

**Haverhill Public Schools**

**English Learner Education**

**ESL/ELD Curriculum**

**Standards, Topics, Benchmarks, and Outcomes**

**Grades K-12**

ESL Instructional Curriculum (K- 8)	Quarter: all	Grades: all	Level: all
The ESL/ELD Curriculum has been developed to follow a progressive continuum in accordance with student needs in collaboration with Standard Education and Special Education Staff.			
<b>Content Area Connections:</b> Consistent with grade and proficiency level of the students.			
ELPBO	Topic	Materials	Assessment
<p><b>Dependent on proficiency Level:</b>  <b>S.3</b> Comprehend and communicate orally in academic settings  <b>R.1.</b> Acquire English vocabulary and apply knowledge of correct syntax to comprehend written text  <b>R.2</b> Reading in English  <b>R.3.</b> Reading Comprehension  <b>R.4.</b> Informational and Expository Text  <b>W.1 – W. 4</b> Prewriting, writing, revising, editing</p>	<p>Participation in classroom discussion about academic content</p> <p>Reading in the content areas – literature and non-fiction across all genres and communication mediums.</p> <p>Use of prior knowledge to assist in making connections, determining fact patterns, inferring informed outcomes, synthesizing across disciplines and expanding through inquiry based research and dialogue.</p> <p>Mastery of reading comprehension, understanding and interpreting test questions and test-taking strategies.</p> <p>The Writing Process for audience and self as emulated in literacy rich classroom environments.</p>	<p>Student texts and assignments from ELA content classes  <i>Avenues, High Point Foundations, texts, practice, and grammar practice</i>  <i>English at Your Command</i>  <i>Leveled National Geographic readers</i>  <i>The Good Readers Kit</i>  <i>The Good Writers Kit</i>  <i>Molinsky Series, Side by Side, Word by Word</i>  <i>Leveled Readers</i>  <i>Access Materials</i>  <i>Scholastic Leveled Readers</i>  <i>Lesley Literacy Model</i>  <i>Writer’s Workshop Model</i>  <i>Guided Reading Model</i>  <i>Process Writing</i>  <i>Writing with Colors Model</i>            MCAS and MEPA practice tests</p>	<p>IPT to determine English Proficiency Level ORW at the time of registration.</p> <p>Language Assessment Team Reports submitted to determine progress in English proficiency in all domains and academic growth.            MAP, DRA, SRI, Lexile determination, and trade diagnostic tests recorded throughout the year as well as teacher formative and summative evaluations to determine English proficiency level and areas of needed support.            Writing Portfolio            MEPA, MCAS, MELA-O</p>

Kindergarten		Quarter: 1	Level: All	
Content Standards	ELPBO	Topic Themes: School and Family <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>1.1: Follow agreed-upon rules for discussions in small and large groups (raising hand, one speaker at a time, etc.)</p> <p>2.1: Contribute knowledge to class discussion to develop a topic for class project.</p> <p>3.1: Give oral presentations about personal experiences or interests using clear enunciation/volume.</p> <p>3.2: Maintain focus on topic.</p> <p>4.1: Identify and sort common words into various classifications (colors, shapes, textures).</p> <p>4.2: Describe common objects and events in general and specific language.</p> <p>4.3: Identify and sort common words into conceptual categories (opposites, living things).</p> <p>4.4: Identify base words</p>	<p><b>S.1.1; S.1.2; 1.3; S.1.4</b> <i>Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.</i></p> <p><b>S.3.1; S.3.3; S.3.9; S.3.10; S.3.25</b> <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p><b>R.1.1</b> <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p> <p><b>R.2.1; R.2.3; R.2.4; R.2.5; R.2.6; R.2.7</b> <i>Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</i></p> <p><b>W.2.1a, b; W.2.2a</b> <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p><b>Vocabulary</b> Colors School tools Sizes School people and places Foods Kitchen objects Numbers</p> <p><b>Grammar</b> Using determiners <i>a</i> and <i>the</i></p> <p><b>Listening/Speaking</b> Give and carry out commands Express likes and dislikes</p> <p><b>Reading/Writing</b> Isolate and count words Isolate syllables Isolate sounds Identify rhyming words Concepts of print Label Literature journal Interactive and Independent writing</p> <p><b>Content Connections</b> <b>Science</b> – Food Pyramid, mix a new color</p>	<p><u>Avenues</u>: Units 1 and 2</p>	<p><u>Avenues</u> pretest</p> <p>MEPA/MELA-O (new students)</p> <p>End of Unit Vocabulary Assessments</p>

