WOODLAND JOINT UNIFIED SCHOOL DISTRICT



SECOND GRADE AVENUES ENGLISH LANGUAGE DEVELOPMENT PACING GUIDE 2011-2012

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	
15 days	SELECTION 1 - A MOVIE IN MY PILLOW						S1 pa
T10-T13 T13e (all) T13a T13f T13g-T13h T13i-T131 T13s-T13t T13r T13u-v T14e T14f T14g T14-15 T15a (all) T16a-T16b T16c-T16d T16g T16h T16i-T32 T35 T24 T28-29 T33 T33a T26 T37a-b (in different sessions) T22-23	 ELD Standards: *ELD2.R6 Understand basic words (1). *ELD2.RIO Read independently(2, 3, 4, 5). *ELD2.WC4 Use correct parts of speech (5). *ELD2.LS4 Speak to be understood (1, 2, 3). *ELD2.LS2 Listen to identify key details (3, 4, 5). Objectives: SWBAT *Use context clues/related words *Use nouns correctly *Make comparisons *Draw conclusions 	*Defining *Sentence *Noun *Categorize *Possessive *Noun *Autobiographical *Poem *Title *Compare *Venn Diagram *Draw Conclusions *Display/Model	*Launch Unit 1 pgs. T1O- J3b *Family Newsletter 1 *Big Book: The Adventures of Taxi Dog *Picture Cards, CI-12 *Language Songs Big Book,p.5 *Song CD I,Tracks 1- 2 *Selection Reading CD I, Tracks 1-3 *Teacher's Resource Book, Master 4	Express Ideas and Feelings T14e T14f T15a T16g T24 T30-31	Nouns T16c T16d T24 T27 T33	Beginning: I want a I need a I am You are He is I thinkI(verb) We(verb). I am helping, I am putting and How old are you? I am _ years old. What grade are you in? I am in the grade. Early Intermediate: I want I need He/she feels They are I think because I like so Who is in your family? I have and In my family we have people. We like to My mom likes to My dad likes to, but when we are all together we really like to I will going. Then I am going to Intermediate: I want, because I need because He feels I feel, because I feel when She/he/they felt when I think she/he is _ because What do you do when you get/are/feel _? When I, I get 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 I disagree because In my opinion students should Give reasons to support your opinion. Early Advanced/Advanced: Do you think it would be all right if I borrowed your _ now? Could you lend me your _? Would you be willing to let me borrow_? Of course, you can borrow (now, when I finish). He's probably because I imagine he isthat When I _, I often/ occasionally try to When I I But I (could/might/should)	on Af fro 2. cel 3. los 4. sch

Function Practice

S12-13- Oral language strategies described on these bages of Teacher's Edition.

Note: Suggestions for Beginning level include producing anguage while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then hey will progress to one word responses.

Everyday Application:

Feelings:

1. Interview students about their favorite things: music, Food, sport, subject, and past time.

2. Write sentence and illustrate.

3. Students select pictures of people showing emotions and they share 1 sentence describing emotions. [deas:

1.Students brainstorm topic of interest to discuss (sport event, class, school, or community issue etc. Teacher reaches vocabulary to discuss it. Using give one, get one students contribute ideas and opinions. Variation: Afterwards, students write three new ideas gleaned from conversations.

2. Tell/write how you will get ready for a meal, event, celebration, trip, and outing.

3. Tell/write at least three things you would do to find a ost pet, article of clothing, or toy.

4. Share with your partner three things you will do after school, at recess, on the weekend, during vacation.

Academic Application:

Feelings:

1.Partners take turns telling each other about their Favorite character in the recent story, giving reasons to explain their preferences (support opinions)

1. Discuss what you need to do finish an art, writing, and science project.

2. Create a plan to advertise a school event.

3. Share how you will get ready for a game, concert.

4. Write a plan to solve a class problem.

5. Tell/write about at least three things you could do if your pet got away.

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	
10 days	SELECTION 2 -						S1
	CHINATOWN						pa
T40e	ELD Standards:	*Defining	*Picture	Describe	Plural	Beginning:	No
T40f			Cards,	Personal	Nouns	He/she The N V. They It It is	pro
T40g	*ELD2.R6 Understand	*Sentence	CI-12	Experiences		(adjective) The _ ball. The _ boy. They have It is	ob
T40-41	basic words (1).				T42c	_(adjective).	be
T41a(all)		*Plural Noun	*Language	T40e	T42d		po
T42a-T42b	*ELD2.RIO Read		Songs Big	T40f	T57	Early Intermediate:	res
T42c-T42d	independently (2, 3, 4,	*Possessive	Book, p.5	T41a	T63	Wea and V N. The N V. She/he isI am	
T42g	5).	Noun		T42g		We are They are The girl is The ball is _	Ev
T42h			*Song CD	T57	Possessive	and I have a sweater it is	1.
T42i-T64	*ELD2.WC4 Use	*Proper Noun	I,Tracks 1-2		Nouns		2. '
T67	correct parts of speech				T50	Intermediate:	cel
T68a	(5).	*Realistic	*Selection			The were She/he yesterday. I went	3.
T48-49		Fiction	Reading CD		Proper	with my After that, we got some, and	4.
T50	*ELD2.LS4 Speak to		I, Tracks 4-		Nouns	Weto the, then we to the They the	ga
T57	be understood $(1, 2, 3)$.	*Character	6		T50	It started to and there were ADJ+N. After a few	5.
T65a		. ~ .			T63	minutes, thewas The were moving First,	las
T57	*ELD2.LS2 Listen to	*Setting				we our Then we our After that, we	6.
T63	identify key details (3,					put our and on the Finally, we the	ne
T70-71	4, 5).	*Draw				on the The _ boy was V down the The had/	7.
T72-73		Conclusion				doesn't/ didn't have	8.
	*ELD2.R28 Identify						9.
	literary elements (2, 4).	*Describe				Early Advanced/Advanced:	10
						The runners are at the They are for the to	
	*ELD2.R24 Draw					go off. They hear the and they They are	Ac
	inferences (2, 3).					around the is in the lead, followed by is	1.
						not far behind. It looks like will win! Yes,	2.
	Objectives: SWBAT					finishedis second andis a close third. The	sci
						causes the to shake It collapsed in	3.
	*Use context clues/					the People come out The causes	CO
	related words					theto shake ADV from all sides. Itcollapsed	4.
	¥I]						
	*Use nouns correctly					, I observed many When we were at the, the	6.
	*11					Add adjectives and adverbs to add complexity.	7.
	*Identify setting						alc
	*D 1						
	*Draw conclusions						L

Function Practice

S12-13- Oral language strategies described on these pages of Teacher's Edition.

Note: Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.

Everyday Application:

 Describe what you did today/yesterday/last night etc.
 Tell your partner what you did at a family celebration, sporting event, or holiday?

3. Tell or write about a trip, excursion, shopping trip.4. Tell or write about cooking a meal, planting a garden, fixing something.

