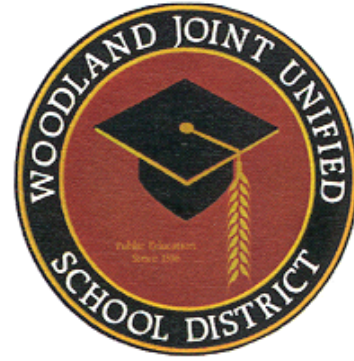


# WOODLAND JOINT UNIFIED SCHOOL DISTRICT



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

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>10 days</b>	<b>SELECTION 1 - James Ale</b>						<b>S12-13- Oral language strategies described on these pages of Teacher’s Edition.</b>
<p>T12-15 T15a T15b T16e T16f T16-17 T18a-T18b T18c-T18d T18g T18h T35a-T35b T18i-T30 T33 T35a-T35b(all)* T29</p> <p>*do in several sessions</p>	<p><b>ELD Standards:</b></p> <p>*ELD3.LS7 Participate in social conversations (I, 3, 4, 5).</p> <p>*ELD3.RI6 Read independently (3, 4, 5).</p> <p>*ELD3.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD3.WC4 Use correct parts of speech (5).</p> <p>*ELD3.LS2 Listen for main points and details (2, 3, 4, 5).</p> <p>ELD3.R23 Identify sequence of events (1, 2).</p> <p>*ELD3.R20 Use text structures (4, 5).</p> <p><b>Objectives: Students will be able to (SWBAT)</b></p> <p>*Use verbs correctly</p> <p>*Identify sequence</p> <p>*Relate main idea and details</p> <p>*Use context clues/related words</p>	<p>*Defining</p> <p>*Sentences</p> <p>*Action Verbs</p> <p>*Present Tense</p> <p>*Genre</p> <p>*Characters</p> <p>*Setting</p> <p>*Sequence of Events</p> <p>*Main Idea</p> <p>*Details</p> <p>*Fact/Opinion</p>	<p>*Launch Unit 1 pgs. T12-15b</p> <p>*Family Newsletter 1</p> <p>*Language Songs Big Book, p.5</p> <p>*Song CD I,Tracks 1-2</p> <p>*Picture Cards, DI-DII</p> <p>*Selection Reading CD I,Tracks 1-2</p> <p>*Teacher's Resource Book, Master 2, 4</p>	<p>Express feelings, intentions and opinions</p> <p>T16e T16f T18a T28 T29</p>	<p>Action verbs T18c T18d T18g</p> <p>Complete sentences T23</p> <p>Present tense action verbs T29</p>	<p><b>Beginning:</b> I want a __. I need a __. I am __. You are __. He is __. I think __. I like __. Yes, No. I don't think __. I do not like __.</p> <p><b>Early Intermediate:</b> 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 go __-ing. Then I am going to __.</p> <p><b>Intermediate:</b> 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 __. Can I add an idea? My idea is similar, but I think __. How about if we __? 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> Do you think it would be all right if I borrowed your __ now? Could you loan me your __? Would you be willing to let me borrow __? Of course, you can borrow __ (now, when I finish). He's probably __ because __. I imagine he is __ that __. When I __, I often/ occasionally try to __. When I __ I __. But I __ (could/might/should) __. it would be a good idea(better) to __ instead. To interject/contribute: Can I add an idea? Maybe we should consider __</p>	<p><b>Note:</b> Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <p><b>Feelings:</b></p> <ol style="list-style-type: none"> <li>1. Interview students about their favorite things: music, food, sport, subject, or past time.</li> <li>2. Write sentence and illustrate.</li> <li>3. Students select pictures of people showing emotions and they share 1 sentence describing emotions.</li> </ol> <p><b>Opinions:</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Academic Application:</b></p> <ol style="list-style-type: none"> <li>1. Partners take turns telling each other about their favorite character in the recent story, giving reasons to explain.</li> <li>2. 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.</li> <li>3. Choose a relevant controversial current event and have students express their opinion and supporting reasons. their preferences (support opinions).</li> </ol>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>10 days</b>	<b>SELECTION 2 - Central Park</b>						<b>S12-13- Oral language strategies described on these pages of Teacher’s Edition.</b>
T38e T38f T38-T39 T40a-T40b T40c-T40d T40g T40h T40i-T54 T57 T45 T53(all) T55a T58a T60-T61 T62-63	<p><b>ELD Standards:</b></p> <p>*ELD3.RII Use content vocabulary (2, 3).</p> <p>*ELD3.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD3.LS2 Listen for main points and details (2, 3, 4, 5).</p> <p>*ELD3.R24 Identify main idea (1, 2, 3, 4,5).</p> <p>*ELD3.WI5 Use correct parts of speech (5).</p> <p><b>Objectives: SWBAT</b></p> <p>*Use context clues/related words</p> <p>*Use verbs correctly</p> <p>*Relate main idea and details</p> <p>*Draw conclusions</p>	<p>*Defining</p> <p>*Sentences</p> <p>*Subject-Verb Agreement</p> <p>*Present Tense</p> <p>*Action Verbs</p> <p>*Genre</p> <p>*Photo-Essay</p> <p>*Captions</p> <p>*Main Idea</p> <p>*Details</p> <p>*Conclusion</p>	<p>*Language Songs Big Book,p.5</p> <p>*Song CD I,Tracks 1-2</p> <p>*Picture Cards, DI-DII</p> <p>*Selection Reading CD I, Tracks 3-4</p> <p>*Teacher's Resource Book, Master 9</p>	<p>Express Likes and Dislikes</p> <p>T38e T38f T40a T40g T45</p>	<p>Subject-Verb Agreement</p> <p>T40c T40d</p> <p>Present Tense Verbs</p> <p>T45</p> <p>Statements with infinitives</p> <p>T53</p> <p>Here is/are, There is/are</p> <p>T53</p>	<p><b>Beginning:</b>                      I like to __. I like your __. I like the way you __. I am __. Do you like __?(yes/no) __ is my favorite subject.</p> <p><b>Early Intermediate:</b>                      Do you like __? I don't like __. This is my friend __. I like to eat __, but I do not like to eat __. I like the __. Do you like __? I like/don't like __. My favorite __ is __. My favorite is __. It is ____ I like to ____.</p> <p><b>Intermediate:</b>                      I would like a __, but no __ please. I would like to order a __, but please do not put a __ on my __. I like ____ because _____. I like ____ when _____. She/He/They like __ when __. I think he/she is likes ____ because _____. I like _____. I like ____ing with ____, but I don't like _____. I enjoy/don't enjoy ____ing because _____. I like ____ better than ____.</p> <p><b>Early Advanced/Advanced:</b>                      I __ your drawing because it is __. I'd (prefer, rather have) __ than __ because __. I like ____ (reading, swimming, etc but prefer to/would rather __ (read, swim, run etc.)</p>	<p><b>Note:</b> Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>1. Have children express likes and dislikes using picture cards as prompts.</li> <li>2. Have students say please and thank you. I want __, and I like __ as they pretend to order and eat their favorite restaurant foods.</li> <li>3. Using activity cards, have students respond yes I would like to __ or I would not like to __.</li> <li>4. Using activity cards have students accept or decline the activity and state why if possible.</li> <li>5. Have students pretend they are at a restaurant and order specially cooked foods to their tastes, or order a drink to their specific tastes.</li> </ol> <p><b>Academic Application:</b></p> <ol style="list-style-type: none"> <li>1. Conduct interviews and surveys about favorite things, music, food, hobbies, sports, or books.</li> <li>2. Each student writes sentences telling about a favorite pastime. Illustrate for homework and collect in a class album.</li> </ol>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>10 days</b>	<b>SELECTION 1- The Ugly Vegetables</b>						<b>S12-13- Oral language strategies described on these pages of Teacher’s Edition.</b>
