.

**ELD.6-81S4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

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#### **Reading and Language**

Language and Grammar

T365 15 min.

**ELD.6-8.LS5.BEG** Ask and answer questions by using simple sentences or phrases

**ELD.6-8.LS5.EINT** Ask and answer questions by using phrases or simple sentences

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### **Wednesday 1/23/2013**

#### **Reading and Language**

Language and Grammar

T366-T367 15 min.

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#### **Reading and Language**

Language and Grammar

T365-T367 15 min.

**ELD.6-8.LS5.BEG** Ask and answer questions by using simple sentences or phrases

**ELD.6-8.LS5.EINT** Ask and answer questions by using phrases or simple sentences

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### **Thursday 1/24/2013**

#### **Reading and Language**

Prepare to Read

T368 25 min.

**ELD.6-8.R13.ADV** Use a standard dictionary to determine the meaning of unknown words

**ELD.6-8.R13.EADV** Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings)

**ELD.6-8.R13.EINT** Use a standard dictionary to find the meaning of known vocabulary

**ELD.6-8.R13.INT** Use a standard dictionary to determine meanings of unknown words

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### **Reading and Language**

Prepare to Read

T369 20 min.

**ELD.6-8.R19.BEG** Read simple text and orally respond to factual comprehension questions by using key words or phrases

**ELD.6-8.R19.EINT** Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions

**ELD.6-8.R19.INT** Read literature and respond orally to it by answering in detailed sentences factual comprehension questions

**ELD.6-8.R27.BEG** Respond orally in one or two words to factual comprehension questions about simple literary texts

**ELD.6-8.R27.EINT** Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences

**ELD.6-8.R27.INT** Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of brief prose (e.g., short story, novel, essay)

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**Friday 1/25/2013**

### **Reading and Language**

Read the Selection

T370-T377 25 min.

**ELD.6-8.R12.ADV** Use common idioms (e.g., let the cat out of the bag)

**ELD.6-8.R12.EADV** Recognize idioms used in literature and texts in content areas

**ELD.6-8.R12.INT** Recognize simple idioms in literature and texts in content areas

**ELD.6-8.R17.BEG** Point out text features, such as the title, table of contents, and chapter headings

**ELD.6-8.R18.BEG** Recognize categories of common informational materials (e.g., newspaper, brochure)

**ELD.6-8.R18.EINT** Identify and orally explain categories of familiar informational materials by using simple sentences

**ELD.6-8.R19.BEG** Read simple text and orally respond to factual comprehension questions by using key words or phrases

**ELD.6-8.R19.EINT** Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions

**ELD.6-8.R19.INT** Read literature and respond orally to it by answering in detailed sentences factual comprehension questions

**ELD.6-8.R2.ADV** Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas

**ELD.6-6.R2.EADV** Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas

**ELD.6-8.R2.INT** Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas

**ELD.6-8.R21.BEG** Orally identify examples of cause and effect in simple texts

**ELD.6-8.R21.EINT** Read and orally identify examples of cause and effect in written texts by using simple sentences

**ELD.6-8.R24.INT** Understand and orally identify the features and elements of common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., magazines and books)

**ELD.6-8.R25.BEG** Create pictures, lists and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry

**ELD.6-8.R27.BEG** Respond orally in one or two words to factual comprehension questions about simple literary texts

**ELD.6-8.R27.EINT** Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences



**ELD.6-8.R27.INT** Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of brief prose (e.g., short story, novel, essay)

**ELD.6-8.R33.BEG** Create pictures, lists, charts and tables to identify the sequence of events in simple literary texts

**ELD.6-8.R40.ADV** Identify and describe several literary elements and techniques in literary texts (e.g., figurative language, imagery, and symbolism)

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**Reading and Language**

Out-Of-School Literacy

T375 15 min.

## **Week of 1/28/2013**

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### **Monday 1/28/2013**

#### **Reading and Language**

Cultural Perspectives

T378 15 min.

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#### **Reading and Language**

Research/Writing

T384 15 min.

**ELD.6-8.W10.ADV** Use various methods of investigation and research to develop a report that balances information and original ideas, including a bibliography

**ELD.6-8.W10.EADV** Write a report that balances information, has original ideas, and gives credit to sources in a bibliography. Use appropriate tone and voice for the purpose, audience, and subject matter

**ELD.6-8.W10.EINT** Collect information from various sources (e.g., dictionary, library books, research materials) and take notes on a given topic

**ELD.6-8.W10.INT** Investigate and research a topic in a content area and develop a report that includes source citations

**ELD.6-8.W12.ADV** Use various methods of investigation and research to develop an essay that balances information and original ideas, including a bibliography

**ELD.6-8.W12.INT** Investigate and research a topic in a content area and develop a brief essay that includes source citations

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### **Tuesday 1/29/2013**

#### **Reading and Language**

Writing and Grammar

T385 20 min.

**ELD.6-8.W7.BEG** Write a brief narrative by using a few simple sentences that include the setting and some details

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#### **Reading and Language**

Selection 3 Overview/Build Background

T386 20 min.

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### **Wednesday 1/30/2013**

#### **Reading and Language**

Language and Grammar

T387 15 min.

**ELD.6-8.LS9.EINT** Prepare and deliver short oral presentations

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**Reading and Language**

Language and Grammar

T387-T389 15 min.

**ELD.6-8.LS9.EINT** Prepare and deliver short oral presentations

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**Thursday 1/31/2013****Reading and Language**

Language and Grammar

T388-T389 15 min.

**ELD.6-8.LS4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

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**Reading and Language**

Vocabluary Routines

T390 10 min.

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**Friday 2/1/2013****Reading and Language**

Prepare to Read

T391 20 min.

**ELD.6-8.R19.BEG** Read simple text and orally respond to factual comprehension questions by using key words or phrases

**ELD.6-8.R19.EINT** Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions

**ELD.6-8.R19.INT** Read literature and respond orally to it by answering in detailed sentences factual comprehension questions

**ELD.6-8.R27.BEG** Respond orally in one or two words to factual comprehension questions about simple literary texts

**ELD.6-8.R27.EINT** Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences

**ELD.6-8.R27.INT** Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of brief prose (e.g., short story, novel, essay)

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**Reading and Language**

Content Area Connections

T397 20 min.

## Week of 2/4/2013

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### Monday 2/4/2013

#### **Reading and Language**

Home-School Connection

T405 10 min.

**ELD.6-8.LS6.ADV** Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others

**ELD.6-8.LS6.INT** Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information

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#### **Reading and Language**

Listening/Speaking

T410 30 min.

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### Tuesday 2/5/2013

#### **Reading and Language**

Response to Literature

T413 15 min.

**ELD.6-8.LS6.ADV** Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others

**ELD.6-8.LS6.INT** Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information

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### Wednesday 2/6/2013

#### **Reading and Language**

Unit Reading and Language Test

T413a-T413b 55 min.

**ELD.6-8.R11.ADV** Use some analogies (e.g., shine like a star) and metaphors

**ELD.6-8.R11.EADV** Recognize analogies and metaphors used in literature and texts in content areas

**ELD.6-8.R11.INT** Recognize simple analogies, figures of speech (e.g., "to take a fall"), and metaphors in literature and texts in content areas

**ELD.6-8.R17.BEG** Point out text features, such as the title, table of contents, and chapter headings

**ELD.6-8.R19.BEG** Read simple text and orally respond to factual comprehension questions by using key words or phrases

**ELD.6-8.R19.EINT** Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions

**ELD.6-8.R19.INT** Read literature and respond orally to it by answering in detailed sentences factual comprehension questions

**ELD.6-8.R22.BEG** Use pictures, lists, charts, and tables found in informational materials, newspapers, and magazines to identify the factual components of compare-and-contrast patterns

**ELD.6-8.R27.BEG** Respond orally in one or two words to factual comprehension questions about simple literary texts

**ELD.6-8.R27.EINT** Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences

**ELD.6-8.R27.INT** Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of brief prose (e.g., short story, novel, essay)

**ELD.6-8.R39.INT** Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them

**ELD.6-8.R40.ADV** Identify and describe several literary elements and techniques in literary texts (e.g., figurative language, imagery, and symbolism)

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**Thursday 2/7/2013**

**My Activity**

Unit 5 Reading and Language Test

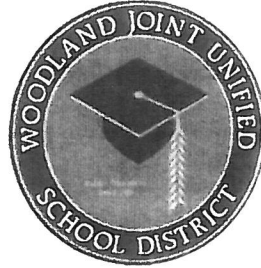
30 min.