5. Tell your partner several things you were doing the ast time you had a family celebration.

5. Write a few sentences telling what you did first, next, etc. on your last trip.

7. Narrate a short TV show, movie, clip, or video clip.

8. Explain the actions in a game to a friend.

9. Explain how to create a hairstyle.

10. Explain to a friend the steps for cooking something.

Academic Application:

1. Describe what happened in the last story we read.

2. Tell or write what happened during a demonstration, science experiment, or activity.

3. Explain what you did to solve a math problem, complete an activity, and create an art project.

4. Describe how you are making a diorama.

5. Explain a dance or music performance.

5. Describe how to paint a landscape.

7. Explain your thinking during a read aloud, think aloud.

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	
15 days	SELECTION 1-						S1 2
-	CLEVER ANA AND						pag
	THE GREEDY						
	GIANT						
T74-77	ELD Standards:	*Defining	*Launch	Ask/	Verbs:	Beginning:	Not
T77e(all)			Unit 2 pgs.	Answer	am, is,	I need help. I need Can you help me? What is your	whi
T77a	*ELD2.R6 Understand	*Sentence	T74-T77b	Questions	are	like? It is Tell me about the It is Is this a,	sort
T77f (all)	basic words (1).			T7 0		yes/no this is/is not a Is big, yes/no a is/is not	wor resp
T77h		*Action Verb	*Family	T78e	T80c	big. Can it(verb)? Where is? On the	resp
T77i-T77l	*ELD2.RIO Read		Newsletter	T78f	T80d	Where is? Pointing answer.	Eve
T77s-T77t	independently (2, 3, 4,	*Verb	2	T79a	T88		1. I
T77u-T77v	5).			T80g		Early Intermediate:	clas
T78e		*Subject –Verb	*Big Book:	T95	Verbs:	Can youagain? Who is it? What is it? Where is it? Is it	2. F
T78f	*ELD2.WC4 Use	Agreement	Mrs.		has, have	? What is the word? What does the have? It has	use
T78g	correct parts of speech		McNosh			and Where is(noun)?(noun) is	3. H
T78-T79	(5).	*Stage Play	and the		T94	(preposition) the Where is the parking lot? It	Cha
T79a(all)			Great Big			is the	4.
T80a-T80b	*ELD2.LS4 Speak to	*Character	Squash		Questions		cha
T80c-T80d	be understood $(1, 2, 3)$.					Intermediate:	5.
T80g		*Setting	*Picture		T88	What does mean? When does begin/end? What	cha
T80h	*ELD2.R29 Identify		Cards,		T94	does it mean to ?? What does he/she do? How much	and
T80i-T96	parts of a story (4).	*Event				is/are? How many? How much does? I'm	6. I
T99			C13-24			confused. Will you please explain it to me again? After I	env
T78b	*ELD2.LS2 Listen to	*Problem	*L on guo go			, what do I do? What are we supposed to do after? I	•
T88	identify key details (3,		*Language			have a question about? Could we? Why don't	Ac
T90-T91	4, 5).	*Solution	Songs Big			whales have scales? Why don't? May I ask a question?	1. 5
T97a			Book,p.9				abo
T94	Objectives: SWBAT	*Question				Early Advanced/Advanced:	2.
T95			*Song CD I			Can you help me figure out how to? I need your help	exp
T101a-	*Use context	*Answer	Tracks 7-			figuring out how to Do you know whether? I	pro
T101b(all)	clues/related words					understand, but why? What is the difference	3. S
		*Main Idea	10			between and? Its, isn't it? Thatisn'tis it?	ask
	*Use verbs correctly					Those are, aren't they? Those aren't, are they?	que
		*Detail	*Selection			Do you (think, know whether, have an idea, and have	4. H
	*Identify the problem		Reading CD			more information about?	wh
	and solution of a story	*Bar Graph	I, Tracks 7-				stu
							5. E
	*Identify the main idea		9				text
	and details of a story						6. 5
							7. I
							8. I
							clas

Function Practice

2-13- Oral language strategies described on these ages of Teacher's Edition.

ote: Suggestions for Beginning level include producing language nile working with concrete objects, acting out scenarios and rting objects. At the beginning their responses might include no ords, just pointing etc. Then they will progress to one word sponses.

veryday Application:

In pairs, ask and answer questions about the assroom.

Role-play: person needing directions to play a game, e a computer program, etc.

Play guessing games, such as 20 questions, Go Fish, narades.

Play a guessing game about an animal using its aracteristics as clues.

Play a guessing game about sounds and

aracteristics _____ sounds like _____ and is _____ in color, d ____ in size and lives in _____.

Describe in detail an animal; give the specifics of the vironment or habitat.

cademic Application:

Students write a list of questions to obtain information out a topic they are researching.

. Students ask questions to clarify what kind of periments they can or can't do for their science oject.

Students sit in inside/outside circle. Outside circle ks questions about ____, Inside circle answers lestions.

Have students dictate is/are and who, what, where, and hy questions. Read aloud the selection and have idents answer their questions.

Explain how to find information in a graph, chart, atbook, table of contents or index.

Students lead a directed drawing activity.

Describe a location on a map.

Describe where specific materials can be found in the assroom

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	
10 days	SELECTION 2 - FARMS						S1 pa
T104e T104f T104g T104-T105 T105a T106a- T106b T106c- T106d T106g T106h T106i-T126 T115(all) T129 T120-T121 T127a T130b T132-T133 T134-T135	 ELD Standards: *ELD2.R6 Understand basic words (1). *ELD2.RIO Read independently (2, 3, 4, 5). *ELD2.WC4 Use correct parts of speech (5). *ELD2.LS4 Speak to be understood (1, 2, 3). *ELD2.LS2 Listen to identify key details (3, 4, 5). Objectives: SWBAT *Use context clues/related words *Use verbs correctly *Identify the main idea and details of a story 	*Defining *Sentence *Action Verb *Verb Subject -Verb *Agreement *Social Studies *Article *Nonfiction *Heading *Caption *Main Idea *Detail *Crop	*Picture Cards, C13-24 *Language Songs Big Book,p.9 *Song CD I,Tracks 7-8 *Selection Reading CD I, Tracks 10-11 *Teacher's Resource Book, Master 24	Give Information T104e T104f T105a T106g T120-121	Action Verbs T106c T106d Here is/are, There is/are T115 Subject- Verb Agreement T115 Questions T125 Commands T127	Beginning: A A is coming. It will be here There will be Usually 1 word responses at the beginning. This is a They are I am Early Intermediate: The are They are the The are V N. He is and What does the have? It has and This is a Do you know what it feels like? Yes, it feels like Is this a, yes/no this is/is not a What does a look like? It is and has It is and It has and has (article +noun) Intermediate: In my picture, there is (isn't) In my picture there are (aren't) My picture has and It has (article +noun) Intermediate: In 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. Early Advanced/Advanced: Its been V in N for the past three days. Is it still V? No, it is not V anymore. It looks like its going to be an Adj day. Have/has + past participle yet? Have/has	No pro obj beg poi res Ev 1.I 2.A on 3.A doi 4.A wh tur det 5.1 des 6.1 occ 7.A Ha 8.3 the abo 9.1 pro 10. gan

Function Practice

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Everyday Application:

1.Describe what is happening in a picture to a partner. 2.Ask and answer questions about what is happening on the playground, in the cafeteria/office.

3. Ask and answer questions about what you see people doing on your way to school, at the park, at the store.
4. After looking at a picture for 30 seconds, describe what the people did and didn't do to your partner. Take turns. You can look at the picture again to see more details.