T64-T67 T67b T68e T68f T68-T69 T70a-T70b T70c-T70d T70g T70h T70i-T94 T97 T75(all) T98b	<p><b>ELD Standards:</b></p> <p>*ELD3.RI6 Read independently (3,4, 5).</p> <p>*ELD3.LS.8 Ask and answer questions (1,2,3,4).</p> <p>*ELD3.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD3.R20 Use text structures (5).</p> <p>*ELD3.LS7 Participate in social conversations (1, 3, 4,5).</p> <p><b>Objectives: SWBAT</b></p> <p>*Use context clues related words</p> <p>*Ask and answer questions</p> <p>*Compare and contrast</p>	<p>*Defining</p> <p>*Sentences</p> <p>*Questions</p> <p>*Commands</p> <p>*Genre</p> <p>*Characters</p> <p>*Setting</p> <p>*Personal</p> <p>*Narrative</p> <p>*Compare</p> <p>*Contrast</p> <p>*Cycle</p>	<p>*Launch Unit 2 pgs T64-T67b</p> <p>*Family Newsletter 2</p> <p>*Language Songs Big Book,p.9</p> <p>*Song CD I,Tracks 7-8</p> <p>*Picture Cards, D12-D24</p> <p>*Selection Reading CD I, Tracks 5-7</p> <p>*Teacher's Resource Book, Master II, 12</p>	<p>Ask and Answer Questions T68e-f T70c-d T101a-b</p> <p>Express Feelings, praise, compliments, T88-89</p> <p>Give and Follow Directions T95</p>	<p>Questions and Commands T70d</p>	<p><b>Beginning:</b>                      I need help. I need __. Can you help me? Can you __ again? Who is it? What is it? Where is it? Is it __? What is the word? What is your __ like? It is __. Tell me about the __. It is __. Is this a __, yes/no this is/is not a__. Is __ big, yes/no a __ is/is not big. Can it ____ (verb)? Where is ____? On the _____. Where is ____? Pointing answer.</p> <p><b>Early Intermediate:</b>                      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>                      What does __ mean? When does ____ begin/end? What does it mean to____? What does he/she do? How much is/are __? How many __? How much does __? I’m confused. Will you please explain it to me again? After I __, what do I do? What are we supposed to do after ____? I have a question about ____? Could we __? Why don’t whales have scales? Why don’t __? May I ask a question?</p> <p><b>Early Advanced/Advanced:</b>                      Can you help me figure out how to ____? I need your help figuring out how to __. Do you know whether __? I understand__, but why ____? What is the difference between __ and __? It’s __, isn’t it? That __ isn’t __ is it? Those are __, aren’t they? Those aren’t __, are they? Do you (think, know whether, have an idea, and have more information about __?</p>	<p><b>Note:</b> Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>1. In pairs, ask and answer questions about the classroom.</li> <li>2. Role-play: person needing directions to play a game, use a computer program, etc.</li> <li>3. Play guessing games, such as 20 questions, Go Fish, Charades.</li> <li>4. Play a guessing game about an animal using its characteristics as clues.</li> <li>5. Play a guessing game about sounds and characteristics __ sounds like __ and is __ in color, and __ in size and lives in ____.</li> <li>6. 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>3. Avenues related activity p. T6bf</li> <li>4. Students sit in inside/outside circle. Outside circle asks questions about vegetables, Inside circle answers questions.</li> <li>5. Use How Plants Grow from Theme library. Show students the cover and preview photos. Have students dictate is/are and who, what, where, and why questions. Read aloud the selection and have students answer their questions.</li> </ol>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>10 days</b>	<b>SELECTION 2 - How a Plant Grows</b>						<b>S12-13- Oral language strategies described on these pages of Teacher’s Edition.</b>
T102e T102f T102-T103 T104a- T104b T104c- T104d T104g T104h T104i-T114 T117 T118a T109(all) T112 T113 T120-T121 T122-T123	<p><b>ELD Standards:</b></p> <p>*ELD3.RI6 Read independently (3, 4, 5).</p> <p>*ELD3.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD3.R24 Identify main idea (1, 2, 3, 4, 5).</p> <p>*ELD3.LS7 Participate in social conversations (I, 3, 4, 5).</p> <p>*ELD3.WC4 Use correct parts of speech (5).</p> <p><b>Objectives: SWBAT</b></p> <p>*Use context clues related words</p> <p>*Ask and answer questions</p> <p>*Use verbs correctly</p> <p>*Relate main idea and details</p>	<p>*Defining</p> <p>*Sentences</p> <p>*Genre</p> <p>*Science</p> <p>*Article</p> <p>*Section</p> <p>*Headings</p> <p>*Diagrams</p> <p>*Captions</p> <p>*Glossary</p> <p>*Main Idea</p> <p>*Details</p> <p>*Object</p>	<p>*Language Songs Big Book,p.9</p> <p>*Song CD I,Tracks 7-8</p> <p>*Picture Cards, D12-D24</p> <p>*Selection Reading CD I, Tracks 5-7</p> <p>*Teacher's Resource Book, Master 13, 16</p>	<p>Ask and Answer Questions</p> <p>T102e-T102f</p> <p>T112</p> <p>Define and Explain</p> <p>T111</p>	<p>Verbs: am, is</p> <p>T104d</p> <p>Action Verbs</p> <p>T109</p> <p>Has/have</p> <p>T113</p> <p>T120</p> <p>Verb Agreement</p> <p>T111d</p> <p>T120-121</p>	<p><b>Beginning:</b>                      I need help. I need __. Can you help me? Can you __ again? Who is it? What is it? Where is it? Is it __? What is the word? What is your __ like? It is __. Tell me about the __. It is __. Is this a ____, yes/no this is/is not a__. Is __ big, yes/no a __ is/is not big. Can it ____ (verb)? Where is __? On the _____. Where is ____? Pointing answer.</p> <p><b>Early Intermediate:</b>                      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>                      What does ____ mean? When does ____ begin/end? What does it mean to ____? What does he/she do?                      How much is/are __? How many ____? How much does __? I’m confused. Will you please explain it to me again? After I __, what do I do? What are we supposed to do after __? I have a question about __?                      Could we ____? Why don’t whales have scales? Why don’t __? May I ask a question?</p> <p><b>Early Advanced/Advanced:</b>                      Can you help me figure out how to __? I need your help figuring out how to __. Do you know whether ____? I understand __, but why ____? What is the difference between __ and __? It’s __, isn’t it? That __ isn’t __ is it? Those are __, aren’t they? Those aren’t __, are they? Do you (think, know whether, have an idea, and have more information about ____)?</p>	<p><b>Note:</b> Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>1.Avenues related activity p. T6bf</li> <li>2. Students sit in inside/outside circle. Outside circle asks questions about vegetables, Inside circle answers questions.</li> <li>3. Use How Plants Grow from Theme library. Show students the cover and preview photos. Have students dictate is/are and who, what, where, and why questions. Read aloud the selection and have students answer their questions.</li> <li>4. In pairs, ask and answer questions about the classroom</li> <li>5. Role-play: person needing directions to play a game, use a computer program, etc.</li> <li>6. Play guessing games, such as 20 questions, Go Fish, Charades</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> </ol>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>10 days</b>	<b>SELECTION 1 - The Fox in the Moon</b>						<b>S12-13- Oral language strategies described on these pages of Teacher’s Edition.</b>