<p>(look) and their inflectional forms (looks, looked, looking).</p> <p>4.5: Identify the relevant meaning for a word with multiple meanings using its context (saw/saw).</p> <p>4.6: Identify common antonyms and synonyms.</p> <p>4.7: Use knowledge of the meaning of individual words to predict the meaning of unknown compound words,</p> <p>4.8: Determine meanings of words by using a beginning dictionary.</p> <p>5.1: Use language to express spatial and temporal relationships (up, down, before, after).</p> <p>5.2: Recognize that the names of things can also be the names of actions (fish, dream, run).</p> <p>5.3: Identify correct capitalization for names and places.</p> <p>5.4: Identify appropriate end marks (periods, question marks). 6.1: Identify formal and informal language in</p>		<p><b><u>Social Studies</u></b> – Role-play workers</p> <p><b><u>Math</u></b> – Size up a buddy, count family members</p> <p><b><u>Language Arts</u></b> – Play kitchen</p>		
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stories, poems, and plays. <b>7.1:</b> Recognize that printed materials provide info and entertainment; handling book, turning pages/cover/title/upper and lowercase				
<b>Kindergarten</b>		<b>Quarter: 2</b>	<b>Level: All</b>	
<b>Content Standards</b>	<b>ELPBO</b>	<b>Topic Transportation, Neighborhood, Weather and Seasons</b> ( <i>italics indicate reinforcement of previously introduced topics</i> )	<b>Materials</b>	<b>Assessment</b>
7.2: Phonemes/syllables/initial, medial, ending sounds/blending. 7.3: Letter-sound to decode. 7.4: Order of letters of alphabet words have sequence of letters/match oral words to printed words/correct spellings/features of sentence capital, end punc., and paragraph indentation, spacing. 7.5: Demonstrate orally that phonemes exist/generate sounds from all letters and patterns including consonant	<b>S.1.1, S.1.2, S.1.3, S.1.4</b> <i>Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.</i> <b>S.2.1, S.2.2, S.2.3</b> <i>Students will comprehend and communicate orally, using spoken English for personal and social purposes.</i> <b>R.1.1, R.1.5b, c</b> <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i> <b>R.2.1, R.2.2</b>	<b>Vocabulary</b> Transportation Neighborhood Places Neighborhood Workers Opposites Safety Weather Seasons Clothing <b>Grammar</b> “This is a _____.” “See the _____.” “You can _____.” <b>Listening/Speaking</b> Ask and answer questions Give and follow directions Make comparisons <b>Reading/Writing</b> Identify and blend syllables.	<u>Avenues</u> – Units 3, 4, 5	End of Unit Vocabulary Assessments

<p>blends, long and short vowels patterns, onsets and rimes and combine into</p>	<p><i>Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</i></p>	<p>Segment words into syllables Match syllables Identify letters and words Match and isolate initial sounds Identify title, author, and illustrator <b>High Frequency Words:</b> this, is, to, see, we, I, can, you</p> <p><b>Content Connections</b> <b>Science</b> – Make boats, Explore a bike <b>Social Studies</b> – Write about your neighborhood <b>Math</b> – Board game, Create a graph <b>Language Arts</b> – Guess the worker</p>		
<b>Kindergarten</b>		<b>Quarter: 3</b>	<b>Level: All</b>	
<b>Content Standards</b>	<b>ELPBO</b>	<b>Topic Animals, Senses and Self Concept, Farms</b> <i>(italics indicate reinforcement of previously introduced topics)</i>	<b>Materials</b>	<b>Assessment</b>
<p>7.2: Phonemes/syllables/initial, medial, ending sounds/blending. 7.3: Letter-sound to decode. 7.4: Order of letters of alphabet words have sequence of letters/match</p>	<p><b>S.1.1, S.1.2, S.1.3, S.1.4,</b> <i>Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.</i> <b>S.3.1, S.3.2, S.3.3</b> <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p>	<p><b>Vocabulary</b> Animals Pets Actions Body Parts Senses Feelings Farm Animals Baby Animals</p>	<p><u>Avenues</u> Units 6,7,8  <u>I am Latino- The Beauty Inside Me</u></p>	<p>End of Unit Vocabulary Assessments  MEPA/MELA-O</p>

<p>oral words to printed words/correct spellings/features of sentence capital, end punc., and paragraph indentation, spacing.</p> <p>7.5: Demonstrate orally that phonemes exist/generate sounds from all letters and patterns including consonant blends, long and short vowels patterns, onsets and rimes and combine into</p>	<p><b>R.1.1, R.1.2d, R.1.5b, c</b>  <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p> <p><b>R.2.1, R.2.2, R.2.3</b>  <i>Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</i></p>	<p>Place Words</p> <p><b>Grammar</b>          “Where are the _____?”          “It is a _____.”          “I like your _____.”</p> <p><b>Listening/Speaking</b>          Ask for and give information          Express feelings          Express likes and dislikes</p> <p><b>Reading/Writing</b>          Match and isolate final sounds          Recognize capital and lowercase letters          Match and isolate medial sounds          Identify a sentence          Generate rhyming words</p> <p><b>High Frequency words:</b> he, she, where, are, have, it, what, little, your, like</p> <div style="background-color: yellow; padding: 5px;"> <p><b>Content Connection</b>  <u>Science:</u> Animal Sort, Senses Chart  <u>Social Studies:</u> Animal Products  <u>Math:</u> Count and Categorize, Count Body Parts  <u>Language Arts:</u> Compare Animals, Tell About You</p> </div>		
<b>Kindergarten</b>		<b>Quarter: 4</b>	<b>Level: All</b>	
<b>Content Standards</b>	<b>ELPBO</b>	<b>Topic Farm to Market,</b>	<b>Materials</b>	<b>Assessment</b>