5. Looking out the window, write 3 sentences describing what you see.

5. Describe weather events that have or have not occurred during the past week.

7. Ask question about your past experiences such as, " Have you ever..? How long have you being?"

8. Students give information about a hobby or sport hey enjoy. Student listeners create questions to ask about the topic. Student presenter answers.

9. In pairs ask and answer questions about classroom procedures and rules.

10. Role play a person needing directions to play a game. Use a computer program, etc.

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	
15 days	SELECTION 1 -						S :
	WHERE DO						pa
	PUDDLES GO?						
T136-T139	ELD Standards:	*Defining	*Launch	Give an	Complete	Beginning:	N
T139e(all)			Unit 3 pgs.	explanation	Sentences	It is A ball. The is I haveballs. It	pr
T139a	*ELD2.R6 Understand	*Sentence	TJ36-139b	T 1 40	T 1 40	hasMy room has aThe pond is	ot
T139f(all)	basic words (1).	*0	Ψ Γ '1	T140e	T142c		be
T139g-		*Science	*Family	T140f	T142d	Early Intermediate:	po
T139h	*ELD2.RIO Read	* A article	Newsletter	T141a	T147	It is _and It has It is not It has a Adj N. The _ is	res
T139i-T1391 T139s-T139t	independently $(2, 3, 4, 5)$	*Article	3	T142g T155		the Adj N. It is Adj than N. The N is Adv than the N.	E.
T1398-11390 T139u-	5).	*Diagram	*Big Book:	1155		Intermediate:	
T139u-	*ELD2.WC4 Use	Diagram	Rain			Its Adj and has a Adj N. It looks like It has the same	1. 2.
T140e	correct parts of speech	*Complete	Ram			Adj, adj, N. The _uses a It Adv V. It was Adj than	an
T140f	(5).	Sentence	*Picture			N. Its Adj, Adj N that connects N and N. There is a	W
T140g	(5):	Sentence				Adj, Adj N north of the N. The N is south of the N next	3.
T140-T141	*ELD2.LS4 Speak to	*Sequence	Cards,			to the N. The N doors are Adj and Adj. N feels Adj,	0.
T141a(all)	be understood $(1, 2, 3)$.	Step	C2S-36			and Adj.It's used for	4.
T142a-		1	чт			5	M
T142b	*ELD2.R23 Identify	*Cycle	*Language			Early Advanced/Advanced:	5.
T142c-	Sequence of events (1,		Songs Big			The _ is Sometimes it appears and sometimes it	6.
T142d	2).	*Bar Graph	Book,p.13			looks The Adj N make it sound louder. It The	tin
T142g			*Song CD			N Adj like N. Some of the Adj N are Adj. The Adj,	7.
T142h	*ELD2.WC3 Use		I,Tracks 13-			Adj, Adj, N protect their Adj Adj N. They leave a Adj	8.
T142i-T154	standard word order (3,		16			N as they V Adv across the N. The N N Adj like N in	ro
T157	4, 5).		10			the N. It can be found in Adj, N and Adj N, therefore, it	
T147(all)			*Selection			and Add different comparative adverbs and	A
T158a-	Objectives: SWBAT		Reading CD			regular adverbs to change frames.	1.
T159b(all)	*I I = = = = + = = + = = + = + = + = + = +		I, Tracks				WI
T159a-	*Use context clues/ related words		12-13				2.
T159b(all)	related words						3.
T155a(all) T155	*Use adjectives						art 4.
1155	correctly						ha
							11a 5.
	*Use complete						pa
	sentences						6.
							7.
	*Identify the sequence						
	of a story						

Function Practice

S12-13- Oral language strategies described on these pages of Teacher's Edition

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Everyday Application:

1. Give information about a lost object.

2. Play a guessing game to ask questions about sounds and looks: (animals, vehicles, music, instruments, etc) What color am I? How big am I? What do I have?

- 3. Mystery bag: students ask: It is __ or __? Is it __or __? What shape is it?
- 4. Make a poster to help someone's lost jacket, pet etc. Make a drawing with adjectives and noun labels.
- 5. Explain what a person does at home, school, job etc.6. Explain what people do at an event, during a specific time of day, at a particular location.
- 7. Describe to someone a place that they haven't been.8. Create a visual of and describe a location (classroom, room at home) orally or in writing.

Academic Application:

1. Describe an animal, person, object, location in writing/orally.

2. Describe a character in a story.

3. Explain the process of completing a science project. art project, doing a math problem.

4. Describe the way an animal adapts and survives in a habitat.

5. Visualize a setting from a story and describe it to a partner or small group.

6. Describe an environment or habitat.

7. Students lead a directed drawing activity.

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	
10 days	SELECTION 2 -						S 1
	EVA'S CLOUD						pa
T162e T162f T162g T162-T163 T163a T164a- T164b T164c- T164d T164g T164i-T184 T169(all) T187 T177(all) T185 T185a(all) T190-T191 T192-T193	EVA'S CLOUDELD Standards:*ELD2.R6 Understand basic words (1).*ELD2.R1O Read independently (2, 3, 4, 5).*ELD2.R28 Identify literary elements (5)*ELD2.WC4 Use correct parts of speech (5).*ELD2.LS4 Speak to be understood (1, 2, 3, 4, 5).*ELD2.WC3 Use standard word order (3, 4, 5).	*Defining *Sentence *Fantasy *Character *Setting *Adjective *Event	*Picture Cards, C25-36 *Language Songs Big Book, p.16 *Song CD I,Tracks 17- 18 *Selection Reading CD I, Tracks 14-17 *Teacher's Resource Book, Master 34	Describe People, Places and Things T162e T162f T163a T164g T174- T175	Adjectives T164c T164d T169 T185 Questions T177	Beginning: It/She/He is It has He/she The N V. They .It It is (adjective) The _ ball. The _ boy. They have Early Intermediate: She/He/It is _ and The setting is The time is We a _ and V N. The N V. She/he isI am We are They are The girl is The ball is _ and I have a sweater it is Intermediate: looks like sounds like It/He/She has a dj. noun. ex. She has brown hair. The forest has a narrow path is because is because he won't leave. A word that describes is because he won't leave. A word that describes is because he never gives up. Early Advanced/ Advanced: is a determined boy who works hard to get a park for the children. I would describe	pa No pr ob pc pc
	Objectives: SWBAT *Use context clues/related words *Use adjectives						4. sto
	*Use complete sentences *Identify the sequence of a story						

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Everyday Application:

 Describe a person, detail, orally and in writing.
 Describe the character traits of a friend or family members using specific details.

3. Play a guessing game to ask specific questions about a person's personality attributes.

4. Describe to someone a place they haven't been.5. Create a visual of and describe in detail a place orally and in writing.