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**Friday 2/8/2013**

There are no activities for this day.

WOODLAND JOINT UNIFIED SCHOOL DISTRICT



SIXTH GRADE  
INSIDE LEVEL D  
ENGLISH LANGUAGE DEVELOPMENT PACING GUIDE  
2012-2013

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
See attached lesson planner	<b>SELECTION 1 – Dogs at Work</b>					<b>Modify frames as needed. They are generic and can be adapted to include the grammar focus and the selection.</b>	<b>See Teacher’s Edition PD 56-60 for Oral language strategies /routines.</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>See attached document with standards per lesson.</li> </ul> <p><b>Objectives: SWBAT</b></p> <p>*See individual lesson objectives in TE.</p>	<p>See TE T413g</p> <p>See vocabulary teaching routines in TE PD 33-45.</p>	<p>See TE T413i</p>	<p>Summarize</p>	<p>Nouns: Use Nouns in the Subject and Predicate</p> <p>Add grammar to sentence frames when possible.</p>	<p><b>Beginning:</b> They went __. They were going to __. The character was __. Setting was __.</p> <p><b>Early Intermediate:</b> First, they went _ and __. They were going to __. Finally, they ____. The main idea was ____.</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>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>Partners take turns orally summarizes a page of the selection using frames.</li> <li>Fill out summary story map whole class and orally practice frames using the information.</li> <li>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.</li> <li>Teacher can start a summary and students add to it verbally using frames.</li> </ol> <p><b>Academic Application:</b></p> <ol style="list-style-type: none"> <li>Pass the Pen, working in small groups; students take turns writing sentences on sentence strips or on butcher paper, adding summary details to the group summary.</li> <li>Students can fill out a summary story map in partners and write a summary together after teacher has modeled.</li> <li>Students independently fill out a story map and create original summary.</li> </ol>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
See attached lesson planner	SELECTION 2 – Angels in the Snow					Modify frames as needed. They are generic and can be adapted to include the grammar focus and the selection.	See Teacher’s Edition PD 56-60 for Oral language strategies /routines.
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>See attached document with standards per lesson.</li> </ul> <p><b>Objectives: SWBAT</b></p> <p>*See individual lesson objectives in TE.</p>	<p>See TE T413h</p> <p>See vocabulary teaching routines in TE PD 33-45.</p>	<p>See TE T413j</p>	<p>Clarify and Verify</p>	<p>Prepositions</p> <p>Add grammar to sentence frames when possible.</p>	<p><b>Beginning:</b> _, it is true. _, it is not true.</p> <p><b>Early Intermediate:</b> I found _ to be T/F. Is it T/F? _ it is T/F.</p> <p><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?</p> <p><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>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>



Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
See attached lesson planner	SELECTION 3 – Zlateh the Goat					Modify frames as needed. They are generic and can be adapted to include the grammar focus and the selection.	See Teacher’s Edition PD 56-60 for Oral language strategies /routines.
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>See attached document with standards per lesson.</li> </ul> <p><b>Objectives: SWBAT</b></p> <p>*See individual lesson objectives in TE.</p>	<p>See TE T413h</p> <p>See vocabulary teaching routines in TE PD 33-45.</p>	See TE T413j	Tell An Original Story	<p>Pronouns: Use Pro-nouns in the Subject and Predicate</p> <p>Add grammar to sentence frames when possible.</p>	<p><b>Beginning:</b> They went __. They were going to __. The character was __. Setting was __.</p> <p><b>Early Intermediate:</b> First, they went _ and __. They were going to __. Finally, they ____. The main idea was ____.</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>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>Fill out story map whole class and orally practice frames using the information to tell story.</li> <li>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.</li> <li>Teacher can start a story and students add to it verbally using frames.</li> </ol> <p><b>Academic Application:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>Students can fill out a story map in partners and write a story together after teacher has modeled.</li> <li>Students independently fill out a story map and create original story.</li> </ol>

**INSIDE**

**LEVEL D**

**UNIT 6**

**LESSON PLANNER**

# Week of 2/4/2013

**Group:** Level D Unit 6

**Plan:** Level D Unit 6

2/4/2013    0 min.   2/5/2013    0 min.   2/6/2013    0 min.   2/7/2013    0 min.   2/8/2013    55 min.

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**Reading and Language**

Unit Launch Opener

T414-T415

30 min.

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**Reading and Language**

Leveled Library

T415

25 min.

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# Week of 2/11/2013

**Group:** Level D Unit 6

**Plan:** Level D Unit 6

2/11/2013	0 min.	2/12/2013	40 min.	2/13/2013	50 min.	2/14/2013	30 min.	2/15/2013	25 min.
		<b>Reading and Language</b> Focus on Genre T416-T417 40 min.		<b>Reading and Language</b> Academic Vocabulary T416 10 min.		<b>Reading and Language</b> Academic Vocabulary T418 10 min.		<b>Reading and Language</b> Language and Grammar T421 15 min.	
			<b>Reading and Language</b> Focus on Vocabulary T418-T419 40 min.		<b>Reading and Language</b> Selection 1 Overview/Build Background T420 20 min.			<b>Reading and Language</b> Grammar T460 10 min.	

# Holiday

# Week of 2/18/2013

**Group:** Level D Unit 6

**Plan:** Level D Unit 6

2/18/2013	0 min.	2/19/2013	45 min.	2/20/2013	40 min.	2/21/2013	30 min.	2/22/2013	40 min.
		<b>Reading and Language</b> Prepare to Read T424 25 min.		<b>Reading and Language</b> Read the Selection T426-T433 25 min.		<b>Reading and Language</b> Response to Literature T434 15 min.		<b>Reading and Language</b> Writing and Grammar T439 20 min.	
		<b>Reading and Language</b> Prepare to Read T425 20 min.		<b>Reading and Language</b> Out-Of-School Literacy T431 15 min.		<b>Reading and Language</b> Media/Writing T438 15 min.		<b>Reading and Language</b> Selection 2 Overview/Build Background T440 20 min.	

# Holiday

# Week of 2/25/2013

**Group:** Level D Unit 6

**Plan:** Level D Unit 6

2/25/2013	35 min.	2/26/2013	30 min.	2/27/2013	35 min.	2/28/2013	40 min.	3/1/2013	35 min.
<b>Reading and Language</b> Language and Grammar T442-T443 15 min.		<b>Reading and Language</b> Prepare to Read T445 20 min.		<b>Reading and Language</b> Content Area Connections T452 20 min.		<b>Reading and Language</b> Writing and Grammar T457 20 min.		<b>Reading and Language</b> Grammar T422 10 min.	
<b>Reading and Language</b> Vocabulary Routines T444 10 min.		<b>Reading and Language</b> Reading Fluency T449 10 min.		<b>Reading and Language</b> Media/Speaking T456 15 min.		<b>Reading and Language</b> Selection 3 Overview/Build Background T458 20 min.		<b>Reading and Language</b> Language and Grammar T460-T461 15 min.	
<b>Reading and Language</b> Grammar T422 10 min.								<b>Reading and Language</b> Vocabulary Routines T462 10 min.	