		<p><b>Homes</b> (<i>italics indicate reinforcement of previously introduced topics</i>)</p>		
<p>7.7: Use letter-sound knowledge to decode written English;  - decode 1 syllable and multi-syllable real and nonsense words – read irregularly spelled words, special vowel spellings and common word endings.  - knowledge of letter patterns to identify syllables.  - know and use more difficult word families (ought) and known words to decode unknown words.  - read aloud with fluency and comprehension at grade level.  - read alouds/imaginative-literary, informational-expository text with comp./reading fluently  8.1: Make predictions using prior knowledge, pictures, texts.  8.2: Retell a main event from a story heard or read.</p>	<p><b>S.1.1, S.1.2, 1.3, S.1.4</b>  <i>Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.</i></p> <p><b>S.2.1, S.2.2, S.2.3</b>  <i>Students will comprehend and communicate orally, using spoken English for personal and social purposes.</i></p> <p><b>R.1.1, R.1.2, R.1.3a,</b>  <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p> <p><b>R.2.1, R.2.2, R.2.3,</b>  <i>Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</i></p> <p><b>R.3.1, R.3.4, R.3.6</b>  <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p>	<p><b>Vocabulary</b>  Fruits and Vegetables  Plants  Buy/Sell  Rooms in a House  Household Objects  Daily Routines</p> <p><b>Grammar</b>  “Look at the _____.”  “ This is/is not a big _____.”</p> <p><b>Listening/Speaking</b>  <i>Ask for and give information</i>  <i>Express likes and dislikes</i>  Give and follow directions  Make comparisons  Manipulate sounds</p> <p><b>Reading/Writing</b>  <i>Generate rhyming words</i>  <i>Concepts of print</i>  Identify where a story begins and ends  Segment a word into sounds  Recognize appropriate word order in sentences  High Frequency Words: go, in, look, at, on, my big, not</p> <p><b>Content Connection</b>  <b>Science:</b> Match the</p>	<p><u>Avenues</u> Units 9 and 10</p>	<p>End of Unit Vocabulary Assessments</p> <p><u>Avenues</u> Post-Test</p>

		Material, Let's Grow <b><u>Social Studies:</u></b> Design a Room <b><u>Math:</u></b> Seed Count, Shape House <b><u>Language Arts:</u></b> Sort Inside and Outside Activities		
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Grade 1		Quarter: 1	Level: Beginner/Early Intermediate	
Content Standards	ELPBO	Topic What's New With You? <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>1.1: Follow agreed-upon rules for discussions in small and large groups (raising hand, one speaker at a time, etc.)</p> <p>2.1: Contribute knowledge to class discussion to develop a topic for class project.</p> <p>3.1: Give oral presentations about personal experiences or interests using clear enunciation/volume.</p> <p>3.2: Maintain focus on topic.</p> <p>4.1: Identify and sort common words into various classifications (colors, shapes, textures).</p> <p>4.2: Describe common objects and events in general and specific language.</p>	<p><b>S.1.1, S.1.2</b> <i>Students will comprehend and communicate orally using English vocabulary for personal, social, and academic purposes.</i></p> <p><b>R.1.1, R.1.3</b> <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p> <p><b>R.2.1, R.2.2</b> <i>Using the foundations of oral languages and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</i></p> <p><b>W.1</b> <i>Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</i></p>	<p><b>Vocabulary</b> Shapes Seasons Weather Days Months Colors Numbers</p> <p><b>Grammar</b> Nouns Describing words “The _____ is _____.”</p> <p><b>Listening/Speaking</b> Message for today Make an announcement Generate rhyming words Sing along with teacher</p> <p><b>Reading/Writing</b> Concepts of print Match print to spoken word Cause and effect Classify details Express ideas and opinions in Literature Journals Reflect on the story in their</p> <p><b>Literature Journals</b> Write sentences</p> <p><b>Content Connections</b></p>	<p><u>Avenues</u> - Unit 1</p> <p>Big Book: <u>Fall Is Not Easy</u></p> <p>Leveled books</p> <p><u>Phonics Street</u></p>	<p><u>Avenues</u> pretest</p> <p>End of Unit Test</p> <p>MEPA/MELA-O (new students)</p>