T125-T127 T127a T127b T128e T128f T128-T129 T130a- T130b T130c- T130d T130g T130h T153a- T153b T130i-T148 T151 T141 T146-T147 T153a- T153b(all) T149	<p><b>ELD Standards:</b></p> <p>*ELD3.RI6 Read independently (3, 4, 5).</p> <p>*ELD3.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*EL03.R37 Identify plot (2).</p> <p>*ELD3.LS 7 Participate in social conversations (1, 3, 4, 5).</p> <p>*ELD3. WC4 Use correct parts of speech (5).</p> <p><b>Objectives: SWBAT</b></p> <p>*Use context clues/related words</p> <p>*Use nouns correctly</p> <p>*Relate goals and outcomes</p>	<p>*Defining</p> <p>*Sentences</p> <p>*Nouns</p> <p>*Genre</p> <p>*Folk tale</p> <p>*Characters</p> <p>*Setting</p> <p>*Goals</p> <p>*Outcomes</p> <p>*Moon Phases</p> <p>*Moon's Orbit</p> <p>*Solar System</p> <p>*Fact File Cards</p>	<p>*Launch Unit 3 pgs.T124-T127b</p> <p>*Family Newsletter 3</p> <p>*Language Songs Big Book, p.13</p> <p>*Song CD I,Tracks 13-14</p> <p>*Picture Cards, D25-035</p> <p>*Selection Reading CD I, Tracks 12-14</p> <p>*Teacher's Resource Book, Master 19</p>	<p>Ask For and Give Information T128e T128f</p> <p>Ask for Clarification T130c T130d</p>	<p>Nouns and Articles T130c-T130d</p> <p>Plural s, es, T141</p> <p>Possessive nouns T149</p> <p>Plural nouns es, y to i T158d T163</p> <p>Irregular Plurals T168</p>	<p><b>Beginning:</b>                      I need help. Help me, please What is it? It is ___.                      Can you help me? Can you ___ (do/find/make, etc.) it? Can you say it again, please? Who is it? Where is it? When is it? Is it ___? 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).</p> <p><b>Early Intermediate:</b>                      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, smells, tastes) _____. It looks, sounds, feels, etc. _____. I have a _____. He/she is _____. He/she has _____adjective/noun. ___is/has _____. It/He/She is _____. He/She was _____. My _____noun was _____adjective adjective. It (noun) _____looks/sounds/feels/smells/tastes like _____.</p> <p><b>Intermediate:</b>                      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 ___? When did ___?</p> <p><b>Early Advanced/ Advanced:</b>                      Do you (think, know whether, have an idea, and have more information about? I understand why ___, but why ___? What is the difference between ___ and a___? What would ___ (be the best, you consider, you do, you want, etc.)</p>	<p><b>Note:</b> Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>1. Students give information about a hobby or sport they enjoy. Student listeners create questions to ask about the topic. Student presenter answers.</li> <li>2. In pairs ask and answer questions about classroom procedures and rules.</li> <li>3. Role play a person needing directions to play a game. Use a computer program, etc.</li> </ol> <p><b>Academic Application:</b></p> <ol style="list-style-type: none"> <li>1. Students write a list of questions to answer about a topic they are researching.</li> <li>2. Students write questions and interview someone. Share with their peers the information they learned. Avenues:</li> <li>3. T128f Read The Moon Book by Gail Gibbons from Theme Library. Display the cover and turn the pages to share the moon pictures. Have the group dictate a few questions that they think the book can answer. The read the section</li> <li>4. “Phases of the moon” while students listen for information. T153a Students write questions about planets in the solar system. Students research their planet and create a fact card on that planet.</li> </ol>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>10 days</b>	<b>SELECTION 2 - The Moon</b>						<b>S12-13- Oral language strategies described on these pages of Teacher’s Edition.</b>
<p>T156e T156f T156-T157 T158a- T158b T158c- T158d T158g T158h T158i-T169 T171 T163 T173a(all) T174-T175 T176-T177</p>	<p><b>ELD Standards:</b></p> <p>*ELD3.RI6 Read independently (3, 4, 5).</p> <p>*ELD3.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD3.WC4 Use correct parts of speech (5).</p> <p>*ELD3.R20 Use text structures (4,5).</p> <p>*ELD3.LS7 Participate in social conversations (1, 3, 4, 5).</p> <p>*ELD3.LSII Summarize main ideas (4).</p> <p><b>Objectives: SWBAT</b></p> <p>*Use context clues/related words</p> <p>*Use nouns correctly</p> <p>*Compare and contrast</p> <p>*Summarize</p>	<p>*Defining</p> <p>*Sentences</p> <p>*Nouns</p> <p>*Genre</p> <p>*Science</p> <p>*Article</p> <p>*Maps</p> <p>*Section</p> <p>*Headings</p> <p>*Captions</p> <p>*Diagrams</p> <p>*Compare</p> <p>*Contrast</p> <p>*Summarize</p> <p>*Astronauts</p> <p>*Symbol</p>	<p>*Language Songs Big Book, p.13</p> <p>*Song CD I,Tracks 13-14</p> <p>*Picture Cards, D25-035</p> <p>*Selection Reading CD I, Tracks 15-16</p> <p>*Teacher's Resource Book, Master 22, 24</p>	<p>Make comparisons T156e-T156f T158f T161 T170-171</p>	<p>Plural nouns(s &amp; es) T158e T158d</p> <p>Plural nouns y to i + es, T163</p> <p>Irregular plurals T168</p> <p>Speaking/ Writing plural nouns T174-175</p>	<p><b>Beginning:</b> A _ is/has_. __ is __. __ is not __. __ have __. __ are __. Tell me about your __. It has __. It has __ and __. My __ is __, but it is not __. Apples are ____ (fruit). Birds have ____ (feathers). He is ____ (tall/short) She is ____ (loud/quiet)They are both _____. It is ____ (color).</p> <p><b>Early Intermediate:</b> __ is not __. __ have __. __ are __. Tell me about your __. It has __, __ and __. In reading groups we may __ but we may not __. I live in __, it has __. My pencil is ____ (long/short) The ____ (noun) is ____ (adjective) .I am taller than the _____.The ____ is shorter than me. What is __ (longer/shorter)? They both have _____.Dolphins have _____. Fish have _____. They both _____. They both have ____ and _____. The ____ had/doesn't/didn't have _____. The __ difference between ____ and __ is _____. He likes to __ but my dad likes to __. We think both girls and boys can ____.</p> <p><b>Intermediate:</b> Both __ and __ can __. Both __ and __ are __. __ can __ but __ cant. __ is __, but __ is __. They both have __, but __ have __. They are both __. Tell me about your neighborhood. How does it look, smell, sound? In my neighborhood all the apartments/house have __, but they do not have __.The difference between the ____ and ____ is that they both have _____. The ____ has ____ and the other has _____. They are both _____. But they are different because they _____.</p> <p><b>Early Advanced/ Advanced:</b> A __ is __ compared to a __. __ and __ are similar because they both __. They are different because __, __ and __, __. They way they alike is that they both are/have __. There are several major differences between __ and __. They resemble each other because they both have __ and __. A notable difference is that the __ has __, whereas the __ has __. Despite the fact that __ can __, they are __. You might think __. On the contrary, __.