# Week of 3/4/2013

**Group:** Level D Unit 6

**Plan:** Level D Unit 6

3/4/2013	35 min.	3/5/2013	45 min.	3/6/2013	30 min.	3/7/2013	0 min.	3/8/2013	0 min.
<b>Reading and Language</b> Grammar T442 10 min.		<b>Reading and Language</b> Out-Of-School Literacy T469 15 min.		<b>Reading and Language</b> Cultural Perspectives T478 15 min.					
<b>Reading and Language</b> Read the Selection T464-T472		<b>Reading and Language</b> Listening/Speaking T482		<b>Reading and Language</b> Response to Literature T485					

**INSIDE**

**LEVEL D**

**UNIT 6**

**ELD STANDARDS PER LESSON**



## **Week of 2/4/2013**

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### **Monday 2/4/2013**

There are no activities for this day.

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### **Tuesday 2/5/2013**

There are no activities for this day.

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### **Wednesday 2/6/2013**

There are no activities for this day.

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### **Thursday 2/7/2013**

There are no activities for this day.

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### **Friday 2/8/2013**

#### **Reading and Language**

Unit Launch Opener

T414-T415 30 min.

**ELD.6-8.LS4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.LS5.BEG** Ask and answer questions by using simple sentences or phrases

**ELD.6-8.LS5.EINT** Ask and answer questions by using phrases or simple sentences

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

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#### **Reading and Language**

Leveled Library

T415 25 min.

**ELD.6-8.R.14.EADV** Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading

**ELD.6-8.R.14.EINT** Read simple paragraphs and passages independently

**ELD.6-8.R14.ADV** Apply knowledge of academic and social vocabulary to achieve independent reading

**ELD.6-8.R14.INT** Use decoding skills and knowledge of both academic and social vocabulary to read independently

## **Week of 2/11/2013**

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### **Monday 2/11/2013**

*Non-teaching event:* Holiday

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### **Tuesday 2/12/2013**

#### **Reading and Language**

Focus on Genre

T416-T417 40 min.

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### **Wednesday 2/13/2013**

#### **Reading and Language**

Academic Vocabulary

T416 10 min.

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#### **Reading and Language**

Focus on Vocabulary

T418-T419 40 min.

**ELD.6-8.R10.ADV** Recognize that some words have multiple meanings and apply this knowledge consistently in reading literature and texts in content areas

**ELD.6-8.R2.ADV** Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas

**ELD.6-8.R2.EADV** Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas

**ELD.6-8.R2.INT** Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas

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### **Thursday 2/14/2013**

#### **Reading and Language**

Academic Vocabulary

T418 10 min.

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#### **Reading and Language**

Selection 1 Overview/Build Background

T420 20 min.

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**Friday 2/15/2013**

**Reading and Language**

Language and Grammar

T421 15 min.

**ELD.6-8.LS9.EINT** Prepare and deliver short oral presentations

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**Reading and Language**

Grammar

T460 15 min.

## Week of 2/18/2013

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### Monday 2/18/2013

*Non-teaching event: Holiday*

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### Tuesday 2/19/2013

#### **Reading and Language**

Prepare to Read

T424 25 min.

**ELD.6-8.R13.ADV** Use a standard dictionary to determine the meaning of unknown words

**ELD.6-8.R13.EADV** Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings)

**ELD.6-8.R13.EINT** Use a standard dictionary to find the meaning of known vocabulary

**ELD.6-8.R13.INT** Use a standard dictionary to determine meanings of unknown words

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#### **Reading and Language**

Prepare to Read

T425 20 min.

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### Wednesday 2/20/2013

#### **Reading and Language**

Read the Selection

T426-T433 25 min.

**ELD.6-8.R17.BEG** Point out text features, such as the title, table of contents, and chapter headings

**ELD.6-8.R18.BEG** Recognize categories of common informational materials (e.g., newspaper, brochure)

**ELD.6-8.R18.EINT** Identify and orally explain categories of familiar informational materials by using simple sentences

**ELD.6-8.R2.ADV** Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas

**ELD.6-8.R2.EADV** Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas

**ELD.6-8.R24.INT** Understand and orally identify the features and elements of common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., magazines and books)

**ELD.6-8.R25.BEG** Create pictures, lists and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry

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#### **Reading and Language**

Out-Of-School Literacy

T431 15 min.

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**Thursday 2/21/2013**

**Reading and Language**

Response to Literature

T434 15 min.

**ELD.6-8.W3.ADV** Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text

**ELD.6-8.W3.EADV** Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text

**ELD.6-8.W3.EINT** Write simple sentences of brief responses to selected literature to show factual understanding of the text

**ELD.6-8.W3.INT** Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions

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**Reading and Language**

Media/Writing

T438 15 min.

**ELD.6-8.R18.BEG** Recognize categories of common informational materials (e.g., newspaper, brochure)

**ELD.6-8.R18.EINT** Identify and orally explain categories of familiar informational materials by using simple sentences

**ELD.6-8.R24.INT** Understand and orally identify the features and elements of common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., magazines and books)

**ELD.6-8.R25.BEG** Create pictures, lists and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry

**ELD.6-8.W15.ADV** Write pieces related to career development (e.g., business letter, job application, letter of inquiry, memorandum)

**ELD.6-8.W15.BEG** Complete basic business forms in which information such as one's name, address, and telephone number is requested

**ELD.6-8.W15.EADV** Write pieces related to career development (e.g., business letter, job application, letter of inquiry)

**ELD.6-8.W15.EINT** Complete simple informational documents related to career development (e.g., bank forms and job applications)

**ELD.6-8.W15.INT** Write documents related to career development (e.g., business letter, job application)

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**Friday 2/22/2013**

**Reading and Language**

Writing and Grammar

T439 20 min.

**ELD.6-8.WC3.ADV** Edit writing for the mechanics to approximate standard grammatical forms

**ELD.6-8.WC3.EADV** Edit writing for grammatical structures and the mechanics of writing.

**ELD.6-8.WCIEINT** Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling)

**ELD.6-8.WC3.INT** Edit and correct basic grammatical structures and usage of the conventions of writing

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**Reading and Language**

Selection 2 Overview/Build Background

T440 20 min.

**ELD.6-8.LS4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

## Week of 2/25/2013

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### Monday 2/25/2013

#### **Reading and Language**

Language and Grammar

T442-T443 15 min.

**ELD.6-8.LS7.EADV** Respond to messages by asking questions, challenging statements, or offering examples that affirm the message

**ELD.6-8.1\_57.INT** Respond to messages by asking simple questions or by briefly restating the message

**ELD.6-8.R29.BEG** Role-play a character from a familiar piece of literature by using words and phrases

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#### **Reading and Language**

Vocabulary Routines

T444 10 min.

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#### **Reading and Language**

Grammar

T422 10 min.

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### Tuesday 2/26/2013

#### **Reading and Language**

Prepare to Read

T445 20 min.

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#### **Reading and Language**

Reading Fluency

T449 10 min.

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### Wednesday 2/27/2013

#### **Reading and Language**

Content Area Connections

T452 20 min.

**ELD.6-8.LS5.BEG** Ask and answer questions by using simple sentences or phrases

**ELD.6-8.LS5.EINT** Ask and answer questions by using phrases or simple sentences

**ELD.6-8.LS7.EADV** Respond to messages by asking questions, challenging statements, or offering examples that affirm the message

**ELD.6-8.LS7.INT** Respond to messages by asking simple questions or by briefly restating the message

**ELD.6-8.W10.ADV** Use various methods of investigation and research to develop a report that balances information and original ideas, including a bibliography

**ELD.6-8.W10.INT** Investigate and research a topic in a content area and develop a report that includes source citations

**ELD.6-8.W12.ADV** Use various methods of investigation and research to develop an essay that balances information and original ideas, including a bibliography

**ELD.6-8.W12.INT** Investigate and research a topic in a content area and develop a brief essay that includes source citations

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**Reading and Language**

Media/Speaking

T456 15 min.

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**Thursday 2/28/2013**

**Reading and Language**

Writing and Grammar

T457 20 min.

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**Reading and Language**

Selection 3 Overview/Build Background

T458 20 min.