6. Provide clues about very similar pictures so that a partner can guess which one you're describing.

Academic Application:

1. Visualize a setting from a story and describe it to a partner, group, class, etc.

2. Describe the best habitat for a particular animal.

3. Give a detailed description of a landscape.

4. Write a character sketch of the main character from a story.

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	
15 days	SELECTION 1 -						S 1
·	THIS NEXT NEW						pa
	YEAR						
T194-T197	ELD Standards:	*Defining	*Launch	Make	Subject	Beginning:	N
T197e(all)		C	Unit 4	Comparisons	•	A _ is/hasis Tell me about your It has	pr
T197a	*ELD2.R6 Understand	*Sentence	pgs. T194-	1 I	I, you, we	Tell me about your It has and My is	ot
T197f(all)	basic words (1).		197b	T198e		, but it is not Apples are(fruit). Birds	be
T197g-		*Subject		T198f	T200d	have(feathers). He is(tall/short) She is	pc
T197h	*ELD2.RIO Read	Pronoun	*Family	T199a	T211	(loud/quiet)They are both It is	re
T197i-T197l	independently (2, 3, 4,		Newsletter	T200g	T219	(color).	
T197s-T197t		*Realistic	4	T211	T229	Early Intermediate:	E
T197u-	<i>c)</i> .	iteunstie		T216-217		is nothave are Tell me about your	1.
T197v	*ELD2.WC4 Use	*Fiction	*Big Book:	T229	Negative	It has, and In reading groups we may	ha
T198e	correct parts of speech	I lettoli	Day of the	1227	Sentences	but we may not I live in, it has My	2.
T198f	(5).	*Character	Dead		with is and	pencil is(long/short) The(noun) is	W
T198g	(5):	Character	Dead			(adjective) .I am taller than the is	3.
T198g T198-T199	*ELD2.LS4 Speak to	*Motive	*Picture		are T233b	shorter than me. What is(longer/shorter)? They	dc
	1	· Mouve			12330		
T199a(all)	be understood $(1, 2, 3)$.	* Catting	Cards,			both have Dolphins have Fish have	us
T200a-	*ELD2 L S2 Liston to	*Setting	C37-48			They both They both have and The	or
T200b	*ELD2.LS2 Listen to	*II-1:1	*T			had/doesn't/didn't have The	4.
T200c-	identify key details	*Holiday	*Language			difference between and is He likes to	5.
T200d	(3,4,5).	*0	Songs Big			but my dad likes to We think both girls and	6.
T200g		*Compare	Book, p.17			boys can	W
T200h	*ELD2.R24 Draw		*0 00			Intermediate:	7.
T200i-T233	inferences (2, 3).		*Song CD			Bothand can Both and are can	th
T235			2,Tracks 1-			butcantis, butis They both have	8.
T211	*ELD2.R31 Compare		2			, buthave They are both Tell me about	de
T219	and contrast literary					your neighborhood. How does it look, smell, sound?	co
T233c	elements (5).		*Selection			In my neighborhood all the apartments/house have	
T229(all)			Reading CD			, but they do not have The difference between	A
T232-T233	Objectives: SWBAT		2, Tracks 1-			the and is that they both have The	1.
T237a-			3			has has and the other has They are both	ex
T237b(all)	*Use context					But they are different because they	W
	clues/related words		*Teacher's			Early Advanced/ Advanced:	2.
			Resource			Aiscompared to a and are similar	an
	*Use pronouns		Book,			because they both They are different because,	3.
			Master 38			and, They way they alike is that they both	an
	*Analyze story					are/have There are several major differences	W
	elements: characters					between and They resemble each other because	4.
	and setting					they both have and A notable difference is that	di
	0					thehas, whereas thehas Despite the fact	pl
						that, they are You might think On the	5.
						contrary,	de
		1	l	l		,, _,, _	u

Function Practice

S12-13- Oral language strategies described on these pages of Teacher's Edition.

Note: Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.

Everyday Application:

I.Explain preferences. I like pizza. It takes better than namburgers.

2.Compare everyday events and objects such as weather, classroom objects, pets, sports

3. Play a guessing game about everyday objects--why do they sound like, what color are they, where are they usually found, who uses them, etc... in groups of two or three.

4. Play "I Spy." in groups of two or three.

5. Rank items on a scale.

5. Compare everyday events and objects such as weather, classroom activities, pets, and clothing.7. Explain preferences I like the blue car. It is smaller than the white car.

8. Play card or board games calling on use of descriptive phrases that can be turned into comparatives.

Academic Application:

1.Compare two different objects, characters, stories and explain differences and similarities orally and in writing.