</p>	<p><b>Note:</b> Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>1. Compare things you like to do with activities a friend likes to do.</li> <li>2. Describe what activities you do in the summer compared to the activities you do in the winter.</li> <li>3. Explain why you prefer pet/book/movie/etc. over another based on their characteristics.</li> <li>4.Explain preferences. I like pizza. It takes better than hamburgers.</li> <li>5.Compare everyday events and objects such as weather, classroom objects, pets, sports</li> <li>6. 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.</li> <li>7. Play "I Spy." in groups of two or three.</li> <li>8. Rank items on a scale.</li> <li>9. Play card or board games calling on use of descriptive phrases that can be turned into comparatives.</li> </ol> <p><b>Academic Application:</b></p> <ol style="list-style-type: none"> <li>1. Compare the actions of two different characters.</li> <li>2. Compare how two different types of animals behave or respond to the same situation.</li> <li>3. Discuss orally or in writing the actions or responsibilities required of two careers in which you are interested.</li> <li>4. Differentiate one habitat or environment from another.</li> <li>5. Compare two different objects/people/animals and explain differences and similarities orally and in writing.</li> </ol>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>10 days</b>	<b>SELECTION 1 - Gluskabe and Old Man Winter</b>						<b>S12-13- Oral language strategies described on these pages of Teacher’s Edition.</b>
T178-T181 T181a T181b T182e T186f T182-T183 T184a- T184b T184c- T184d T184g T184h T184i-T204 T207 T189(all) T188 T200-T201 T202 T203	<p><b>ELD Standards:</b></p> <p>*ELD3.RI6 Read independently (3, 4, 5).</p> <p>*ELD3.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD3.R20 Use text structures (4, 5).</p> <p>*ELD3.R23 Identify sequence of events (1, 2).</p> <p>*ELD3. WI5 Write with standard grammar (1, 2, 3).</p> <p><b>Objectives: SWBAT</b></p> <p>*Use context clues/related words</p> <p>*Use pronouns correctly</p> <p>*Relate problem and solution</p>	<p>*Defining</p> <p>*Sentences</p> <p>*Pronouns</p> <p>*Synonyms</p> <p>*Antonyms</p> <p>*Genre</p> <p>*Play</p> <p>*Stage</p> <p>*Directions</p> <p>*Characters</p> <p>*Setting</p> <p>*Problem</p> <p>*Solution</p> <p>*Landscape</p>	<p>*Family Newsletter 4</p> <p>*Language Songs Big Book, p.17</p> <p>*Song CD I,Tracks 19-20</p> <p>*Picture Cards, 036-D47</p> <p>*Selection Reading CD 2, Tracks 2-5</p> <p>*Teacher's Resource Book, Master 27</p>	<p>Describe people and places</p> <p>T182e- T182f T200-T201 T209c- T209d</p>	<p>Subject pronouns T184c- T184d</p> <p>Pronouns T189 T195</p> <p>Prepositions T195</p> <p>Pronouns T202 T205</p>	<p><b>Beginning:</b>                      It/She/He is __. It has __. She/He/It is _ and __. The setting is __. The time is __. He/she __. The N V. They __.It __. It is __. (adjective) The _ ball. The _ boy. They have _.</p> <p><b>Early Intermediate:</b>                      She/He/It is _ and __.The setting is __. The time is __. We __ a _ and V N. The N V. She/he is __. I am __. We are __. They are __. The girl is __. The ball is _ and __. I have a __ sweater it is __.</p> <p><b>Intermediate:</b>                      __ looks like __. __ sounds like __.It/He/She has adj. noun, ex: She has brown hair. The forest has a narrow path.__ is __ because __. Old Man Winter is selfish because he won’t leave. A word that describes __ is __. A word that describes Gluskabe is determined because he never gives up.</p> <p><b>Early Advanced/ Advanced:</b>                      __ is a __ who __. James Ale is a determined boy who works hard to get a park for the children. I would describe __ as __ because __.I would describe Gluskabe as clever because he grabs the summer stick from the Summer Land people.</p>	<p><b>Note:</b> Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>1. Describe a person, detail, orally and in writing.</li> <li>2. Describe the character traits of a friend or family members using specific details.</li> <li>3. Play a guessing game to ask specific questions about a person’s personality attributes.</li> <li>4. Describe to someone a place they haven’t been.</li> <li>5. Create a visual of and describe in detail a place orally and in writing.</li> <li>6. Provide clues about very similar pictures so that a partner can guess which one you’re describing.</li> </ol> <p><b>Academic Application:</b></p> <ol style="list-style-type: none"> <li>1. Visualize a setting from a story and describe it to a partner, group, class, etc.</li> <li>2. Describe the best habitat for a particular animal.</li> <li>3. Give a detailed description of a landscape.</li> <li>4. Write a character sketch of the main character from a story.</li> </ol>



Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>10 days</b>	<b>SELECTION 2 – Sky Tree</b>						<b>S12-13- Oral language strategies described on these pages of Teacher’s Edition.</b>
T212e T212f T212-T213 T214a- T214b T214c- T214d T214g T214h T214i-T230 T233 T222 T234a T225 T234a T236-T237 T238-T239	<p><b>ELD Standards:</b></p> <p>*ELD3.RI6 Read independently (3, 4, 5).</p> <p>*ELD3.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD3.R20 Use text structures (4, 5).</p> <p>*ELD3.LS7 Participate in social conversations (1, 3, 4, 5).</p> <p>*ELD3.WC4 Use correct parts of speech (5).</p> <p>*ELD3.LS11 Summarize main ideas (4).</p> <p><b>Objectives: SWBAT</b></p> <p>*Use context clues/related words</p> <p>*Use adjectives correctly</p> <p>*Classify details</p> <p>*Summarize</p>	<p>*Defining</p> <p>*Sentences</p> <p>*Adjectives</p> <p>*Genre</p> <p>*Art Essay</p> <p>*Painting</p> <p>*Illustration</p> <p>*Caption</p> <p>*Classify</p> <p>*Summarize</p> <p>*Nature</p> <p>*Scene</p>	<p>*Song CD I, Tracks 21-22</p> <p>*Picture Cards, 036-D47</p> <p>*Selection Reading CD 2, Tracks 6-8</p> <p>*Teacher's Resource Book, Master 33, 35</p>	<p>Describe T212e-T212f T231</p>	<p>Adjectives T214c-T214d T222</p> <p>Prepositions T225</p> <p>Pronouns T236-T237</p>	<p><b>Beginning:</b>                      It/She/He is ____. It has ____. She/He/It is __ and ____ .The setting is ____. The time is __. He/she __. The N V. They __. It __. It is __. (adjective) They have __. It is __ (adjective). Jessica is __ and Lorena is __. They __ (V) __ and __.</p> <p><b>Early Intermediate:</b>                      She/He/It is __ and __. The setting is __. The time is __. We __ a __ and V N. The N V. She/he is __. I am __. We are __. They are __. The girl is __. The ball is __ and __. I have a __ sweater it is __.</p> <p><b>Intermediate:</b>                      ____ looks like _____. ____ sounds like ____.                      It/He/She has adj. noun . ex. She has brown hair.                      The forest has a narrow path. ____ is ____ because ____.                      