**ELD.6-8.W9.ADV** Write expository compositions that include a clear thesis and describe organized points of support

**ELD.6-8.W9.EADV** Write expository compositions that include a clear thesis, and describe organized points of support

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**Friday 3/1/2013**

**Reading and Language**

Grammar

T422 10 min.

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**Reading and Language**

Language and Grammar

T460-T461 15 min.

**ELD.6-8.LS9.EINT** Prepare and deliver short oral presentations

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**Reading and Language**

Vocabulary Routines

T462 10 min.

## Week of 3/4/2013

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### Monday 3/4/2013

#### **Reading and Language**

Grammar

T442 10 min.

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#### **Reading and Language**

Read the Selection

T464-T472 25 min.

**ELD.6-8.R25.BEG** Create pictures, lists and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry

**ELD.6-8.R25.EADV** Describe the major characteristics of several forms of fiction and poetry (e.g. short story, essay, novel, ballad, lyric, epic)

**ELD.6-8.R25.EINT** Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences

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### Tuesday 3/5/2013

#### **Reading and Language**

Out-Of-School Literacy

T469 15 min.

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#### **Reading and Language**

Listening/Speaking

T482 30 min.

**ELD.6-8.LS3.ADV** Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation

**ELD.6-8.LS3.BEG** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)

**ELD.6-8.LS3.EADV** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make some random errors

**ELD.6-8.LS3.EINT** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she)

**ELD.6-8.LS3.INT** Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns)

**ELD.6-8.LS9.EINT** Prepare and deliver short oral presentations



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**Wednesday 3/6/2013**

**Reading and Language**

Cultural Perspectives

T478 15 min.

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**Reading and Language**

Response to Literature

T485 15 min.

**ELD.6-8.LS6.ADV** Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others

**ELD.6-8.LS6.INT** Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information

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**Thursday 3/7/2013**

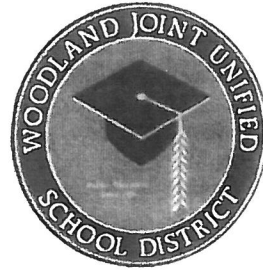
There are no activities for this day.

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**Friday 3/8/2013**

There are no activities for this day.

WOODLAND JOINT UNIFIED SCHOOL DISTRICT



SIXTH GRADE  
INSIDE LEVEL D  
ENGLISH LANGUAGE DEVELOPMENT PACING GUIDE  
2012-2013

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
See attached lesson planner	<b>SELECTION 1 – Play Ball!</b>					<b>Modify frames as needed. They are generic and can be adapted to include the grammar focus and the selection.</b>	<b>See Teacher’s Edition PD 56-60 for Oral language strategies /routines.</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>See attached document with standards per lesson.</li> </ul> <p><b>Objectives: SWBAT</b></p> <p>*See individual lesson objectives in TE.</p>	<p>See TE T485g</p> <p>See vocabulary teaching routines in TE PD 33-45.</p>	<p>See TE T485i</p>	<p>Express Opinions</p>	<p>Sentences: Use Complete Sentences</p> <p>Add grammar to sentence frames when possible.</p>	<p><b>Beginning:</b> I think __. I like __. Yes, No. I don’t think __. I do not like __.</p> <p><b>Early Intermediate:</b> 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><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>Everyday Application:</b></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 opinions. Variation: Afterwards, students write three new ideas gleaned from conversations.</p> <p><b>Academic Application:</b></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). 2. Choose a relevant controversial current event and have students express their opinion and supporting reasons.</p>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
See attached lesson planner	<b>SELECTION 2 – Roberto Clemente</b>					<b>Modify frames as needed. They are generic and can be adapted to include the grammar focus and the selection.</b>	<b>See Teacher’s Edition PD 56-60 for Oral language strategies /routines.</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>See attached document with standards per lesson.</li> </ul> <p><b>Objectives: SWBAT</b></p> <p>*See individual lesson objectives in TE.</p>	<p>See TE T485g</p> <p>See vocabulary teaching routines in TE PD 33-45.</p>	<p>See TE T485j</p>	<p>Justify</p>	<p>Sentences: Use Compound Sentences</p> <p>Add grammar to sentence frames when possible.</p>	<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><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>Conduct interviews and surveys about favorite things: music, food, hobbies, sports etc and give reason why.</li> <li>Each student writes a paragraph telling about a favorite past time. Illustrate for homework and collect in a class album.</li> <li>Students take turns selecting from a pile of pictures and justify which they prefer and why</li> </ol>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
See attached lesson planner	<b>SELECTION 3 – Raymond’s Run</b>					<b>Modify frames as needed. They are generic and can be adapted to include the grammar focus and the selection.</b>	<b>See Teacher’s Edition PD 56-60 for Oral language strategies /routines.</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>See attached document with standards per lesson.</li> </ul> <p><b>Objectives: SWBAT</b></p> <p>*See individual lesson objectives in TE.</p>	<p>See TE T485h</p> <p>See vocabulary teaching routines in TE PD 33-45.</p>	See TE T485j	Elaborate	<p>Sentences: Use Complex Sentences</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>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>Give information about a lost object.</li> <li>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>Mystery bag: students ask: It is __ or __? Is it __ or __? What shape is it?</li> <li>Make a poster to help someone's lost jacket, pet etc. Make a drawing with adjectives and noun labels.</li> <li>Explain what a person does at home, school, job etc.</li> <li>Explain what people do at an event, during a specific time of day, at a particular location.</li> <li>Describe to someone a place that they haven't been.</li> <li>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>Describe an animal, person, object, location in writing/orally.</li> <li>Describe a character in a story.</li> <li>Write a description in a science report.</li> <li>Explain the process of completing a science project, art project, doing a math problem.</li> <li>Describe the way an animal adapts and survives in a habitat.</li> <li>Visualize a setting from a story and describe it to a partner or small group.</li> <li>Describe an environment or habitat.</li> <li>Students lead a directed drawing activity.</li> </ol>

**INSIDE**

**LEVEL D**

**UNIT 7**

**LESSON PLANNER**

# Week of 3/4/2013

**Group:** Level D Unit 7

**Plan:** Level D Unit 7

<u>3/4/2013</u>	<u>0 min.</u>	<u>3/5/2013</u>	<u>0 min.</u>	<u>3/6/2013</u>	<u>0 min.</u>	<u>3/7/2013</u>	<u>55 min.</u>	<u>3/8/2013</u>	<u>0 min.</u>
						<b>Reading and Language</b>		<u>Furlough Day</u>	
						Unit Launch Opener			
						T486-T487			
						30 min.			
						<b>Reading and Language</b>			
						Leveled Library			
						T487			
						25 min.			

# Week of 3/11/2013

**Group:** Level D Unit 7

**Plan:** Level D Unit 7

3/11/2013	0 min.	3/12/2013	50 min.	3/13/2013	50 min.	3/14/2013	35 min.	3/15/2013	30 min.
Furlough Day		<b>Reading and Language</b> Focus on Genre T488-T489 40 min.	<b>Reading and Language</b> Focus on Vocabulary T490-T491 40 min.	<b>Reading and Language</b> Selection 1 Overview/Build Background T492 20 min.	<b>Reading and Language</b> Language and Grammar T493 15 min.	<b>Reading and Language</b> Language & Grammar T494 15 min.		<b>Reading and Language</b> Language & Grammar T495 15 min.	



# Week of 3/18/2013

**Group:** Level D Unit 7

**Plan:** Level D Unit 7

3/18/2013	45 min.	3/19/2013	30 min.	3/20/2013	45 min.	3/21/2013	35 min.	3/22/2013	0 min.
<b>Reading and Language</b>		<b>Reading and Language</b>		<b>Reading and Language</b>		<b>Reading and Language</b>		<u>Furlough Day</u>	
Prepare to Read		Reread the Selection		Connect Reading and		Selection 2 Overview/Build			
T496		T498-T512		Writing		Background			
25 min.		15 min.		T513		T518			
<b>Reading and Language</b>		<b>Reading and Language</b>		30 min.		20 min.			
Prepare to Read		Language and Grammar		<b>Reading and Language</b>		<b>Reading and Language</b>			
T497		T493		Language and Grammar		Language and Grammar			
20 min.		15 min.		T493		T519			
				15 min.		15 min.			