<p>4.3: Identify and sort common words into conceptual categories (opposites, living things).</p> <p>4.4: Identify base words (look) and their inflectional forms (looks, looked, looking).</p> <p>4.5: Identify the relevant meaning for a word with multiple meanings using its context (saw/saw).</p> <p>4.6: Identify common antonyms and synonyms.</p> <p>4.7: Use knowledge of the meaning of individual words to predict the meaning of unknown compound words,</p> <p>4.8: Determine meanings of words by using a beginning dictionary.</p> <p>5.1: Use language to express spatial and temporal relationships</p>		<p><b>Science:</b> Make a season sack</p> <p><b>Social Studies:</b> Create a new faces collage</p> <p><b>Math:</b> Count and sort season symbols</p> <p><b>Language Arts:</b> Sort pictures by letter</p>		
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<p>(up, down, before, after).</p> <p>5.2: Recognize that the names of things can also be the names of actions (fish, dream, run).</p> <p>5.3: Identify correct capitalization for names and places.</p> <p>5.4: Identify appropriate end marks (periods, question marks).</p>				
<b>Grade 1</b>		<b>Quarter: 2</b>	<b>Level: Beginner/ Early Intermediate</b>	
<b>Content Standards</b>	<b>ELPBO</b>	<b>Topic Here Come the Animals!</b> <i>(italics indicate reinforcement of previously introduced topics)</i>	<b>Materials</b>	<b>Assessment</b>
<p>6.1: Identify formal and informal language in stories, poems, and plays.</p> <p>7.1: Recognize that printed materials provide info and entertainment; handling book, turning pages/cover/title/upper and lowercase.</p>	<p><b>S.1.1., S.1.2, S.1.3, S.1.4</b>  <i>Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.</i></p> <p><b>S.2.1, S.2.2, S.2.5</b>  <i>Students will comprehend and communicate orally, using spoken English for personal and social purposes.</i></p> <p><b>R.1.1; R.1.3; R.1.4; R.1.5</b>  <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written</i></p>	<p><b>Vocabulary</b>  Animal parts  Animal coverings  Numbers  Colors  Shapes</p> <p><b>Grammar</b>  Verbs  Has/have  Ask questions with do/does</p> <p><b>Listening/Speaking</b>  Message for Today  Give information – declarative</p>	<p><u>Avenues</u> – Unit 2</p> <p>Big Book: <u>Mama Cat Has Three Kittens</u></p> <p>Leveled books</p> <p><u>Phonics Street</u></p>	<p>End of unit test</p> <p>Animal Poster</p>

	<p><i>text.</i></p> <p><b>R.2.1, R.2.2, R.2.3</b>  <i>Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</i></p> <p><b>R.3.1; R.3.2; R.3.3; R.3.6</b>  <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p><b>W.1.2, W.1.3</b>  <i>Students will plan for written English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</i></p>	<p>sentences</p> <p>Find and use patterns in language</p> <p>Tell about the animals</p> <p>Syllable blending</p> <p><b>Reading/Writing</b></p> <p>Capital and lowercase letters</p> <p>Use punctuation in reading</p> <p>Intonation and phrasing</p> <p>Genre: Fact Book</p> <p>Text feature – labels</p> <p>Reflect on the story in their</p> <p><b>Literature Journals</b></p> <p>Express ideas &amp; opinions in their</p> <p><b>Literature Journal</b></p> <p>Animal Poster</p> <p><b>Content Connection</b></p> <p><b>Science:</b> Look closely at animals</p> <p><b>Social Studies:</b> Help find the animals</p> <p><b>Math:</b> Draw a petting zoo</p> <p><b>Language Arts:</b> Name that cat</p>		
<b>Grade 1</b>		<b>Quarter: 3</b>	<b>Beginner/ Early Intermediate</b>	
<b>Content Standards</b>	<b>ELPBO</b>	<b>Topic Families on the Go</b> <i>(italics indicate reinforcement of previously introduced topics)</i>	<b>Materials</b>	<b>Assessment</b>
7.2: Phonemes/syllables/initial, medial, ending sounds/blending. 7.3: Letter-sound to	<b>S.1.1, S.1.2</b> <i>Students will comprehend and communicate orally using English vocabulary for personal, social, and academic purposes.</i> <b>S.3</b>	<b>Vocabulary</b> Family Favorite Activities Time <b>Grammar</b> Subject pronouns	<u>Avenues</u> - Unit 3  Big Book: <u>Tortillas and Lullabies</u>	End of Unit Test  MEPA/MELA-O

<p>decode.</p> <p>7.4: Order of letters of alphabet words have sequence of letters/match oral words to printed words/correct spellings/features of sentence capital, end punc., and paragraph indentation, spacing.</p> <p>7.5: Demonstrate orally that phonemes exist/generate sounds from all letters and patterns including consonant blends, long and short vowels patterns, onsets and rimes and combine into recognizable words.</p> <p>7.6: Recognize common irregularly spelled words by sight (have, said, where).</p>	<p><i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p><b>R.1.1, R.1.3</b> <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p> <p><b>R.2.1, R.2.2</b> <i>Using the foundations of oral languages and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</i></p> <p><b>W.1</b> <i>Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</i></p> <p><b>W.2</b> <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Plural Nouns with –s and –es “I like to _____.”</p> <p><b>Listening/Speaking</b> Message for Today Express likes and dislikes Express needs and wants Make comparisons Participate in a choral reading Blend syllables Blend onsets and rimes</p> <p><b>Reading/Writing</b> Interactive writing Directionality Genre: Realistic Fiction Story elements: Character and Setting Identify sequence Main idea and details Make a photo book Write directions</p> <p><b>Content Connection</b> <b>Science:</b> Make an ancestor book <b>Social Studies:</b> Compare holidays <b>Math:</b> Make a clock pendant <b>Language Arts:</b> Write a family poem</p>	<p>Leveled books</p> <p><u>Phonics Street</u></p>	
<p><b>Grade 1</b></p>		<p><b>Quarter: 4</b></p>	<p><b>Level: Beginner/ Early Intermediate</b></p>	
<p><b>Content Standards</b></p>	<p><b>ELPBO</b></p>	<p><b>Topic Everyone Needs a Home, Wings and Things</b> <i>(italics indicate reinforcement of</i></p>	<p><b>Materials</b></p>	<p><b>Assessment</b></p>