Old Man Winter is selfish because he won't leave. A word that describes ____ is __. A word that describes Gluskabe is determined because he never gives up.</p> <p><b>Early Advanced/ Advanced:</b>                      ____ is a ____ who _____. James Ale is a determined boy who works hard to get a park for the children. I would describe ____ as ____ because __. I would describe Gluskabe as clever because he grabs the summer stick from the Summer Land people.</p>	<p><b>Note:</b> Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>1. Describe a person, detail, orally and in writing.</li> <li>2. Describe the character traits of a friend or family members using specific details.</li> <li>3. Play a guessing game to ask specific questions about a person’s personality attributes.</li> <li>4. Describe to someone a place they haven’t been.</li> <li>5. Create a visual of and describe in detail a place orally and in writing.</li> <li>6. Provide clues about very similar pictures so that a partner can guess which one you’re describing.</li> </ol> <p><b>Academic Application:</b></p> <ol style="list-style-type: none"> <li>1. Visualize a setting from a story and describe it to a partner, group, class, etc.</li> <li>2. Describe the best habitat for a particular animal.</li> <li>3. Give a detailed description of a landscape.</li> <li>4. Write a character sketch of the main character from a story.</li> </ol>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>10 days</b>	<b>SELECTION 1 - Deserts</b>						<b>S12-13- Oral language strategies described on these pages of Teacher’s Edition.</b>
T240-T243 T243a T243b T244e T244f T244-T245 T246a- T246b T246c- T246d T246g T246h T246i-T260 T263 T251 T265a- T265b T253 T265a- T265b(all) T261	<p><b>ELD Standards:</b></p> <p>*ELD3.RI6 Read Independently (3, 4,5).</p> <p>*ELD3.WC3 Use standard word order (3,4, 5).</p> <p>*ELD3.R24 Identify main idea (1, 2, 3, 4, 5).</p> <p>*ELD3.LS7 Participate in social conversations (1, 3,4,5).</p> <p>*ELD3.LSII Summarize main ideas (4).</p> <p><b>Objectives: SWBAT</b></p> <p>*Use context clues/related words</p> <p>*Interpret graphic aids</p> <p>*Distinguish fact/opinion</p>	<p>*Defining</p> <p>*Sentences</p> <p>*Genre</p> <p>*Science</p> <p>*Article</p> <p>*Diagrams</p> <p>*Table</p> <p>*Graphs</p> <p>*Maps</p> <p>*Main Idea</p> <p>*Classify</p> <p>*Diagrams</p> <p>*Traits</p> <p>*Abilities</p>	<p>*Launch Unit 5 pgs. T240-243b</p> <p>*Family Newsletter 5</p> <p>*Language Songs Big Book, p.21</p> <p>*Song CD 2, Tracks 1-2</p> <p>*Picture Cards, D48-D60</p> <p>*Selection Reading CD 2, Tracks 9-11</p> <p>*Teacher's Resource Book, Master 40</p>	<p>Define and Explain T244-T244f</p>	<p>Complete Sentences T246d</p> <p>Action Linking Verbs T251</p> <p>Subject Predicate T253 T261</p> <p>Subject/Verb Agreement T261</p>	<p>This function requires student to: 1. Tell what the word means 2. Name its parts 3. Give an example</p> <p><b>Beginning/Early Intermediate:</b> A ___ is ___. ___ are ___. A ___ has ___. ___ can ___. ___ have _____. ___ means _____. An example is _____.</p> <p><b>Intermediate:</b> A ___ is ___ because ___. It includes ___, ___, and ___.</p> <p><b>Early Advanced/Advanced:</b> Although _____ is _____, sometimes _____. ___ is known as _____. An example is _____. However, it is not _____. ___ is ___ therefore, it includes ___. Moreover, _____.</p>	<p><b>Note:</b> Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b> 1. Students define and explain specific school environments, such as the classroom, library, cafeteria, etc.</p> <p><b>Academic Application:</b> 1.Explain what an ecosystem is. Tell about the plants and animals that live there. 2.Define the desert biome. Explain about the weather and what animals and plants do adapt to this environment. 3.Avenues Application: T244f Read Theme Library The Tortoise and the Jackrabbit by Susan Lowell. 4.Students create a mural and then define and explain what a desert is like. Using Feldman teaching strategies students define and explain the story vocabulary with pictures and examples. 5. Students create diagrams with captions of animals and desert plants. Explain their drawing to a partner. T264a&amp;b</p>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>10 days</b>	<b>SELECTION 2 – Lost</b>						<b>S12-13- Oral language strategies described on these pages of Teacher’s Edition.</b>
T268e T268f T268-T269 T270a- T270b T270c- T270d T270g T270h T270i-T286 T289 T284-T285 T287a T290a T276-T277 T281 T292-293 T294-T295	<p><b>ELD Standards:</b></p> <p>*ELD3.RI6 Read independently (3, 4, 5).</p> <p>*ELD3.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD3.R20 Use text structures (4, 5).</p> <p>*ELD3.R23 Identify sequence of events (1,2).</p> <p>*ELD3.LS7 Participate in social conversations (1, 3, 4, 5).</p> <p>*ELD3.WC4 Use correct parts of speech (5).</p> <p><b>Objectives: SWBAT</b></p> <p>*Use context clues/related words</p> <p>*Use verbs correctly</p> <p>*Identify sequence</p>	<p>*Defining</p> <p>*Sentences</p> <p>*Present</p> <p>*Tense</p> <p>*Verbs</p> <p>*Past Tense Verbs</p> <p>*Genre</p> <p>*Adventure</p> <p>*Characters</p> <p>*Setting</p> <p>*Sequence of Events</p> <p>*Persuade</p>	<p>*Language Songs Big Book, p.21</p> <p>*Song CD 2,Tracks 1-2</p> <p>*Picture Cards, D48-D60</p> <p>*Selection Reading CD 2, Tracks 12 - 14</p> <p>*Teacher's Resource Book, Master 41, 42</p>	<p>Persuade</p> <p>T268e- T268f T282-T283</p>	<p>Present and Past tense verbs</p> <p>T270c- T270d</p> <p>Regular Past tense T280</p> <p>Irregular past tense T287 T292-T293</p>	<p><b>Beginning/Early Intermediate:</b></p> <p>I think _____. _____ should _____. I believe _____. You must _____. Please _____. You need to_____.</p> <p><b>Intermediate:</b></p> <p>I think/believe _____ is better than _____ because _____. _____ is/are_____, but _____ is/are _____. It is my opinion that _____. I am concerned about _____. My reason is _____ It seems to me that _____. I would like to begin by _____. You may think _____, but _____. You might also consider _____. I recognize that _____, but _____.</p> <p><b>Early Advanced/Advanced:</b></p> <p>First of all, I would like to say _____. After much thought/discussion, I think _____. Though not everyone will agree, I think/believe _____. I have based my opinion on _____. Before you decide, I would like you to consider/think about my reasons for believing _____. You may think _____, but here's the problem _____. I think I have shown that _____.</p>	<p><b>Note:</b> Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <p>1.Brainstorm issues that the students have opinions on. Students decide if they are for or against the issue. Use sentence frames to debate with peers.</p> <p><b>Academic Application:</b></p> <p>1.Persuade a classmate to help you with a chore.                      2.Students create a commercial to persuade viewers to use their product or service.                      3.Avenues Applications: Create a lost dog poster for Flag. Persuade your classmates to help find Flag.</p>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>10 days</b>	<b>SELECTION 1 – A Picnic in October</b>						<b>S12-13- Oral language strategies described on these pages of Teacher’s Education.</b>