# Week of 3/25/2013

**Group:** Level D Unit 7

**Plan:** Level D Unit 7

3/25/2013	30 min.	3/26/2013	45 min.	3/27/2013	40 min.	3/28/2013	45 min.	3/29/2013	35 min.
<b>Reading and Language</b> Language & Grammar T520 15 min.		<b>Reading and Language</b> Prepare to Read T522 25 min.		<b>Reading and Language</b> Read the Selection T524-T532 25 min.		<b>Reading and Language</b> Connect Reading and Writing T533 30 min.		<b>Reading and Language</b> Selection 3 Oveview/Build Background T538 20 min.	
<b>Reading and Language</b> Language & Grammar T521 15 min.		<b>Reading and Language</b> Prepare to Read T523 20 min.		<b>Reading and Language</b> Language Development T530 15 min.		<b>Reading and Language</b> Language and Grammar T537 15 min.		<b>Reading and Language</b> Language and Grammar T539 15 min.	

# Week of 4/1/2013

**Group:** Level D Unit 7  
**Plan:** Level D Unit 7

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4/1/2013	0 min.	4/2/2013	0 min.	4/3/2013	0 min.	4/4/2013	0 min.	4/5/2013	0 min.
<b>Spring Break</b>		<b>Spring Break</b>		<b>Spring Break</b>		<b>Spring Break</b>		<b>Spring Break</b>	

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# Week of 4/8/2013

**Group:** Level D Unit 7

**Plan:** Level D Unit 7

4/8/2013	30 min.	4/9/2013	45 min.	4/10/2013	40 min.	4/11/2013	0 min.	4/12/2013	0 min.
<b>Reading and Language</b> Language & Grammar T540 15 min.		<b>Reading and Language</b> Prepare to Read T542 25 min.		<b>Reading and Language</b> Read the Selection T544-T554 25 min.					
<b>Reading and Language</b> Language & Grammar T541 15 min.		<b>Reading and Language</b> Prepare to Read T543 20 min.		<b>Reading and Language</b> Language Development T550 15 min.					

**INSIDE**

**LEVEL D**

**UNIT 7**

**ELD STANDARDS PER LESSON**

## Week of 3/4/2013

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### Monday 3/4/2013

There are no activities for this day.

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### Tuesday 3/5/2013

There are no activities for this day.

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### Wednesday 3/6/2013

There are no activities for this day.

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### Thursday 3/7/2013

#### **Reading and Language**

Unit Launch Opener

T486-T487 30 min.

**ELD.6-8.LS4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.LS5.BEG** Ask and answer questions by using simple sentences or phrases

**ELD.6-8.LS5.EINT** Ask and answer questions by using phrases or simple sentences

**ELD.6-8.LS6.ADV** Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others

**ELD.6-8.LS6.INT** Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

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#### **Reading and Language**

Leveled Library

T487 25 min.

**ELD.6-8.R.14.EADV** Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading

**ELD.6-8.R.14.EINT** Read simple paragraphs and passages independently

**ELD.6-8.R14.ADV** Apply knowledge of academic and social vocabulary to achieve independent reading

**ELD.6-8.R14.INT** Use decoding skills and knowledge of both academic and social vocabulary to read independently

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### Friday 3/8/2013

**Non-teaching event:** Furlough Day

## Week of 3/11/2013

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### Monday 3/11/2013

*Non-teaching event:* Furlough Day

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### Tuesday 3/12/2013

#### Reading and Language

Focus on Genre

T488-T489 40 min.

**ELD.6-8.R22.EINT** Orally identify the factual components of simple informational materials by using key words or phrases

**ELD.6-8.R33.BEG** Create pictures, lists, charts and tables to identify the sequence of events in simple literary texts

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#### Reading and Language

Academic Vocabulary

T488 10 min.

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### Wednesday 3/13/2013

#### Reading and Language

Focus on Vocabulary

T490-T491 40 min.

**ELD.6-8.R10.ADV** Recognize that some words have multiple meanings and apply this knowledge consistently in reading literature and texts in content areas

**ELD.6-8.R10.EADV** Recognize that some words have multiple meanings and apply this knowledge to read literature and texts in content areas

**ELD.6-8.R10.INT** Recognize that some words have multiple meanings

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#### Reading and Language

Academic Vocabulary

T490 10 min.

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### Thursday 3/14/2013

#### Reading and Language

Selection 1 Overview/Build Background

T492 20 min.

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#### Reading and Language

Language and Grammar

T493 15 min.

**ELD.6-8.LS4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.R29.BEG** Role-play a character from a familiar piece of literature by using words and phrases

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

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**Friday 3/15/2013**

**Reading and Language**

Language & Grammar

T494 15 min.

**ELD.6-8.WCI.BEG** Identify basic vocabulary, mechanics, and sentence structures in a piece of writing

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**Reading and Language**

Language & Grammar

T495 15 min.

**ELD.6-8184.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

**ELD.6-8.WCI.BEG** Identify basic vocabulary, mechanics, and sentence structures in a piece of writing



## Week of 3/18/2013

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### Monday 3/18/2013

#### Reading and Language

Prepare to Read

T496 25 min.

**ELD.6-8.R13.ADV** Use a standard dictionary to determine the meaning of unknown words

**ELD.6-8.R13.EADV** Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings)

**ELD.6-8.R13.EINT** Use a standard dictionary to find the meaning of known vocabulary

**ELD.6-8.R13.INT** Use a standard dictionary to determine meanings of unknown words

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#### Reading and Language

Prepare to Read

T497 20 min.

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### Tuesday 3/19/2013

#### Reading and Language

Reread the Selection

T498-T512 15 min.

**ELD.6-8.R10.ADV** Recognize that some words have multiple meanings and apply this knowledge consistently in reading literature and texts in content areas

**ELD.6-8.R10.EADV** Recognize that some words have multiple meanings and apply this knowledge to read literature and texts in content areas

**ELD.6-8.R10.INT** Recognize that some words have multiple meanings

**ELD.6-8.R18.BEG** Recognize categories of common informational materials (e.g., newspaper, brochure)

**ELD.6-8.R18.EINT** Identify and orally explain categories of familiar informational materials by using simple sentences

**ELD.6-8.R24.INT** Understand and orally identify the features and elements of common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., magazines and books)

**ELD.6-8.R25.BEG** Create pictures, lists and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry

**ELD.6-8.R32.BEG** Identify orally different settings in simple literary texts by using words or phrases

**ELD.6-8.R32.EADV** Read a literary selection and orally explain the literary element of setting by using detailed sentences

**ELD.6-8.R40.ADV** Identify and describe several literary elements and techniques in literary texts (e.g., figurative language, imagery, and symbolism)

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#### Reading and Language

Language and Grammar

T493 15 min.

**ELD.6-8.LS4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.R29.BEG** Role-play a character from a familiar piece of literature by using words and phrases

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

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**Wednesday 3/20/2013**

**Reading and Language**

Connect Reading and Writing

T513 30 min.

**ELD.6-8.LS4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

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**Reading and Language**

Language and Grammar

T493 15 min.

**ELD.6-8.LS4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.R29.BEG** Role-play a character from a familiar piece of literature by using words and phrases

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

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**Thursday 3/21/2013**

**Reading and Language**

Selection 2 Overview/Build Background

T518 20 min.

**ELD.6-8.LS4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

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**Reading and Language**

Language and Grammar

T519 15 min.

**ELD.6-8.R28.INT** Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts

**ELD.6-8.R29.BEG** Role-play a character from a familiar piece of literature by using words and phrases

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**Friday 3/22/2013**

***Non-teaching event:*** Furlough Day

## Week of 3/25/2013

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### Monday 3/25/2013

#### **Reading and Language**

Language & Grammar

T520 15 min.