<p>7.7: Use letter-sound knowledge to decode written English;</p> <ul style="list-style-type: none"> <li>- decode 1 syllable and multi-syllable real and nonsense words – read irregularly spelled words, special vowel spellings and common word endings.</li> <li>- knowledge of letter patterns to identify syllables.</li> <li>- know and use more difficult word families (ought) and known words to decode unknown words.</li> <li>- read aloud with fluency and comprehension at grade level.</li> <li>- read alouds/imaginative-literary, informational-expository text with comp./reading fluently</li> </ul>	<p><b>S.1.1, S.1.2., S.1.3., S.1.4, S.1.5</b>  <i>Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.</i></p> <p><b>S.2.1, S.2.2, S.2.5, S2..6</b>  <i>Students will comprehend and communicate orally, using spoken English for personal and social purposes.</i></p> <p><b>S.3.1, S.3.2, S.3.3, S.3.4,</b>  <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p><b>R.1.1; R.1.3; R.1.4; R.1.5</b>  <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p> <p><b>R.2.1; R.2.2; R.2.3</b>  <i>Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</i></p> <p><b>W.1.2, W.1.3</b>  <i>Students will plan for written English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</i></p> <p><b>W.2.1</b>  <i>Students will write in English for a variety of purposes with clear focus,</i></p>	<p><i>previously introduced topics)</i></p> <p><b>Vocabulary</b>  Houses  Sequence words</p> <p><b>Grammar</b>  Question Words  Pronouns: I/my, we/our, you/your  Sentences, questions and exclamations  Pronouns: his, her, their  Present Tense Verbs  Modal: can  Subject-Verb Agreement  Past-Tense Verbs: was, were  Verb endings: –ing and –s</p> <p><b>Listening/Speaking</b>  Message for Today  Ask and Answer Questions  Make comparisons  Match and isolate final sounds  Participate in a shared reading  Sequential statements</p> <p><b>Reading/Writing</b>  Reflect on the story in their <b>Literature Journals</b>  Express ideas &amp; opinions in their <b>Literature Journals</b>  Write sentences  Visualizing  Problem and solution  Identify sequence  Use graphic organizers  Sequence events</p>	<p><u>Avenues</u> – Unit 4</p> <p>Big Book: <u>All Kinds of Children</u></p> <p><u>Avenues</u> – Unit 5</p> <p>Big Book: <u>Waiting for Wings</u></p> <p><u>Phonics Street</u></p>	<p>End of Unit Test</p> <p><u>Avenues</u> Post-test</p>
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	<i>coherent organization, and sufficient detail.</i>	<b>Content Connection</b> <b>Science:</b> Make a safety book; Show a life cycle <b>Social Studies:</b> Learn about countries; make a field guide <b>Math:</b> Build a house; Solve the egg riddles <b>Language Arts:</b> Make a dream house poster; Draw an imaginary animal		
<b>Grade 1</b>		<b>Quarter: 1</b>	<b>Level: Intermediate/ Transitioning</b>	
<b>Content Standards</b>	<b>ELPBO</b>	<b>Topic What's New With You?, Here Come the Animals</b> ( <i>italics indicate reinforcement of previously introduced topics</i> )	<b>Materials</b>	<b>Assessment</b>
1.1: Follow agreed-upon rules for discussions in small and large groups (raising hand, one speaker at a time, etc.) 2.1: Contribute knowledge to class discussion to develop a topic for class project. 3.1: Give oral presentations about personal experiences or interests using clear	<b>S.1.1, S.1.2</b> <i>Students will comprehend and communicate orally using English vocabulary for personal, social, and academic purposes.</i>  <b>R.1.1, R.1.3</b> <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i>  <b>R.2.1, R.2.2</b> <i>Using the foundations of oral</i>	<b>Vocabulary</b> Shapes Seasons and Weather Days and Months Colors Numbers Animal parts/coverings <b>Grammar</b> Nouns Describing words Verbs Has/have Ask questions with do/does <b>Listening/Speaking</b> Message for today	<u>Avenues</u> - Unit 1  Big Book: <u>Fall Is Not Easy</u>  <u>Avenues</u> – Unit 2  Big Book: <u>Mama Cat Has Three Kittens</u>  <u>Phonics Street</u>	End of Unit Test  Animal Poster  MEPA/MELA-O (new students)