T296-T299 T299a T299b T300e T300f T300-T301 T302a- T302b T302c- T302d T302g T302h T333a- T333b T302i-T328 T331(all) T333a- T333b(all) T324-T325 T320-T321	<p><b>ELD Standards:</b></p> <p>*ELD3.RI6 Read independently (3, 4, 5).</p> <p>*ELD3.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD3.R34 Describe characters (1, 2).</p> <p>*ELD3.LS7 Participate in social conversations (1, 3, 4, 5).</p> <p>*ELD3.WC4 Use correct parts of speech (5).</p> <p>*ELD3.R9 Apply knowledge of word parts (3, 4, 5).</p> <p>*ELD3.R36 Describe setting (1, 2).</p> <p><b>Objectives: SWBAT</b></p> <p>*Use context clues/related words</p> <p>*Use prefixes and suffixes</p> <p>*Use verbs correctly</p> <p>*Use pronouns</p> <p>*Analyze story elements: character and setting</p>	<p>*Defining</p> <p>*Sentences</p> <p>*Helping</p> <p>*Verbs</p> <p>*Contractions</p> <p>*Prefixes</p> <p>*Suffixes</p> <p>*Genre</p> <p>*Realistic</p> <p>*Fiction</p> <p>*Characters</p> <p>*Setting</p> <p>*Symbols</p>	<p>*Launch Unit 6 pgs. T296-299</p> <p>*Family Newsletter 6</p> <p>*Language Songs Big Book, p.25</p> <p>*Song CD 2,Tracks 7-8</p> <p>*Picture Cards, D61-D69</p> <p>*Selection Reading CD 2, Tracks 15-18</p> <p>*Teacher's Resource Book, Master 48, 49</p>	<p>Elaborate T300e-T300f T324-T325</p>	<p>Helping Verbs T302c-T302d</p> <p>Present Progressive verbs T310</p> <p>Compound sentences T317 T323</p>	<p>Elaboration requires student to name an event and then tell who was there, where it was and what happened.</p> <p><b>Beginning/Early Intermediate:</b></p> <p>___ was there. (who) I/we/she/he/they___ (verb)                      (what) It is at ____ (where) In ____. (summer, etc) On ____. (Tuesday, etc.) Last___. (week) (When)</p> <p><b>Intermediate:</b></p> <p>___and__ ___ (verb). Dad and I go to the pumpkin patch. ___ is a ___ (Adj.), ____ (noun) The pumpkin patch is an open field. Every ____, we/I/she _____.                      On _____, I /he/she _____. Every year, we go to Disneyland.</p> <p><b>Early Advanced/Advanced:</b></p> <p>Add adverbs, adjectives and conjunctions although, however, therefore, and whereas to add complexity to frames above.</p>	<p><b>Note:</b> Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <p>1.Tell about a special time with your family. Be sure to tell who was there, what you did, where and when this event took place.</p> <p><b>Academic Application:</b></p> <p>1. Choose an event from a story. Elaborate on the details of the event.                      2. Find out about a special food eaten on a special holiday in another culture. Use your elaboration skills to share with a partner.                      3. Look at pictures from a story. Elaborate on the details you see in the picture T 324.                      4.Note box labeled Oral Language Dev. T33a-b Lesson of Learning about symbols.                      5.Students can research Ellis Island elaborating on what they know from the story and their research. T314-315.</p>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>10 days</b>	<b>SELECTION 2 - Respectfully Yours, Eve Bunting</b>						<b>S12-13- Oral language strategies described on these pages of Teacher's Edition.</b>
T336e T336f T336-337 T338a- T338b T338c- T338d T338g T338h T338i-T352 T355 T340-T341 T356b T343 T350-T351 T353a T356b T358-T359 T360-T361	<p><b>ELD Standards:</b></p> <p>*ELD3.RI6 Read independently (3, 4, 5).</p> <p>*ELD3.RI9 Use text features and parts of a book (1, 2, 3, 4, 5).</p> <p>*ELD3.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD3.R25 Identify cause and effect (3, 4, 5).</p> <p>*ELD3.WC4 Use correct parts of speech (5).</p> <p>*ELD3.WC6 Produce correct writing (5).</p> <p>*ELD3.R26 Draw inferences and conclusions (5).</p> <p><b>Objectives: SWBAT</b></p> <p>*Use context clues/related words</p> <p>*Use verbs correctly</p> <p>*Use nouns</p> <p>*Relate cause and effect</p>	<p>*Defining</p> <p>*Sentences</p> <p>*Irregular Past Tense Verbs</p> <p>*Common Nouns</p> <p>*Proper Nouns</p> <p>*Genre</p> <p>*Interview</p> <p>*Cause Effect</p> <p>*Conclusion</p> <p>*Immigration</p>	<p>*Language Songs Big Book, p.25</p> <p>*Song CD 2,Tracks 7-8</p> <p>*Picture Cards, D61-D69</p> <p>*Selection Reading CD 2, Tracks 19-21</p> <p>*Teacher's Resource Book, Master 52</p>	<p>Tell an Original Story</p> <p>T336e- T336f</p>	<p>Irregular past tense verbs</p> <p>T338c- T338d T343</p> <p>Common &amp; Proper nouns</p> <p>T345 T358- T359 T353</p>	<p><b>Beginning:</b>                      ___ is a character. The setting is ___. The plot is ___.                      They went ___. They were going to__.</p> <p><b>Early Intermediate:</b>                      They went _ and _ . They were going to___. After that they___ and ____ . Then she___.</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 ____ . ___ _ _ was ___ _ _ _ .The ___ was ___ .</p> <p><b>Early Advanced/ Advanced:</b>                      ___ was a very ___ _ who decided to ___because he/she was___. ___had a hard time ___. ___first ____ . Next, he/she ____ . Then, he/she ____ . Finally, he/she ____ . So, he/she ____ . In the end ___ learned ____ .While_ was __, N V. before they _ there was_. As_ was __, there was _ and they _ . Just as they_ they N V. Add advanced conjunctions to vary sentence frames such as: not only, but also, although, however, either/or. neither/nor, yet, therefore, such as, whenever, as soon as, whether/or, whereas.</p>	<p><b>Note:</b> Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>1. Fill out story map whole class and orally practice frames using the information.</li> <li>2. Partners take turns. One student names a character and what the character did or is doing ( can use information from story map), each repeating each others sentence.</li> <li>3. Teacher can start a story and students add to eat verbally using frames.</li> </ol> <p><b>Academic Application:</b></p> <ol style="list-style-type: none"> <li>1. Pass the Pen, working in small groups; students take turns writing sentences on sentence strips or on butcher paper, adding details to the group story.</li> <li>2. Students can fill out a story map in partners and write a story together after teacher has modeled.</li> <li>3. 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
<b>10 days</b>	<b>SELECTION 1 - Rosa Maria's Mice and Beans</b>						<b>S12-13- Oral language strategies described on these pages of Teacher's Edition.</b>