**ELD.6-8.WCI.BEG** Identify basic vocabulary, mechanics, and sentence structures in a piece of writing

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#### **Reading and Language**

Language & Grammar

T521 15 min.

**ELD.6-8.LS4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

**ELD.6-8.WCI.BEG** Identify basic vocabulary, mechanics, and sentence structures in a piece of writing

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### Tuesday 3/26/2013

#### **Reading and Language**

Prepare to Read

T522 25 min.

**ELD.6-8.R13.ADV** Use a standard dictionary to determine the meaning of unknown words

**ELD.6-8.R13.EADV** Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings)

**ELD.6-8.R13.EINT** Use a standard dictionary to find the meaning of known vocabulary

**ELD.6-8.R13.INT** Use a standard dictionary to determine meanings of unknown words

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#### **Reading and Language**

Prepare to Read

T523 20 min.

**ELD.6-8.R22.EINT** Orally identify the factual components of simple informational materials by using key words or phrases

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### Wednesday 3/27/2013

#### **Reading and Language**

Read the Selection

T524-T532 25 min.

**ELD.6-8.R10.ADV** Recognize that some words have multiple meanings and apply this knowledge consistently in reading literature and texts in content areas

**ELD.6-8.R10.EADV** Recognize that some words have multiple meanings and apply this knowledge to read literature and texts in content areas

**ELD.6-8.R10.INT** Recognize that some words have multiple meanings

**ELD.6-8.R18.BEG** Recognize categories of common informational materials (e.g., newspaper, brochure)

**ELD.6-8.R18.EINT** Identify and orally explain categories of familiar informational materials by using simple sentences

**ELD.6-8.R22.EINT** Orally identify the factual components of simple informational materials by using key words or phrases

**ELD.6-8.R24.INT** Understand and orally identify the features and elements of common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., magazines and books)

**ELD.6-8.R25.BEG** Create pictures, lists and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry

**ELD.6-8.R39.INT** Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them

**ELD.6-8.R9.EINT** Use knowledge of literature and content areas to understand unknown words

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### **Reading and Language**

Language Development

T530 15 min.

**ELD.6-8.LS4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.LS9.ADV** Prepare and deliver presentations and reports in various content areas, including a purpose, point of view, introduction, coherent transition, and appropriate conclusions

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

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### **Thursday 3/28/2013**

#### **Reading and Language**

Connect Reading and Writing

T533 30 min.

**ELD.6-8.LS4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.R15.EADV** Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts

**ELD.6-8.R22.EINT** Orally identify the factual components of simple informational materials by using key words or phrases

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

**ELD.6-8.W3.ADV** Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text

**ELD.6-8.W3.EADV** Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text

**ELD.6-8.W3.EINT** Write simple sentences of brief responses to selected literature to show factual understanding of the text

**ELD.6-8.W3.INT** Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions

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### **Reading and Language**

Language and Grammar

T537 15 min.

**ELD.6-8.LS4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings,

classroom objects)

**ELD.6-8.WC1.BEG** Identify basic vocabulary, mechanics, and sentence structures in a piece of writing

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**Friday 3/29/2013**

**Reading and Language**

Selection 3 Overview/Build Background

T538 20 min.

**ELD.6-8.LS4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

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**Reading and Language**

Language and Grammar

T539 15 min.

## Week of 4/8/2013

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### Monday 4/8/2013

#### **Reading and Language**

Language & Grammar

T540 15 min.

**ELD.6-8.WCI.BEG** Identify basic vocabulary, mechanics, and sentence structures in a piece of writing

**ELD.6-8.WC1.EINT** Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms

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#### **Reading and Language**

Language & Grammar

T541 15 min.

**ELD.6-8.LS2.ADV** Listen attentively to stories and information on topics; identify the main points and supporting details

**ELD.6-8.LS2.EADV** Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details

**ELD.6-8.LS2b.INT** Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject-matter content

**ELD.6-8.WCI.BEG** Identify basic vocabulary, mechanics, and sentence structures in a piece of writing

**ELD.6-8.WC1.EINT** Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms

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### Tuesday 4/9/2013

#### **Reading and Language**

Prepare to Read

T542 25 min.

**ELD.6-8.R13.ADV** Use a standard dictionary to determine the meaning of unknown words

**ELD.6-8.R13.EADV** Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings)

**ELD.6-8.R13.EINT** Use a standard dictionary to find the meaning of known vocabulary

**ELD.6-8.R13.INT** Use a standard dictionary to determine meanings of unknown words

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#### **Reading and Language**

Prepare to Read

T543 20 min.

**ELD.6-8.R22.EINT** Orally identify the factual components of simple informational materials by using key words or phrases

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**Wednesday 4/10/2013****Reading and Language**

Read the Selection

T544-T554 25 min.

**ELD.6-8.R10.ADV** Recognize that some words have multiple meanings and apply this knowledge consistently in reading literature and texts in content areas

**ELD.6-8.R10.EADV** Recognize that some words have multiple meanings and apply this knowledge to read literature and texts in content areas

**ELD.6-8.R10.INT** Recognize that some words have multiple meanings

**ELD.6-8.R21.BEG** Orally identify examples of cause and effect in simple texts

**ELD.6-8.R21.EINT** Read and orally identify examples of cause and effect in written texts by using simple sentences

**ELD.6-8.R22.EINT** Orally identify the factual components of simple informational materials by using key words or phrases

**ELD.6-8.R23.BEG** Orally identify examples of fact and opinion in simple texts

**ELD.6-8.R23.EINT** Read and orally identify examples of fact and opinion in written texts by using simple sentences

**ELD.6-8.R25.BEG** Create pictures, lists and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry

**ELD.6-8.R25.EADV** Describe the major characteristics of several forms of fiction and poetry (e.g. short story, essay, novel, ballad, lyric, epic)

**ELD.6-8.R25.EINT** Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences

**ELD.6-8.R30.EINT** Describe orally in simple sentences a character in a brief literary text by identifying the thoughts and actions of the character

**ELD.6-8.R33.EINT** Read literary texts and orally identify the main events of the plot by using simple sentences

**ELD.6-8.R34.ADV** Analyze the elements of a plot, including its development and the way conflicts are addressed and resolved

**ELD.6-8.R34.EADV** Read a literary selection and orally explain the literary element of plot by using detailed sentences

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**Reading and Language**

Language Development

T550 15 min.

**ELD.6-8.R20.ADV** Identify and explain the main ideas and critical details of informational materials, literary text, and text in content areas

**ELD.6-8.R20.BEG** Orally identify, using key words or phrases, the main ideas and some details of familiar texts

**ELD.6-8.R20.EADV** Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas

**ELD.6-8.R20.EINT** Read text and orally identify the main ideas and details of informational materials, literary text, and text in content areas by using simple sentences

**ELD.6-8.R20.INT** Read text and use detailed sentences to explain orally the main ideas and details of informational text, literary text, and text in content areas

**ELD.6-8.R33.BEG** Create pictures, lists, charts and tables to identify the sequence of events in simple literary texts

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**Thursday 4/11/2013**

There are no activities for this day.

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**Friday 4/12/2013**

There are no activities for this day.