<p>enunciation/volume.  3.2: Maintain focus on topic.  4.1: Identify and sort common words into various classifications (colors, shapes, textures).  4.2: Describe common objects and events in general and specific language.  4.3: Identify and sort common words into conceptual categories (opposites, living things).  4.4: Identify base words (look) and their inflectional forms (looks, looked, looking).  4.5: Identify the relevant meaning for a word with multiple meanings using its context (saw/saw).  4.6: Identify common antonyms and synonyms.  4.7: Use knowledge of the meaning of individual words to predict the meaning of unknown compound words,  4.8: Determine meanings</p>	<p><i>languages and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</i></p> <p><b>W.1</b>  <i>Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</i></p>	<p>Make an announcement  Generate rhyming words  Give information – declarative sentences  Syllable blending  <b>Reading/Writing</b>  Express ideas and opinions in Literature Journals  Reflect on the story in their <b>Literature Journals</b>  Concepts of print  Match print to spoken word  Cause and effect  Write sentences  Capital and lowercase letters  Use punctuation in reading</p> <p><b>Content Connections</b>  <b>Science:</b> Make a season sack; Look closely at animals  <b>Social Studies:</b> Create a new faces collage; Help find the animals  <b>Math:</b> Count and sort season symbols; Draw a petting zoo  <b>Language Arts:</b> Sort pictures by letter; Name that cat</p>		
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<p>of words by using a beginning dictionary.</p> <p>5.1: Use language to express spatial and temporal relationships (up, down, before, after).</p> <p>5.2: Recognize that the names of things can also be the names of actions (fish, dream, run).</p> <p>5.3: Identify correct capitalization for names and places.</p> <p>5.4: Identify appropriate end marks (periods, question marks).</p> <p>6.1: Identify formal and informal language in stories, poems, and plays.</p> <p>7.1: Recognize that printed materials provide info and entertainment; handling book, turning pages/cover/title/upper and lowercase letters/spaces/separate words.</p>				
<b>Grade 1</b>		<b>Quarter: 2</b>	<b>Level: Intermediate/ Transitioning</b>	

Content Standards	ELPBO	Topic Families on the Go <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>7.2: Phonemes/syllables/initial, medial, ending sounds/blending.</p> <p>7.3: Letter-sound to decode.</p> <p>7.4: Order of letters of alphabet words have sequence of letters/match oral words to printed words/correct spellings/features of sentence capital, end punc., and paragraph indentation, spacing.</p> <p>7.5: Demonstrate orally that phonemes exist/generate sounds from all letters and patterns including consonant blends, long and short vowels patterns, onsets and rimes and combine into recognizable words.</p> <p>7.6: Recognize common irregularly spelled words by sight (have, said,</p>	<p><b>S.1.1, S.1.2</b> <i>Students will comprehend and communicate orally using English vocabulary for personal, social, and academic purposes.</i></p> <p><b>S.3</b> <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p><b>R.1.1, R.1.3</b> <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p> <p><b>R.2.1, R.2.2</b> <i>Using the foundations of oral languages and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</i></p> <p><b>W.1</b> <i>Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</i></p> <p><b>W.2</b> <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p><b>Vocabulary</b> Family Favorite Activities Time</p> <p><b>Grammar</b> Subject pronouns Plural Nouns with –s and –es “I like to _____.”</p> <p><b>Listening/Speaking</b> Message for Today Express likes and dislikes Express needs and wants Make comparisons Participate in a choral reading Blend syllables Blend onsets and rimes</p> <p><b>Reading/Writing</b> Interactive writing Directionality Genre: Realistic Fiction Story elements: Character and Setting Identify sequence Main idea and details Make a photo book Write directions</p> <p><b>Content Connection</b> <b>Science:</b> Make an ancestor book <b>Social Studies:</b> Compare</p>	<p>Avenues - Unit 3</p> <p>Big Book: <u>Tortillas and Lullabies</u></p> <p><u>Phonics Street</u></p>	<p>End of Unit Test</p> <p>MEPA/MELA-O</p>