T362-T365 T365a T365b T366e T366f T366-T367 T368a- T368b T368c- T368d T368g T368h T368i-T396 T399 T385 T386-T387 T370-T371 T397 T400a	<p><b>ELD Standards:</b></p> <p>*ELD3.RI6 Read independently (3, 4, 5).</p> <p>*ELD3.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD3.WC4 Use correct parts of speech (5).</p> <p>*ELD3.R20 Use text structures (4, 5).</p> <p>*ELD3.LS7 Participate in social conversations (1, 3, 4, 5).</p> <p>*ELD3. WI5 Write with standard grammar (2, 3).</p> <p>*ELD3.R29 Distinguish between genres (1).</p> <p><b>Objectives: SWBAT</b></p> <p>*Use context clues/related words</p> <p>*Use suffixes</p> <p>*Use adjectives</p> <p>*Make comparisons</p>	<p>*Defining</p> <p>*Sentences</p> <p>*Adjectives</p> <p>*Contractions</p> <p>*Suffixes</p> <p>*Genre</p> <p>*Fantasy</p> <p>*Characters</p> <p>*Setting</p> <p>*Compare</p> <p>*Dinner Party</p> <p>*Role-Play</p>	<p>*Launch Unit 7 pgs. T362-365</p> <p>*Family Newsletter 7</p> <p>*Language Songs Big Book, p.29</p> <p>*Song CD 2,Tracks 13-14</p> <p>*Picture Cards, 070-D87</p> <p>*Selection Reading CD 3, Tracks 1-3</p> <p>*Teacher's Resource Book, Master 60, 61</p>	<p>Use Appropriate Language T366e-T366f T388-T389</p>	<p>Adjectives that compare T368c</p> <p>Comparative /Superlative Adjectives T368d T385 T397</p> <p>Negative Sentences T377</p> <p>Contractions with not T377</p>	<p>In Modeling appropriate language students must learn to adjust their rate of speech and the formality language to match the audience and the occasion. Use both informal and informal frames.</p> <p><b>Beginning:</b>                      Hello, I'm __. Hey, Tom. I'm __. Hi! Hey! Goodbye, __. Bye__. Hello, my name is __. Goodbye. Good morning, my name is __. Hi, I am __.</p> <p><b>Early Intermediate:</b>                      My name is __. What is your name? Hi, I am __. He/she is __.I live on ____ street. I am in __ grade. How are you? I'm __. Thanks. Hello. My name is __. My friend__.</p> <p><b>Intermediate:</b>                      Good evening, Ms.__. How are you? I would like you to meet my__. Hello, I'm__. It's a pleasure to meet you. I'm doing well. Thanks for asking. How are you? Its been a pleasure meeting you. Ladies and gentlemen, _ and _ will now V the _.</p> <p><b>Early Advanced/Advanced:</b>                      Good evening, Mr.__. How are you? It is a pleasure to see you again. I would like you to meet my (friend, father etc). It was (great, wonderful) to meet you. _ has told me about you. Would you like to ____ with me? Yes, thanks I'd ____ that. Would you like to come to ____ (event) at____ (location) on____ (date)?</p>	<p><b>Note:</b> Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b>                      1. Have students role play making introductions, announcements and invitations to a variety of audiences (peers, parents, teachers, principal, a younger student, etc.)</p> <p><b>Academic Application:</b>                      1. Students practice how to greet a special visitor.                      2. 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.</p>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>10 days</b>	<b>SELECTION 2 - Good Enough to Eat</b>						<b>S12-13- Oral language strategies described on these pages of Teacher’s Edition.</b>
T404e T404f T404-T405 T406a- T406b T406c- T406d T406g T406h T406i-T416 T419 T420b T412-T413 T420a T420b T422-T423 T424-T425	<p><b>ELD Standards:</b></p> <p>*ELD3.RI6 Read independently (3, 4, 5).</p> <p>*ELD3.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD3.R24 Identify main idea (1, 4, 5).</p> <p>*ELD3.RII Use content vocabulary (2, 3).</p> <p>*ELD3.WC4 Use correct parts of speech (5).</p> <p><b>Objectives:SWBAT</b></p> <p>*Use context clues/related words</p> <p>*Use verbs correctly</p> <p>*Use adjectives</p> <p>*Relate main idea and details</p>	<p>*Defining</p> <p>*Sentences</p> <p>*Irregular</p> <p>*Adjectives</p> <p>*Modals</p> <p>*Genre</p> <p>*Science</p> <p>*Article</p> <p>*Charts</p> <p>*Heading</p> <p>*Column</p> <p>*Photos</p> <p>*Captions</p> <p>*Diagrams</p> <p>*Main Idea</p> <p>*Details</p> <p>*Exercise</p> <p>*Pulse Rate</p> <p>*Conclusion</p>	<p>*Language Songs Big Book, p.29</p> <p>*Song CD 2,Tracks 13-14</p> <p>*Picture Cards, 070-D87</p> <p>*Selection Reading CD 3, Tracks 4-5</p> <p>*Teacher's Resource Book, Master 70</p>	<p>Give Information</p> <p>T404e- T404f</p>	<p>Irregular adjectives</p> <p>T406c-d</p> <p>Commas in a series</p> <p>T411</p> <p>Modals</p> <p>T417</p>	<p><b>Beginning:</b></p> <p>A___. A __ is coming. It will be here__. There will be__. Usually 1 word responses at the beginning.</p> <p>This is a__. They are __. I am__.</p> <p><b>Early Intermediate:</b></p> <p>The __ are __. They are __ the __. The __ are V N. He is __ a __. They are __ and __.</p> <p><b>Intermediate:</b></p> <p>In my picture, there is (isn't) __. In my picture there are (aren't)_. My picture has _ and __. The adj N has _ and_. My picture doesn't have_. The N V a adj, adj N. There was a adj N V for the N to V. One N was V the N and another N was V the N to the N.</p> <p><b>Early Advanced/Advanced:</b></p> <p>Its been V in N for the past three days. Is it still V? No, it is not V anymore. It looks like its going to be a Adj day. Have/has _ + past participle yet? Have/has_ already + past participle? No, not yet. Yes, I have not quite finished it yet. I'm going to finish it soon.</p>	<p><b>Note:</b> Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>1. Describe what is happening in a picture to a partner.</li> <li>2. Ask and answer questions about what is happening on the playground, in the cafeteria/office.</li> <li>3. Ask and answer questions about what you see people doing on your way to school, at the park, at the store.</li> <li>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.</li> <li>5. Looking out the window, write 3 sentences describing what you see.</li> <li>6. Describe weather events that have or have not occurred during the past week.</li> <li>7. Ask question about your past experiences such as, "Have you ever..? How long have you been Ving?"</li> <li>8. Students give information about a hobby or sport they enjoy. Student listeners create questions to ask about the topic. Student presenter answers.</li> <li>9. In pairs ask and answer questions about classroom procedures and rules.</li> <li>10. Role play a person needing directions to play a game. Use a computer program, etc.</li> </ol>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>10 days</b>	<b>SELECTION 1 - Faraway Home</b>						<b>S12-13- Oral language strategies described on these pages of Teacher's Edition.</b>