WOODLAND JOINT UNIFIED SCHOOL DISTRICT



SIXTH GRADE  
INSIDE LEVEL D  
ENGLISH LANGUAGE DEVELOPMENT PACING GUIDE  
2012-2013



Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
See attached lesson planner	<b>SELECTION 1 – Handle with Care</b>					<b>Modify frames as needed. They are generic and can be adapted to include the grammar focus and the selection.</b>	<b>See Teacher’s Edition PD 56-60 for Oral language strategies /routines.</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>See attached document with standards per lesson.</li> </ul> <p><b>Objectives: SWBAT</b></p> <p>*See individual lesson objectives in TE.</p>	<p>See TE T561g</p> <p>See vocabulary teaching routines in TE PD 33-45.</p>	<p>See TE T561i</p>	<p>Persuade</p>	<p>Verb Tense: Use Verbs in the Present, Past and Future Tense</p> <p>Add grammar to sentence frames when possible.</p>	<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>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>1. Have class create a list of classroom changes, list them and have students in partners practice persuading each other using examples.</li> <li>2. Create a list of social issues and have students create sentences using frames to persuade others.</li> <li>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.</li> </ol>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
See attached lesson planner	<b>SELECTION 2– Melting Away</b>					<b>Modify frames as needed. They are generic and can be adapted to include the grammar focus and the selection.</b>	<b>See Teacher’s Edition PD 56-60 for Oral language strategies /routines.</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>See attached document with standards per lesson.</li> </ul> <p><b>Objectives: SWBAT</b></p> <p>*See individual lesson objectives in TE.</p>	<p>See TE T561h</p> <p>See vocabulary teaching routines in TE PD 33-45.</p>	See TE T561j	Use Appropriate Language	<p>Verb Tense: Use Verbs in the Present Perfect Tense</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>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>Students practice how to greet a special visitor.</li> <li>Practice a dialogue to introduce your parents to your teacher during the Back to School Night.</li> <li>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>Introduce a special person to the class, in the introduction share what special qualities makes this an exciting guest speaker.</li> <li>Students practice and write a skit extending and responding to an invitation to go to the movies.</li> <li>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
See attached lesson planner	<b>SELECTION 3– The Legend of the Yakwawiak</b>					<b>Modify frames as needed. They are generic and can be adapted to include the grammar focus and the selection.</b>	<b>See Teacher’s Edition PD 56-60 for Oral language strategies /routines.</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>See attached document with standards per lesson.</li> </ul> <p><b>Objectives: SWBAT</b></p> <p>*See individual lesson objectives in TE.</p>	<p>See TE T561h</p> <p>See vocabulary teaching routines in TE PD 33-45.</p>	<p>See TE T561j</p>	<p>Negotiate</p>	<p>Participles: Use Participles as Adjectives</p> <p>Add grammar to sentence frames when possible.</p>	<p><b>Beginning:</b> I think we should __. Do you agree, yes/no? 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 __. Would you agree to doing ____? Yes/no/maybe?</p> <p><b>Intermediate:</b> You must __ because __. We need to __ since __. I think we should __ since/because __. I feel we should __ because/so __. What can you agree to? Which part could you do? Can you provide another idea?</p> <p><b>Early Advanced/Advanced:</b> I must __ since __. You should __ so __. We should __, but also __. We must __, although __. You should __, therefore __. I can agree to __, but not __. What can you agree to? Can you provide another viable idea to discuss?</p> <p>To create more frames interchange the following conjunctions for the advanced level: such as, whenever, as soon as, whether/or, whereas.</p>	<p><b>Everyday Applications:</b></p> <ol style="list-style-type: none"> <li>Have class create a list of classroom changes, list them and have students in partners practice negotiating the proposed change using frames.</li> <li>Create a list of social issues and have students create sentences using frames to persuade and negotiate a solutions.</li> <li>Have then read a newspaper and choose a social issue that is relevant to them, create a poster and deliver an oral presentation to the class that negotiates a solution.</li> </ol>

**INSIDE**

**LEVEL D**

**UNIT 8**

**LESSON PLANNER**

# Week of 4/8/2013

**Group:** Level D Unit 8 revised

**Plan:** Level D Unit 8

4/8/2013	0 min.	4/9/2013	0 min.	4/10/2013	0 min.	4/11/2013	55 min.	4/12/2013	50 min.
						<b>Reading and Language</b>	<b>Reading and Language</b>		
						Unit Launch Opener	Focus on Genre		
						T562-T563	T-564-T565		
						30 min.	40 min.		
						<b>Reading and Language</b>	<b>Reading and Language</b>		
						Leveled Library	Academic Vocabulary		
						T563	T564		
						25 min.	10 min.		

# Week of 4/15/2013

**Group:** Level D Unit 8 revised

**Plan:** Level D Unit 8

4/15/2013	50 min.	4/16/2013	35 min.	4/17/2013	30 min.	4/18/2013	45 min.	4/19/2013	40 min.
<b>Reading and Language</b> Focus on Vocabulary T566-T567 40 min.		<b>Reading and Language</b> Selection 1 Overview/Build Background T568 20 min.		<b>Reading and Language</b> Language and Grammar T570-T571 30 min.		<b>Reading and Language</b> Prepare to Read T572 25 min.		<b>Reading and Language</b> Read the Selection T574-T586 25 min.	
<b>Reading and Language</b> Academic Vocabulary T566 10 min.		<b>Reading and Language</b> Language and Grammar T569 15 min.				<b>Reading and Language</b> Prepare to Read T573 20 min.		<b>Reading and Language</b> Language Development T580 15 min.	

# Week of 4/22/2013

**Group:** Level D Unit 8 revised

**Plan:** Level D Unit 8

4/22/2013	45 min.	4/23/2013	35 min.	4/24/2013	30 min.	4/25/2013	45 min.	4/26/2013	40 min.
<b>Reading and Language</b> Connect Reading and Writing T587 30 min.		<b>Reading and Language</b> Selection 2 Overview/Build Background T592 20 min.		<b>Reading and Language</b> Language and Grammar T594-T595 30 min.		<b>Reading and Language</b> Prepare to Read T596 25 min.		<b>Reading and Language</b> Read the Selection T598-T608 25 min.	
<b>Reading and Language</b> Language and Grammar T591 15 min.		<b>Reading and Language</b> Language and Grammar T593 15 min.				<b>Reading and Language</b> Prepare to Read T597 20 min.		<b>Reading and Language</b> Language Development T604 15 min.	

# Week of 4/29/2013

**Group:** Level D Unit 8 revised

**Plan:** Level D Unit 8

4/29/2013	45 min.	4/30/2013	35 min.	5/1/2013	30 min.	5/2/2013	45 min.	5/3/2013	40 min.
<b>Reading and Language</b> Connect Reading and Writing T609 30 min.		<b>Reading and Language</b> Selection 3 Overview/Build Background T614 20 min.		<b>Reading and Language</b> Language and Grammar T616-T617 30 min.		<b>Reading and Language</b> Prepare to Read T618 25 min.		<b>Reading and Language</b> Read the Selection T620-T634 25 min.	
<b>Reading and Language</b> Language and Grammar T613 15 min.		<b>Reading and Language</b> Language and Grammar T615 15 min.				<b>Reading and Language</b> Prepare to Read T619 20 min.		<b>Reading and Language</b> Language Development T626 15 min.	



# Week of 5/6/2013

Group: Level D Unit 8 revised

5/6/2013	45 min.	5/7/2013	55 min.	5/8/2013	0 min.	5/9/2013	0 min.	5/10/2013	0 min.
<b>Reading and Language</b> Connect Reading and Writing T635 30 min.		<b>Reading and Language</b> Unit Reading and Language Test T641-T641b 55 min.		<b>Reading and Language</b> Unit Reading and Language Test T641-T641b 55 min.					
<b>Reading and Language</b> Language and Grammar T639 15 min.									

**INSIDE**

**LEVEL D**

**UNIT 8**

**ELD STANDARDS PER LESSON**

## Week of 4/8/2013

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### Monday 4/8/2013

There are no activities for this day.

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### Tuesday 4/9/2013

There are no activities for this day.

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### Wednesday 4/10/2013

There are no activities for this day.

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### Thursday 4/11/2013

#### **Reading and Language**

Unit Launch Opener

T562-T563 30 min.

**ELD.6-8.LS4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.LS5.BEG** Ask and answer questions by using simple sentences or phrases

**ELD.6-8.LS5.EINT** Ask and answer questions by using phrases or simple sentences

**ELD.6-8.LS6.ADV** Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others

**ELD.6-8.LS6.INT** Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

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#### **Reading and Language**

Leveled Library

T563 25 min.