<p>where). 7.7: Use letter-sound knowledge to decode written English;</p> <ul style="list-style-type: none"> <li>- decode 1 syllable and multi-syllable real and nonsense words – read irregularly spelled words, special vowel spellings and common word endings.</li> <li>- knowledge of letter patterns to identify syllables.</li> <li>- know and use more difficult word families (ought) and known words to decode unknown words.</li> <li>- read aloud with fluency and comprehension at grade level.</li> <li>- read alouds/imaginative-literary, informational-expository text with comp./reading fluently</li> </ul> <p>8.1: Make predictions using prior knowledge, pictures, texts.</p> <p>8.2: Retell a main event from a story heard or</p>		<p>holidays</p> <p><b>Math:</b> Make a clock pendant</p> <p><b>Language Arts:</b> Write a family poem</p>		
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<p>read.</p> <p>8.3: Ask questions about important characters, settings, and events.</p> <p>8.4: Make predictions about the content of the text using prior knowledge and text features (title, captions, illus.).</p> <p>8.5: retell important facts from text heard or read.</p>				
<b>Grade 1</b>		<b>Quarter: 3</b>	<b>Level: Intermediate/ Transitioning</b>	
<b>Content Standards</b>	<b>ELPBO</b>	<b>Topic Everyone Needs a Home, Wings and Things</b> <i>(italics indicate reinforcement of previously introduced topics)</i>	<b>Materials</b>	<b>Assessment</b>
<p>8.6: Make predictions about what will happen next and explain whether they were confirmed or disconfirmed-why</p> <p>8.7: Retell story's beginning, middle and end.</p> <p>8.8: Cause and effect</p> <p>8.9: Make predictions about content of text</p>	<p><b>S.1.1, S.1.2., S.1.3., S.1.4</b> <i>Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.</i></p> <p><b>S.2.1, S.2.2, S.2.5, S2..6</b> <i>Students will comprehend and communicate orally, using spoken English for personal and social purposes.</i></p> <p><b>S.3.1, S.3.2, S.3.3, S.3.4</b> <i>Students will comprehend and communicate orally, using spoken</i></p>	<p><b>Vocabulary</b> Houses Sequence words</p> <p><b>Grammar</b> Question Words Pronouns: I/my, we/our, you/your, his, her, their Sentences, questions and exclamations Present Tense Verbs Modal: can Subject-Verb Agreement Past-Tense Verbs: was, were</p>	<p><u>Avenues</u> – Unit 4</p> <p>Big Book: <u>All Kinds of Children</u></p> <p><u>Avenues</u> – Unit 5</p> <p>Big Book: <u>Waiting for Wings</u></p>	<p>End of Unit Tests</p>

<p>using prior knowledge and text features (title, captions, illus.),  8.10: Restate main ideas.  9.1: Identify similarities in plot, setting, and character among works of author and illustrators.  9.2: Identify interpretations of plot, setting, and character in the same work by different illustrators – alphabet books, nursery rhymes, counting books.</p>	<p><i>English to participate in academic settings.</i>  <b>R.1.1, R.1.3, R.1.4, R.1.5</b>  <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i>  <b>R.2.1, R.2.2, R.2.3</b>  <i>Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</i>  <b>R.3.1, R.3.2, R.3.3, R.3.6</b>  <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i>  <b>W.2.1</b>  <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Verb endings: –ing and –s</p> <p><b>Listening/Speaking</b>  Message for Today  Ask and Answer Questions  Make comparisons  Match and isolate final sounds  Participate in a shared reading</p> <p><b>Reading/Writing</b>  Reflect on the story in their <b>Literature Journals</b>  Express ideas &amp; opinions in their <b>Literature Journal</b>  Write sentences  Use word order and context  Find problem and solution  Use graphic organizers  Sequence events</p> <p><b>Content Connection</b>  <u><b>Science:</b></u> Make a safety book; Show a life cycle  <u><b>Social Studies:</b></u> Learn about countries; make a field guide  <u><b>Math:</b></u> Build a house; Solve the egg riddles  <u><b>Language Arts:</b></u> Make a dream house poster; Draw an imaginary animal</p>	<p><u>Phonics Street</u></p>	
<p><b>Grade 1</b></p>		<p><b>Quarter: 4</b></p>	<p><b>Level: Intermediate/ Transitioning</b></p>	
<p><b>Content Standards</b></p>	<p><b>ELPBO</b></p>	<p><b>Topic Hello, World!</b> <i>(italics)</i></p>	<p><b>Materials</b></p>	<p><b>Assessment</b></p>