2. Differentiate one environment or habitat from another.

3. Compare two different objects, people or animals and explain differences and similarities orally and in writing.

4. Make generalizations about the similarities and differences between two or more items, people, scenes, plots.

5. Rank similar or related objects/animals according to legree or extent they exhibit a particular attribute.

INDEPENDENCE DAY INDEPENDENCE DAY Participation Processive ELD Standards: Processive Pronouns Performance Pronouns	Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	
DAY Picture Describe Possessive Beginning: TM Microsoft 1240e "ELD2.R6 Understand "Sentence C37-48 T240e T242e Tanks (adjective) They have It is (adjective). Jessica is of adjective) They have It is (adjective). Jessica is of the spectra to the	10 days							S1 pa
T240f T240 T240 T240-T241 Laptage T240-T241 Laptage T240-T241 Laptage T242- T242- T242- SolutionToronousPronounsPressee Test Tore T240c T240c T240c T240c T240c T240c T240c T240c T242c T240c T242c T242c T242aPronounsPressee Table T242c T242c T241a T241a T242a T255bPronounsHeisheThe y_(V)_and p mad_entrainsThey(V)_and p table tisdiajective).Lessica is do p mad_entrainsThey(V)_and p table <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>L</th>								L
P240e *ELD2.R6 Understand *Sentence C37-48 T240e T242c P240-T241 basic words (1). **Language T240e T242c P1241a(all) **ELD2.R0 Read **Language T241a T242d P242b **ELD2.R10 Read *Genre **Congs Big T242g T242g T242c *Social 2,Tracks 1- *Tedge T242g T255b *Genre *social T242i-T235 *Social 2,Tracks 1- *Social 2,Tracks 1- *tallertan. Intermediate: T255b *Social 2,Tracks 1- Studies 2 *Article *Selection *seare ris	T240e	ELD Standards:	*Defining	*Picture	Describe	Possessive	Beginning:	N
12407-1241 basic words (1). ************************************	T240f			Cards,	Events	Pronouns	He/she The N V. They It It is	pro
T241a(all) *Possessive *Language T240 T242a T242a *ELD2.RIO Read pronoum Songs Big T241a T250 T242b independently(2, 3, 4, 5) "Genre" Songs CD We_a _ and V N. The N V. She/he is 1 am We <aand 1="" am<="" he="" is="" n="" n.="" she="" td="" the="" v="" v.=""> T242a *ELD2.WC4 Use *Social 2.Tracks 1- Studies 2 T24121-T255 *ELD2.LS4 Speak to *Social 2.Tracks 4- Studies 2 T255b *ELD2.LS4 Speak to *Cause and 2. Tracks 4- Studies 3. T250-T253b *ellob_LS2 LS2 Listen to "Author's Purpose Min my After that, we got some</aand>	T240g	*ELD2.R6 Understand	*Sentence	C37-48			(adjective) They have It is _(adjective). Jessica is	ob
T242a ⁻ %ELD2.RIO Read Pronoun Songs Big T241a T250 Early Intermediate: free T242b independently(2, 3, 4) "Genre" "Songs Dig T242g T255b T242d "Songs OD "Songs OD "Songs OD "We_a_ad V N. The N V. She/he is1 amist Ike T242a "Stold 2.Tracks 1- "Songs OD "Songs OD "We_ad_ad V N. The N V. She/he is1 amist Ike T242a "Stoldes 2 "Songs OD Songs OD "Songs OD "Song		basic words (1).					_and Lorena is They _(V) _ and	be
T242b independently(2, 3, 4, T242c- 5). "Genre "Genre T255b We_a a_ dV N. The N V. She he is_l and End Social End Social T255b T242d *ELD2.WC4 Use "Social 2.Tracks 1- Studies T255b We_a a_ and V N. The N V. She he is_l 1 an We are T255b T242i "ELD2.WC4 Use "Social 2.Tracks 1- Studies Studies 2 T250 "Article "Selection Reading CD "Article "Selection Reading CD Intermediate: 3. T255b be understood (1, 2, 3). "Cause and 2. Tracks 4- Effect 5 Intermediate: 3. T250-T251 *ELD2.LS2 Listen to identify key details (3) r250-T251 "Purpose Purpose Mere was_the_we got some_, ind_ and_ 4. T252-T253 *ELD2.LS2 Respond to comprehension questions (4). *Compare/ Contrast Contrast "Timeline Timeline Timeline Timeline Timeline Timeline Timeline Timeline Timeline Timeline Time	T241a(all)		*Possessive	00				po
T242c- 5). *Genc T255b We areThey areWhat is it like? It isand it E T242d *Social 2.Tracks 1- Social Social 2.Tracks 1- T242i representation Statics 2 sweater they both haveWy dog isNu	T242a-		Pronoun	0 0			•	res
T242d *Song CD T242g *ELD2.WC4 Use *Social 2.Tracks 1- correct parts of speech Studies 2 T242h-T255 (5). *Article *Selection T250 *Article *Selection at all of the speech T250 *ELD2.LS4 Speak to ecase and 2.Tracks 4- T250b(all) *ELD2.LS2 Listen to identify key details (3, *Author's T2520-T263 4, 5). *Author's Purpose Purpose *Compare/ Contrast %Compare/ Contrast *Contrast *The or	T242b	independently(2, 3, 4,		Book, p.17	U	T255b		
T242g *ELD2.WC4 Use *Social 2,Tracks 1- T242h correct parts of speech Studies 2 T242i-T225 (5). *Article *Selection Reading CD *Article *Selection Reading CD P255b *ELD2.LS4 Speak to Reading CD Theremetate: Studies 3 T259a- *ELD2.LS2 Listen to identify key details (3, *Arthor's *Author's They_wereShc/heyesterday. I wentS 5 T250-T253 4, 5). *Author's Purpose They_wereShc/heyesterday. I wentS 5 T260-T261 *ELD2.R22 Respond *Compare/ Contrast Contrast Numere or	T242c-	5).	*Genre		T255b		•	Ev
T242h T250 (5).correct parts of speech (5).Studies21242i-T255 (5)."Article"Selection Reading CD1257*ELD2.LS4 Speak to be understool (1, 2, 3)."Article"Selection Reading CD1259a T259b(all)*ELD2.LS2 Listen to identify key details (3, 4, 5).*Author's PurposeIntermediate: we	T242d			•			C C	1.
T242i-T255 (5). *Article *Selection is and My dog is and 4. T250 *ELD2.LS4 Speak to Reading CD 4. T259h be understood (1, 2, 3). *Cause and 2. Tracks 4. 2. Tracks 4. T259h identify key details (3, *Author's Purpose *Author's Purpose They were She/he yesterday. I went 5. T260-T261 *ELD2.R52 Listen to to comprehension questions (4). *Compare/ Contrast questions (4). *Hero *Timeline *Hero *Hero *Hero The runners are at the They are for the 1. to comprehension questions (4). *Hero *Hero *Describe *Timeline *Describe *Timeline *Describe *Describe *Timeline *Belo2.R31 Compare dormant literary elements (5). Objectives: SWBAT *Describe *Describe *Use oneuxic tlues/related words "Use pronouns *Relate cause and effect in this level. in the street. Use adverbs to describe 7. *Use pronouns *Relate cause and effect *Distinguish literary forms alt	T242g			2,Tracks 1-				2.
T250 *Article *Selection Reading CD # T257 *ELD2.LS4 Speak to *Cause and 2, Tracks 4- T259a- *Cause and 2, Tracks 4- Effect 5 T259a- *ELD2.LS2 Listen to identify key details (3, tartor's *Autor's Purpose Numer control Numer contro Numer control Numer control	T242h	correct parts of speech	Studies	2				ce
T257 *ELD2.LS4 Speak to be understood (1, 2, 3). Reading CD *Cause and 2.5 racks 4- Effect intermediate: They_wereShe/he_yesterds.1 went5. ga They_wereShe/he_yesterds.1 went5. T259h(all) *ELD2.LS2 Listen to identify key details (3, 4, 5). *Author's Purpose Numbersite and they were ADJ+N. After a few purpose ne minutes, the _was The_were moving First, 7. ne we _our Then we _our After that, we 8. T260-T261 *ELD2.R22 Respond to comprehension questions (4). *Compare/ Contrast Contrast ne *Contrast *Hero *Timeline *Timeline *Timeline *Timeline *Timeline scontrast around theis in the lead, followed by sco is not far behind. It looks like_will will vill vies, sco is not far behind. It looks like_will will vies, sco is not far behind. It looks like_will will vies sco is not far behind. It looks like_will will vies sco is not far behind. It looks like_will will vies sco is not far behind. It looks like_will will vies sco is not far behind. It looks like_will will vies sco is not far behind. It looks like_will will vies sco is not far behind. It looks like_will will vies	T242i-T255	(5).					is and My dog is and	3.