T426-T429 T429a T429b T430e T430f T430-T431 T432a- T432b T432c- T432d T432g T432h T432i-T452 T455 T453 T456a T456b	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>*ELD3.RI6 Read independently (3, 4, 5).</li> <li>*(ELD3.LS4 Speak to be understood (1, 2, 3, 4, 5).</li> <li>*ELD3.R25 Identify cause and effect (4, 5).</li> <li>*ELD3.R37 Identify plot (2, 4).</li> <li>*ELD3.WC4 Use correct parts of speech (5).</li> <li>*ELD3.R34 Describe characters (1, 2).</li> <li>*ELD3.R20 Use text structures (4, 5).</li> </ul> <p><b>Objectives: SWBAT</b></p> <ul style="list-style-type: none"> <li>*Use context clues/related words</li> <li>*Use pronouns</li> <li>*Use verbs correctly</li> <li>*Relate cause and effect</li> <li>*Analyze story elements: problems, character's feelings and traits</li> </ul>	<ul style="list-style-type: none"> <li>*Defining</li> <li>*Sentences</li> <li>*Pronouns</li> <li>*Future Tense</li> <li>*Genre</li> <li>*Realistic Fiction</li> <li>*Characters</li> <li>*Setting</li> <li>*Cause Effect</li> <li>*Compare</li> <li>*Traits</li> </ul>	<ul style="list-style-type: none"> <li>*Launch Unit 8 pgs. T426-429</li> <li>*Family Newsletter 8</li> <li>*Language Songs Big Book, p.33</li> <li>*Song CD 2, Tracks 19-20</li> <li>*Picture Cards, D88-D96</li> <li>*Selection Reading CD 3, Tracks 6-9</li> <li>*Teacher's Resource Book, Master 73, 75</li> </ul>	Make Comparisons T430e- T430f T453 T456b	Pronouns T432c T432d T446  Future Tense T453	<p><b>Beginning:</b>                      A _ is/has_. __is __. __is not__. __have__. __ are __.                      Tell me about your __. It has__. It has __ and __. My __ is __, but it is not __. Apples are ____ (fruit).                      Birds have ____ (feathers). He is ____ (tall/short) She is ____ (loud/quiet) They are both _____. It is ____ (color).</p> <p><b>Early Intermediate:</b>                      __ is not__. __ have__. __ are __. Tell me about your __. It has __, __ and __. In reading groups we may __ but we may not __. I live in __, it has __. My pencil is ____ (long/short) The ____ (noun) is ____ (adjective) .I am taller than the ____ .The ____ is shorter than me.                      What is __ (longer/shorter)? They both have ____ .Dolphins have ____ . Fish have ____ . They both ____ .                      They both have ____ and ____ . The ____ had/doesn't/didn't have ____ . The __ difference between ____ and __ is ____ . He likes to __ but my dad likes to __. We think both girls and boys can ____ .</p> <p><b>Intermediate:</b>                      Both __ and __ can __. Both __ and __ are __. __ can __ but __ cant. __ is __, but __ is __. They both have __, but __ have __. They are both__.</p> <p><b>Early Advanced/ Advanced:</b>                      A __ is __ compared to a __. __ and __ are similar because they both __. They are different because __, __ and __, __. They way they alike is that they both are/have __. There are several major differences between __ and __. They resemble each other because they both have __ and __. A notable difference is that the __ has __, whereas the __ has __. Despite the fact that __ can __, they are __. You might think __. On the contrary, __.</p>	<p><b>Note:</b> Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>1.Explain preferences. I like pizza. It takes better than hamburgers.</li> <li>2.Compare everyday events and objects such as weather, classroom objects, pets, sports.</li> <li>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.</li> <li>4. Play "I Spy." in groups of two or three.</li> <li>5. Play card or board games calling on use of descriptive phrases that can be turned into comparatives.</li> </ol> <p><b>Academic Application:</b></p> <ol style="list-style-type: none"> <li>1.Compare one habitat to another. ie. deserts to mountains.</li> <li>2. Compare two different objects, characters, stories and explain differences and similarities orally and in writing.</li> <li>3. Compare your favorite place with that of a sibling or close friend.</li> <li>4.Compare how Desta's life and her father's life are alike and different. T456b</li> <li>5.Compare characters from two different stories.</li> </ol>



Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
10 days	<b>SELECTION 2 - The Gift of Words</b>						<b>S12-13- Oral language strategies described on these pages of Teacher’s Edition.</b>
T460e T460f T460-T461 T462a- T462b T462c- T462d T462g T462h T462i-T474 T477 T475 T478a- T478b(all) T480-T481 T482-T483	<p><b>ELD Standards:</b></p> <p>*ELD3.RI6 Read independently (3, 4, 5).</p> <p>*ELD3.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD3.R21 Relate text to experience (1, 2, 3, 4).</p> <p>*ELD3.WC4 Use correct parts of speech (5).</p> <p><b>Objectives: SWBAT</b></p> <p>*Use context clues related words</p> <p>*Use pronouns</p> <p>*Use verbs correctly</p> <p>*Distinguish literary forms and purposes</p>	<p>*Defining</p> <p>*Sentences</p> <p>*Pronouns</p> <p>*Future Tense</p> <p>*Genre</p> <p>*Poetry</p> <p>*Stanzas</p> <p>*Rhythm</p> <p>*Rhyme</p> <p>*Conclusion</p> <p>*Illustrate</p> <p>*Compare</p>	<p>*Language Songs Big Book, p.33</p> <p>*Song CD 2, Tracks 19-20</p> <p>*Picture Cards, D88-D96</p> <p>*Selection Reading CD 3, Tracks 10-12</p> <p>*Teacher's Resource Book, Master 77</p>	<p>Make comparisons</p> <p>T460f</p>	<p>Subject and Object Pronouns</p> <p>T462c- T462d T480-481</p> <p>Future Tense</p> <p>T475</p>	<p><b>Beginning:</b> A _ is/has_. _ is _ . _ is not_. _ have_. _ are _ . Tell me about your _ . It has_. It has _ and _ . My ___ is __, but it is not __. Apples are ___(fruit). Birds have ___(feathers). He is ___(tall/short) She is ___(loud/quiet)They are both ____ . It is ___(color).</p> <p><b>Early Intermediate:</b> _ is not_. _ have_. _ are _ . Tell me about your _ . It has __, __ and __. In reading groups we may ___ but we may not __. I live in __, it has __. My pencil is ___(long/short) The ___(noun) is ___(adjective) .I am taller than the ____ .The ___ is shorter than me. What is __ (longer/shorter)? They both have ____ .Dolphins have ____ . Fish have ____ . They both ____ . They both have ____ and ____ . The ___ had/doesn't/didn't have ____ . The ___ difference between ___ and __ is ____ . He likes to ___ but my dad likes to __. We think both girls and boys can ____ .</p> <p><b>Intermediate:</b> Both __ and __ can __. Both __ and __ are __. __ can __ but __ cant. __ is __, but __ is __. They both have __, but __ have __. They are both__.</p> <p><b>Early Advanced/ Advanced:</b> A __ is __ compared to a __. __ and __ are similar because they both __. They are different because __, __ and __, __. They way they alike is that they both are/have __. There are several major differences between __ and __. They resemble each other because they both have __ and __. A notable difference is that the __ has __, whereas the __ has __. Despite the fact that __ can __, they are __. You might think __. On the contrary, __.</p>	<p><b>Note:</b> Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>1.Explain preferences. I like pizza. It takes better than hamburgers.</li> <li>2.Compare everyday events and objects such as weather, classroom objects, pets, or sports.</li> <li>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.</li> <li>4. Play "I Spy." in groups of two or three.</li> <li>5. Play card or board games calling on use of descriptive phrases that can be turned into comparatives.</li> </ol> <p><b>Academic Application:</b></p> <ol style="list-style-type: none"> <li>1.Compare one habitat to another. ie. deserts to mountains.</li> <li>2.Compare two different objects, characters, stories and explain differences and similarities orally and in writing.</li> <li>3.Avenues Application: Read Theme library story: The Name Jar by Yang Sook Choi. Students compare themselves to the character.</li> <li>4. Students compare the similarities and differences between the poems as well as relate them to their personal experiences.</li> </ol>