**ELD.6-8.R.14.EADV** Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading

**ELD.6-8.R.14.EINT** Read simple paragraphs and passages independently

**ELD.6-8.R14.ADV** Apply knowledge of academic and social vocabulary to achieve independent reading

**ELD.6-8.R14.INT** Use decoding skills and knowledge of both academic and social vocabulary to read independently

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### Friday 4/12/2013

#### **Reading and Language**

Focus on Genre

T564-T565 40 min.

**ELD.6-8.R23.BEG** Orally identify examples of fact and opinion in simple texts

**ELD.6-8.R23.EINT** Read and orally identify examples of fact and opinion in written texts by using simple sentences

**ELD.6-8.R40.ADV** Identify and describe several literary elements and techniques in literary texts (e.g., figurative language, imagery, and symbolism)

**ELD.6-8.R40.EADV** Identify literary devices, such as narrative voice, symbolism, dialect, and irony

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**Reading and Language**

Academic Vocabulary

T564 10 min.

## **Week of 4/15/2013**

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### **Monday 4/15/2013**

#### **Reading and Language**

Focus on Vocabulary

T566-T567 40 min.

**ELD.6-8.R9.EINT** Use knowledge of literature and content areas to understand unknown words

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#### **Reading and Language**

Academic Vocabulary

T566 10 min.

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### **Tuesday 4/16/2013**

#### **Reading and Language**

Selection 1 Overview/Build Background

T568 20 min.

**ELD.6-81S4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

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#### **Reading and Language**

Language and Grammar

T569 15 min.

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### **Wednesday 4/17/2013**

#### **Reading and Language**

Language and Grammar

T570-T571 30 min.

**ELD.6-8.LS4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

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**Thursday 4/18/2013**

**Reading and Language**

Prepare to Read

T572 25 min.

**ELD.6-8.R13.ADV** Use a standard dictionary to determine the meaning of unknown words

**ELD.6-8.R13.EADV** Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings)

**ELD.6-8.R13.EINT** Use a standard dictionary to find the meaning of known vocabulary

**ELD.6-8.R13.INT** Use a standard dictionary to determine meanings of unknown words

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**Reading and Language**

Prepare to Read

T573 20 min.

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**Friday 4/19/2013**

**Reading and Language**

Read the Selection

T574-T586 25 min.

**ELD.6-8.R18.BEG** Recognize categories of common informational materials (e.g., newspaper, brochure)

**ELD.6-8.R18.EINT** Identify and orally explain categories of familiar informational materials by using simple sentences

**ELD.6-8.R23.BEG** Orally identify examples of fact and opinion in simple texts

**ELD.6-8.R23.EINT** Read and orally identify examples of fact and opinion in written texts by using simple sentences

**ELD.6-8.R24.INT** Understand and orally identify the features and elements of common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., magazines and books)

**ELD.6-8.1225.BEG** Create pictures, lists and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry

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**Reading and Language**

Language Development

T580 15 min.

**ELD.6-8.R8.EINT** Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud

**ELD.6-8.R8.INT** Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud

## Week of 4/22/2013

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### Monday 4/22/2013

#### **Reading and Language**

Connect Reading and Writing

T587 30 min.

**ELD.6-8.LS4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.R15.EADV** Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

**ELD.6-8.R41.ADV** Compare and contrast a similar theme or topic across genres and explain how the genre shapes the theme or topic

**ELD.6-8.R41.EADV** Compare and contrast a similar theme across several genres by using detailed sentences

**ELD.6-8.W12.ADV** Use various methods of investigation and research to develop an essay that balances information and original ideas, including a bibliography

**ELD.6-8.W12.EADV** Write an essay that balances information, has original ideas, and gives credit to sources in a bibliography. Use appropriate tone and voice for the purpose, audience, and subject matter

**ELD.6-8.W12.INT** Investigate and research a topic in a content area and develop a brief essay that includes source citations

**ELD.6-8.W13.ADV** Write persuasive compositions that include a clear thesis, describe organized points of support, and address counterarguments

**ELD.6-8.W13.EADV** Write persuasive compositions that include a clear thesis, describe organized points of support, and address a counterargument

**ELD.6-8.W5.ADV** Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays by using standard grammatical forms

**ELD.6-8.W5.EADV** Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms

**ELD.6-8.W5.INT** Use basic strategies of note taking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms. (Some rules may not be followed.)

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#### **Reading and Language**

Language and Grammar

T591 15 min.

**ELD.6-8.R29.BEG** Role-play a character from a familiar piece of literature by using words and phrases

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### Tuesday 4/23/2013

#### **Reading and Language**

Selection 2 Overview/Build Background

T592 20 min.

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**Reading and Language**

Language and Grammar

T593 15 min.

**ELD.6-8.LS11.EADV** Use simple figurative language and idiomatic expressions (e.g., "heavy as a ton of bricks," "soaking wet") to communicate ideas to a variety of audiences

**ELD.6-8.LS6.ADV** Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others

**ELD.6-8.L56.INT** Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information

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**Wednesday 4/24/2013****Reading and Language**

Language and Grammar

T594-T595 30 min.

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**Thursday 4/25/2013****Reading and Language**

Prepare to Read

T596 25 min.

**ELD.6-8.R13.ADV** Use a standard dictionary to determine the meaning of unknown words

**ELD.6-8.R13.EADV** Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings)

**ELD.6-8.R13.EINT** Use a standard dictionary to find the meaning of known vocabulary

**ELD.6-8.R13.INT** Use a standard dictionary to determine meanings of unknown words

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**Reading and Language**

Prepare to Read

T597 20 min.

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**Friday 4/26/2013****Reading and Language**

Read the Selection

T598-T608 25 min.

**ELD.6-8.R17.BEG** Point out text features, such as the title, table of contents, and chapter headings

**ELD.6-8.R18.BEG** Recognize categories of common informational materials (e.g., newspaper, brochure)

**ELD.6-8.1218.EINT** Identify and orally explain categories of familiar informational materials by using simple sentences

**ELD.6-8.R24.INT** Understand and orally identify the features and elements of common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., magazines and books)

**ELD.6-8.R25.BEG** Create pictures, lists and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry

**ELD.6-8.R9.EINT** Use knowledge of literature and content areas to understand unknown words



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**Reading and Language**

Language Development

T604 15 min.

**ELD.6-8.R29.BEG** Role-play a character from a familiar piece of literature by using words and phrases

**ELD.6-8.R8.EINT** Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud

**ELD.6-8.R8.INT** Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud

## Week of 5/6/2013

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### Monday 5/6/2013

#### **Reading and Language**

Connect Reading and Writing

T635 30 min.

**ELD.6-8.LS4.EINT** Orally communicate basic needs (e.g., "I need to borrow pencil")

**ELD.6-8.LS9.EINT** Prepare and deliver short oral presentations

**ELD.6-8.R15.EADV** Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts

**ELD.6-8.R4.BEG** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

**ELD.6-8.W13.ADV** Write persuasive compositions that include a clear thesis, describe organized points of support, and address counterarguments

**ELD.6-8.W13.EADV** Write persuasive compositions that include a clear thesis, describe organized points of support, and address a counterargument

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#### **Reading and Language**

Language and Grammar

T639 15 min.

**ELD.6-8.R29.BEG** Role-play a character from a familiar piece of literature by using words and phrases

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### Tuesday 5/7/2013

#### **Reading and Language**

Unit Reading and Language Test

T641a-T641b 55 min.

**ELD.6-8.R23.BEG** Orally identify examples of fact and opinion in simple texts

**ELD.6-8.R23.EINT** Read and orally identify examples of fact and opinion in written texts by using simple sentences

**ELD.6-8.R9.EINT** Use knowledge of literature and content areas to understand unknown words

**ELD.6-8.WCI.BEG** Identify basic vocabulary, mechanics, and sentence structures in a piece of writing

**ELD.6-8.WCI.EINT** Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms

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**Wednesday 5/8/2013**

There are no activities for this day.

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**Thursday 5/9/2013**

There are no activities for this day.

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**Friday 5/10/2013**

There are no activities for this day.