T255b be understood (1, 2, 3). *Cause and 2, Tracks 4- Effect 2, Tracks 4- Effect 5 T259ha *ELD2.LS2 Listen to identify key details (3, to comprehension questions (4). *Author's Purpose Theywere She/heyesterday. I went 5. 5 T260-T261 *ELD2.R22 Respond to comprehension questions (4). *Author's Purpose *Meno Networks Networks *ELD2.LS5 Vary ways of speaking and writing (4, 5). *Timeline *Timeline *Timeline Author's *Describe *Describe *Timeline *Describe *Timeline sc compare/ contrast Networks *ELD2.R31 Compare and contrast literary elements (5). *Describe *Describe *Describe *Describe *Relate cause and effect *Use pronouns *Relate cause and effect *Distinguish literary forms Image: Sc compare s	T250		*Article					4.
T259a- Effect 5 T259(all) *ELD2.LS2 Listen to identify key details (3, *Author's Purpose *Purpose Purpose *ELD2.LS2 LS2 Listen to T250-T253 4, 5). *ELD2.LS2 Lespond *Compare/ Contrast *Compare/ Contrast *Contrast *ELD2.LS5 Vary ways of speaking and writing (4, 5). *Timeline *ELD2.R31 Compare *Describe *ELD2.R31 Compare and contrast literary elements (5). *Describe Objectives: SWBAT *Describe *Use context clues/related words *Use pronouns *Relate cause and effect *Distinguish literary forms	T257	-		U				ga
T259b(all) *ELD2.LS2 Listen to identify key details (3, 4, 5). *Author's T252-T253 response *Purpose net minutes, thewas Thewere moving First, 7. T230-T231 *ELD2.R22 Respond to comprehension questions (4). *Compare/ Contrast *ELD2.LS5 Vary ways of speaking and writing (4, 5). *Timeline *Timeline *Timeline *ELD2.R31 Compare and contrast literary clements (5). *Describe *Timeline *Describe *ElD2.R31 Compare and contrast literary clements (5). *Distinguish literary forms *Describe *Timeline *Relate cause and effect *Distinguish literary forms *Relate cause and effect *Distinguish literary forms Autor's provide the	T255b	be understood $(1, 2, 3)$.		,				5.
T255c identify key details (3, T252-T253 *Author's Purpose It started to_and there were ADJ+N. After a few minutes, thewas Thewere moving First, 7. net minutes, thewas Thewere moving First, 7. net we_our Then we_our After that,we 8. T260-T261 *ELD2.R22 Respond to comprehension questions (4). *Compare/ Contrast On the Finally, we _ the 9. 9. *Hero *Hero *Hero *Timeline A. *ELD2.LS5 Vary ways of speaking and writing (4, 5). *Timeline *Timeline *It started to_and there were ADJ+N. After a few minutes, thewas Thewere moving First, 0. A. *ELD2.LS5 Vary ways of speaking and writing (4, 5). *Hero *Hero * *Describe *Discribe *Timeline * A. *Use context literary elements (5). *Describe *Describe *Describe * *Relate cause and effect *Distinguish literary forms * A. * *Bealet cause and effect *Distinguish literary forms A. *			Effect	5				las
T252-T253 4, 5). Purpose T230-T231 *ELD2.R22 Respond *Compare/ T260-T261 *ELD2.R22 Respond *Compare/ rgestions (4). *Hero *ELD2.LS5 Vary ways of speaking and writing *Hero *ELD2.R31 Compare *Timeline and contrast literary elements (5). *ELD2.R31 Compare *Describe *Use context clues/related *Describe *Use context clues/related *Describe *Relate cause and effect *Distinguish literary forms *Distinguish literary fo	. ,							6.
T230-T231 wcour Then wc_our After that, _wc 8. T260-T261 *ELD2.R22 Respond *Compare/ ruestions (4). *Hero *ELD2.LS5 Vary ways of speaking and writing (4, 5). *Hero *ELD2.R31 Compare and contrast literary elements (5). *Describe Objectives: SWBAT *Use context clues/related words *Use context clues/related words *Use pronouns *Relate cause and effect *Distinguish literary forms		• •						ne
T260-T261 *ELD2.R22 Respond to comprehension questions (4). *Compare/ Contrast put our _ and _ on the Finally, we _ the _ 9. on the 9. on the *ELD2.LS5 Vary ways of speaking and writing (4, 5). *Hero *Early Advanced/Advanced: The runners are _ at the They are _ for the _ 1. to go off. They hear the _ and they They are _ 2. around the is in the lead, followed by_, _ sc is not far behind. It looks like_ will win! Yes, _ 3. finished is second and _ is a close third. The causes the _ to shake It _ collapsed in 4. the People come _ out The _ causes 5. the to shake ADV from all sides. It _ collapsed 6. in the street. Use adverbs to describe *Use pronouns 7. in this level.		4, 5).	Purpose				•	
T262-T263 to comprehension questions (4). Contrast in the			. ~ .					
questions (4). *Hero *ELD2.LS5 Vary ways of speaking and writing (4, 5). *Timeline *ELD2.R31 Compare and contrast literary elements (5). *Describe Objectives: SWBAT *Use context clues/related words *Describe *Relate cause and effect *Relate cause and effect *Distinguish literary forms *Relate cause and effect		-	-				•	9.
*Hero *Hero Early Advanced/Advanced: Advanced/Advanced/Advanced: Advanced/Advanced/Advanced/Advanced/Advanced/Advanced/Advanced/Advanced/Advanced/Advance	1262-1263	1	Contrast				on the	10
*ELD2.LS5 Vary ways of speaking and writing (4, 5). *Timeline 1. *ELD2.R31 Compare and contrast literary elements (5). *Describe *Describe Objectives: SWBAT *Use context clues/related words *Use pronouns *Relate cause and effect Image: Context clues/related words Image: Context clues/related words *Relate cause and effect *Distinguish literary forms Image: Context clues/related words Image: Context clues/relat		questions (4).						
of speaking and writing (4, 5). *Timeline *Describe *ELD2.R31 Compare and contrast literary elements (5). *Describe Objectives: SWBAT *Use context clues/related words *Use pronouns *Timeline *Describe *Relate cause and effect *Distinguish literary forms *Timeline *Timeline *Timeline *Describe			*Hero					A
(4, 5). *Describe **ELD2.R31 Compare and contrast literary elements (5). *Describe Objectives: SWBAT *Use context clues/related words *Use pronouns *Describe *Relate cause and effect *Relate cause and effect							-	1.
 *ELD2.R31 Compare and contrast literary elements (5). Objectives: SWBAT *Use context clues/related words *Use pronouns *Relate cause and effect *Distinguish literary forms *Describe *Desc		1 0 0	*Timeline					
*ELD2.R31 Compare and contrast literary elements (5). Objectives: SWBAT *Use context clues/related words *Use pronouns *Relate cause and effect *Distinguish literary forms		(4, 5).						
and contrast literary			*Describe					
elements (5). the People comeout Thecauses 5. Objectives: SWBAT *Use context clues/related words in the street. Use adverbs to describe in this level. 5. *Relate cause and effect *Distinguish literary forms * * *		-						
Objectives: SWBAT *Use context clues/related words *Use pronouns the to shake ADV from all sides. It collapsed in the street. Use adverbs to describe in this level. 6. *Relate cause and effect *Distinguish literary forms * *							-	
Objectives: SWBAT *Use context clues/related words *Use pronouns *Relate cause and effect *Distinguish literary forms		elements (5).					-	
*Use context clues/related words in this level. ale *Use pronouns *Relate cause and effect in this level. ale *Distinguish literary forms Image: Context clues/related Image: Context clues/related ale		Objectives: SWBAT					1 I I I I I I I I I I I I I I I I I I I	
words *Use pronouns In this level. and *Relate cause and effect Image: Cause and effect Image: Cause and effect Image: Cause and effect *Distinguish literary forms Image: Cause and effect Image: Cause and effect Image: Cause and effect		•						
*Relate cause and effect *Distinguish literary forms							in this level.	
*Distinguish literary forms		*Use pronouns						
		*Relate cause and effect						
		*Distingerist liter						
		*Distinguish literary forms and purposes						

Function Practice

S12-13- Oral language strategies described on these pages of Teacher's Edition.

Note: Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.

Everyday Application:

 Describe what you did today/yesterday/last night etc.
 Tell your partner what you did at a family celebration, sporting event, and holiday?

3. Tell or write about a trip, excursion, shopping trip.
4. Tell or write about cooking a meal, planting a garden, fixing something.

5. Tell your partner several things you were doing the ast time you had a family celebration.

6. Write a few sentences telling what you did first, next, etc. on your last trip.

7. Narrate a short TV show, movie, clip, or video clip.

- 8. Explain the actions in a game to a friend.
- 9. Explain how to create a hairstyle.

10. Explain to a friend the steps for cooking something.

Academic Application:

1. Describe what happened in the last story we read.

2. Tell or write what happened during a demonstration, science experiment, and activity.

3. Explain what you did to solve a math problem, complete an activity, and create an art project.

4. Describe how you are making a diorama.

5. Explain a dance or music performance.

6. Describe how to paint a landscape.

7. Explain your thinking during a read aloud, think aloud.

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	
15 days	SELECTION 1- WHAT DO YOU DO WHEN SOMETHING WANTS EAT YOU?						S1 pa
T264-T267 T267 $e(all)$ T267 a T267 $f(all)$ T267 g - T267 h T267 i -T267 l T267 i -T267 l T267 v - T267 v T268 e T268 f T268 g T268-T269 T268 $a(all)$ T270 a - T270 b T270 c - T270 d T270 g T270 f - T270 d T270 g T270 h T270 i -T286 T289 T279 T291 a - T291 b T287 a T291 a - T291 $b(all)$ T267-T277 T290 a	 FLD Standards: *ELD2.R6 Understand basic words (1). *ELD2.RIO Read independently(2, 3, 4, 5). *ELD2.WC4 Use correct parts of speech (5). *ELD2.LS4 Speak to be understood (1, 2, 3). *ELD2.LS2 Listen to identify key details (3, 4, 5). *ELD2.RI9 Respond to literature (I, 3, 4, 5). Objectives: SWBAT *Use context clues/related words *Use verbs correctly 	*Defining *Sentence *Present Tense Verb *Science *Article *Label *Classify *Mammal *Reptile *Amphibian	*Launch Unit 5 pgs. T1O- J3b *Family Newsletter 5 *Big Book: Red- Eyed Tree Frog *Picture Cards, C49-60 *Language Songs Big Book, p.21 *Song CD 2,Tracks 7- 8 *Selection Reading CD 2, Tracks 6- 7	Ask for and Give Information T268e T268f T269a T270g T287	Present Tense Verbs T270c T270d T287 Negative Sentences: is/are T279 Contractions T279	Beginning: I need help. What is it? It is What is your like? It is Tell me about the It is Is big, yes/no a is/is not big. It is (color /adjective) It has(noun). Early Intermediate: Help me, please. Can you help me? Can you(do/find/make, etc) it? Can you repeat it again, please? Who is it? When is it? Where is it? Is it? What does the have? It has and This is a Do you know what it feels like? Yes, it feels like Is this a, yes/no this is/is not a What does a look like? It has(article +adjective/noun) Is it(color?) No it is(color). What shape is it? It is a Something(object) (looks, sounds, feels, etc. I have a He/she is He/she hasadjective/nounis/has It/He/She is He/She was My noun wasadjective adjective. It (noun) looks/sounds/feels/smells/tastes like I have a question about? Why do/don't? May I ask a question? Why do/does/doesn't? Can? Could? Where do/does? What do/does/doesn't? How do/does/doesn't? When do/does? Why did? It is and has It is and It has	No problem of the provided states states of the provided states of the provided states of t

Function Practice

S12-13- Oral language strategies described on these pages of Teacher's Edition.

Note: Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.

Everyday Application:

1. Students give information about a hobby or sport hey enjoy. Student listeners create questions to ask about the topic. Student presenter answers.

2. In pairs ask and answer questions about classroom procedures and rules.

3. Role play a person needing directions to play a game. Use a computer program, etc.

4. Play a guessing game to ask questions about sounds and looks: (animal, vehicle, music, instruments etc.) encourage children to make new sentences in the same pattern. What is your __ like? It is __. Tell me about the __. It is __. What does the __ have? It has ___ and __. What does a __ look like? It is ____ and has _____. The fog's skin is smooth and greenish. The __ is __ and __. The smooth, greenish skin of the frog helps it blend into its surroundings. The ____ of the __ helps it __.

5. Give information about a lost object.

6. Make a poster to help find someone's lost (jacket, pet, etc.)

7. Make a drawing with adjective and noun labels.

Academic Application:

1. Students write a list of questions to answer about a topic they are researching.

Students write questions and interview someone.
 Share with their peers the information they learned.
 Describe an animal, person, character or object orally in writing.

4. Describe a character or historical figure.

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	
10 days	SELECTION 2 -						S1
	GRANDPA TOAD'S						pa
	SECRETS						
T294e	ELD Standards:	*Defining	*Picture	Express	Verb	Beginning:	No
T294f			Cards,	Opinions	Tense	I think I like Yes, No. I don't think I do not	pro
T294g	*ELD2.R6 Understand	*Sentence	C49-60			like	ob
T294-T295	basic words (1).			T294e	T296c		beg
T295a		*Present	*Language	T284f	T296d	Early Intermediate:	po
T296a-	*ELD2.RIO Read	Tense Verb	Songs Big	T295a	T305	Can we _? I think because I like so I do not	res
T296b	independently(2, 3, 4,		Book, p.21	T296g	T311	like _ because I choose because	
T296c-	5).	*Past Tense		T324-325			Ev
T296d		Verb	*Song CD			Intermediate:	1.5
T296g	*ELD2.LS4 Speak to		2,Tracks 7-			May I say something? I have an idea about I have	eve
T296h	be understood $(1, 2, 3)$.	*Prefix	8			another idea. Could we? Lets I have a	tea
T296i-T326						question about Why do/don't? Do you agree?	on
T305(all)	*ELD2.LS2 Listen to	*Suffix	*Selection			Yes, I agree Not really, I think? Do you think that	
T329	identify key details (3,		Reading CD			is a good/bad idea? I think students need to Give	fro
T311(all)	4, 5).	*Fantasy	2, Tracks 8-			reasons. Students shouldbecause May I add an	
T327a			11			idea? My idea is similar, but I think How about if	Ac
T330a	*ELD2.RI4 Prefixes	*Character				we? Let me ask a question. May I ask a question?	1.F
T332-T333	and suffixes $(3, 4)$.		*Teacher's			Why does/doesn't? Do you agree? What do you	fav
T334-T335		*Story	Resource			think? Yes, I think I agree, but I don't agree I	exp
	*ELD2.R28 Identify	*Problem	Book,			disagree because In my opinion students should	2.
	literary elements (4).		Master 52			Give reasons to support your opinion.	hav
		*Goal					rea
	Objectives: SWBAT					Early Advanced/Advanced:	
		*Outcome				To interject/contribute: May I add an idea? Maybe we	
	*Use context					should consider My idea is similar, but I think I'd	
	clues/related words	*Advice				like to add an idea. May I interrupt? I'd like to piggyback	
						on's comment/idea. To move a process: Have you	
	*Use prefixes and					considered? If we, we would/could/might How	
	suffixes					about if we_? To seek agreement (agree/disagree): How	
						does that sound to you? I agree, but I don't agree I	
	*Use verbs correctly					have a different view, opinion, perspective To state	
						an opinion: In my opinion,(it would be, it is, it can	
	*Relate goal and					be), I think will because usually In my	
	outcome					opinion,becauseis evidence thatis a	
						(an) Based on the evidence, I think	

Function Practice

S12-13- Oral language strategies described on these pages of Teacher's Edition.

Note: Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.

Everyday Application:

1.Students brainstorm topic of interest to discuss (sport event, class, school, or community issue etc. Teacher eaches vocabulary to discuss it. Using give one, get one students contribute ideas and opinions. Variation: Afterwards, students write three new ideas gleaned from conversations.

Academic Application:

Partners take turns telling each other about their
 Eavorite character in the recent story, giving reasons to explain their preferences (support opinions).
 Choose a relevant controversial current event and have students express their opinion and supporting reasons.

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	
15 days	SELECTION 1 -						S1
	MOSES						pa
	GOES TO A						
	CONCERT						
T336-T339	ELD Standards:	*Defining	*Launch	Use	Subject	In Modeling appropriate language students must learn	No
T339e(all)			Unit 6	Appropriate	Pronouns	to adjust their rate of speech and the formality language	pro
T339a	*ELD2.R6 Understand	*Sentence	pgs. T336-	Language		to match the audience and the occasion. Use both	ob
T339f(all)	basic words (1).		339b		T342c	informal and informal frames.	be
T339g-		*Subject		T340e	T342d		po
T339h	*ELD2.RIO Read	Pronoun	*Family	T340f		Beginning:	res
T339i-T3391	independently(2, 3, 4,		Newsletter	T341a	Object	Hello, Hello, my name is Goodbye. Good morning,	
T339s-T339t	5).	*Object	6	T342g	Pronouns	my name is Hi, I am I'm Hey, Tom. I'm Hi!	Ev
T339u-		Pronoun		T354-355	T351	Hey! Goodbye, Bye	1.
T339v	*ELD2.WC4 Use		*Big Book:	T367	T361		an
T340e	correct parts of speech	*Realistic	Too Much			Early Intermediate:	au
T340f	(5).	Fiction	Talk		Helping	My name is What is your name? Hi, I am He/she	stu
T340g					Verbs:	is I live on street. I am in grade. How are	
T340-T341	*ELD2.LS4 Speak to	*Character	*Picture		can	you? I'm Thanks. Hello. My name is My	Ac
T341a(all)	be understood $(1, 2, 3)$.		Cards,		T367	friend	1.
T342a-		*Setting	C61-72		will		2.
T342b	*ELD2.LS2 Listen to				T373	Intermediate:	tea
T342c-	identify key details (3,	*Percussion	*Language			Good evening, Ms How are you? I would like you	3.
T342d	4, 5).		Songs Big			to meet my Hello, I'm It's a pleasure to meet you.	int
T342g		*Instrument	Book, p.25			I'm doing well. Thanks for asking. How are you? It's	4.
T342h	*ELD2.R28 Identify	4 1 7	*0 00			been a pleasure meeting you. Ladies and gentlemen, _	int
T342i-T372	literary	*Musician	*Song CD			and _ will now V the This is, she is my	ex
T375			2,Tracks				5.
T351(all)	Objectives: SWBAT		13-14			Early Advanced/Advanced:	res
T354-T355	*I I		*C -1+:			Good evening, Mr How are you? It is a pleasure to	6.
T361(all)	*Use context		*Selection			see you again. I would like you to meet my (friend,	
T373a	clues/related words		Reading CD			father etc). It was (great, wonderful) to meet you has	
T376a	*Use management		2, Tracks			told me about you. Would you like to with me?	
T376b	*Use pronouns		12-15			Yes, thanks I'd that. Would you like to come to	
	* A naluza atom		*Taaabar'a			(event) at(location) on (date)?	
	*Analyze story		*Teacher's				
	elements: characters		Resource				l
	and plot		Book, Mostor 58				l
			Master 58				l

Function Practice

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Everyday Application:

1. Have students role play making introductions, announcements and invitations to a variety of audiences (peers, parents, teachers, principal, a younger student, etc.)

Academic Application:

Students practice how to greet a special visitor.
 Practice a dialogue to introduce your parents to your teacher during the Back to School Night.

3. Mini- performance (skit, role play, dialogue) introducing self to new student.

4. Introduce a special person to the class, in the introduction share what special qualities makes this an exciting guest speaker.

5. Students practice and write a skit extending and responding to an invitation to go to the movies.

6. Write a note inviting someone to your birthday.

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	
10 days	SELECTION 2 -						SI
	SOUNDS						
	ALL AROUND						pa
T380e	ELD Standards:	*Defining	*Picture	Ask and	Prepositions	Beginning:	N
T380f			Cards,	Give		I need help. What is it? It is It is What is your	pr
T380g	*ELD2.R6 Understand	*Sentence	C61-72	Information	T382c	like? It is Tell me about the Is big,	ob
T380-T381	basic words (1).				T382d	yes/no a is/is not big. It is(color /adjective) It	be
T381a(all)		*Context	*Language	T380e	T390	has(noun).	po
T382a-	*ELD2.RIO Read	Clue	Songs Big	T380f	T399		res
T382b	independently(2, 3, 4,		Book, p.25	T381a		Early Intermediate:	
T382c-	5).	*Preposition		T382g	Future Tense	Help me, please. Can you help me? Can you	E
T382d			*Song CD	T391	T393	(do/find/make, etc) it? Can you repeat it again,	1.
T382g	*ELD2.WC4 Use	*Science	2,Tracks	T393		please? Who is it? When is it? Where is it? Is it?	the
T382h	correct parts of speech		13-14			Help me, please. What does the have? It has	ab
T382i-T398	(5).	*Article				and This is a Do you know what it feels	2.
T384-385			*Selection			like? Yes, it feels like Is this a, yes/no this	pr
T390	*ELD2.LS4 Speak to	*Graph	Reading CD			is/is not aWhat does a look like? It has	3.
T401	be understood $(1, 2, 3)$.	-	2, Tracks			(article +adjective/noun) Is it	ga
T391		*Diagram	16-18			(color?) No it is(color). What shape is	4.
T393	*ELD2.WC3 Use	C C				it? It is a Something(object) (looks,	5.
T399	standard word order (3,	*Main Idea	*Teacher's			sounds, feels, smells, tastes) It looks,	pe
T399a	4, 5).		Resource			sounds, feels, etc I have a He/she is	6.
T403a-		*Sound Wave	Book,			He/she hasadjective/noun.	
T403b(all)	*ELD2.LS2 Listen to		Master 62,			is/has It/He/She is He/She was	A
T404-T405	identify key details	*Vibrate	63			Mynoun wasadjective	1.
T406-T407	(3,4,5).					adjective. It (noun)	to
		*Predict				looks/sounds/feels/smells/tastes like	2.
	Objectives: SWBAT						Sh
						Intermediate:	3.
	*Use context					I have a question about? Why do/don't? May	or
	clues/related words					I ask a question? Why do/does/doesn't? Can?	4.
						Could? Where do/does? What	5.
	*Use prepositions					do/does/doesn't? How do/does/doesn't?	ha
	1 1					When do/does? Why did? When did?	6.
	*Relate main idea and						
	details					Early Advanced/ Advanced:	1
						Do you (think, know whether, have an idea, and	1
						have more information about? I understand why	
						, but why? What is the difference between	
						and a?	

Function Practice

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Everyday Application:

1. Students give information about a hobby or sport they enjoy. Student listeners create questions to ask about the topic. Student presenter answers.

2. In pairs ask and answer questions about classroom procedures and rules.

3. Role play a person needing directions to play a game. Use a computer program, etc.

4. Give information about a lost object.

5. Make a poster to help find someone's lost (jacket, pet, etc.)

6. Make a drawing with adjective and noun labels.

Academic Application:

1. Students write a list of questions to answer about a topic they are researching.

Students write questions and interview someone.
 Share with their peers the information they learned.
 Describe an animal, person, character or object

3. Describe an animal, person, character or object orally in writing.

4. Write a description in a science report.

5. Describe the characteristics of an environment or habitat.

6. Describe a character or historical figure.