<p>9.2: Identify interpretations of plot, setting, and character in the same work by different illustrators – alphabet books, nursery rhymes, counting books.</p> <p>10.1: Identify characteristics of different genres: poetry, prose, fiction, nonfiction, dramatic literature.</p> <p>11.1: Relate themes in works of fiction and nonfiction to personal experiences.</p>	<p><b>S.1.1, S.1.2., S.1.3., S.1.4, S.1.5</b>  <i>Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.</i></p> <p><b>S.2.1, S.2.2, S.2.5, S2..6</b>  <i>Students will comprehend and communicate orally, using spoken English for personal and social purposes..</i></p> <p><b>R.2.1; R.2.2; R.2.3</b>  <i>Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</i></p> <p><b>R.3.1; R.3.2; R.3.3; R.3.6</b>  <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p><b>W.1.2; W.1.3</b>  <i>Students will plan for written English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</i></p> <p><b>W.2.1</b>  <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p> <p><b>W.4.1</b>  <i>Students will understand and apply knowledge of standard English</i></p>	<p><i>indicate reinforcement of previously introduced topics)</i></p> <p><b>Vocabulary</b>          Neighborhood Words          Occupations          Compound Words</p> <p><b>Grammar</b>          Past-Tense Verbs: <b>was, were</b>          Prepositions          Proper Names          Contractions with <b>not</b>          Titles and Abbreviations          Proper Names of Places</p> <p><b>Listening/Speaking</b>          Message for Today          Express feelings          Ask for and give information          Participate in a shared reading</p> <p><b>Reading/Writing</b>          Reflect on the story in their <b>Literature Journals</b>          Express ideas &amp; opinions in their <b>Literature Journals</b>          Analyze story elements: characters and setting          Identify character traits          Use graphic organizers          Write a story</p> <p><b>Content Connection</b>  <b>Science:</b> Create a poster  <b>Social Studies:</b> Compare</p>	<p><u>Avenues</u> – Unit 6</p> <p>Big Book: <u>From Here to There</u></p> <p><u>Phonics Street</u></p>	<p>End of Unit Test</p> <p><u>Avenues</u> Post-test</p>
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	<i>grammar, spelling, and conventions to improve their writing.</i>	neighborhoods <b>Math:</b> Sort by neighborhood place <b>Language Arts:</b> Tell about your world		
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Grade 2		Quarter: 1	Level: Beginners/ Early Intermediate	
Content Standards	ELPBO	Topic The Big City	Materials	Assessment
<p>1.1: Follow agreed-upon rules for discussions in small and large groups (raising hand, one speaker at a time, etc.)</p> <p>2.1: Contribute knowledge to class discussion to develop a topic for class project.</p> <p>3.1: Give oral presentations about personal experiences or interests using clear enunciation/volume.</p> <p>3.2: Maintain focus on topic.</p> <p>4.1: Identify and sort common words into various classifications (colors, shapes, textures).</p> <p>4.2: Describe common</p>	<p><b>S.1.1; S.1.2; 1.3; S.1.4; S.1.5</b> <i>Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.</i></p> <p><b>S.2.1, S.2.2, S.2.5, S.6, S.2.9</b> <i>Students will comprehend and communicate orally, using spoken English for personal and social purposes.</i></p> <p><b>R.1.1, R.1.3, R.1.4, R.1.5</b> <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p> <p><b>R.2.1, R.2.2, R.2.3, R.2.4, R.2.5</b> <i>Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</i></p>	<p><b>Vocabulary</b> Family Clothing Days/Months Body parts Colors Food Numbers and Money Introductions/greetings, Classroom/school words</p> <p><b>Grammar</b> Basic grammar patterns and structures “This is” _____” / “These are _____” “I am _____” Question words: who, what, where, when, why, how</p> <p><b>Listening/Speaking</b> Listen actively Repeat spoken language Ask and answer questions Role-play Interpret visual images</p>	<p><u>Avenues</u> – Unit 1</p> <p><u>Carlos Comes to Lakeside Elementary</u></p> <p><u>Just the Right Word</u></p> <p>Picture Dictionary</p> <p><u>English to a Beat</u> – Skill plan 1, 2, 3, and 4 - Skill plan 7, and 8 - Skill plan 4, 11, 14</p>	<p><u>Avenues</u> Pretest</p> <p>MEPA/ MELA-O (for new students)</p> <p><u>Carlos Comes to Lakeside Elementary</u> Pretest</p> <p><u>English to a Beat</u> skill tests</p>

<p>objects and events in general and specific language.</p> <p>4.3: Identify and sort common words into conceptual categories (opposites, living things).</p> <p>4.4: Identify base words (look) and their inflectional forms (looks, looked, looking).</p> <p>4.5: Identify the relevant meaning for a word with multiple meanings using its context (saw/saw).</p> <p>4.6: Identify common antonyms and synonyms.</p> <p>4.7: Use knowledge of the meaning of individual words to predict the meaning of unknown compound words,</p> <p>4.8: Determine meanings of words by using a beginning dictionary.</p> <p>5.1: Use language to express spatial and temporal relationships (up, down, before, after).</p> <p>5.2: Recognize that the names of things can also be the names of actions (fish,</p>	<p><b>W.1.2; W.1.3</b>  <i>Students will plan for written English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</i></p> <p><b>W.2.1; W.2.2; W.2.4; W.2.5</b>  <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Listen for information</p> <p><b>Reading/Writing</b>  Pre-reading activities  Writing basic structured sentences  Writing about self, family, people  Labeling and drawing</p> <p><b>Content Connections</b>  <u><b>Science:</b></u> Graph city animals  <u><b>Social Studies:</b></u> Show what a town needs  <u><b>Math:</b></u> Determine the weight  <u><b>Language Arts:</b></u> Draw and tell a city story</p>		
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dream, run). 5.3: Identify correct capitalization for names and places. 5.4: Identify appropriate end marks (periods, question marks).				
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<b>Grade: 2</b>		<b>Quarter: 2</b>	<b>Level: Beginners/Early Intermediate</b>
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	<b>ELPBO</b>	<b>Topic Seeds to Sandwich</b>	<b>Materials</b>	<b>Assessment</b>
<p>5.2: Recognize that the names of things can also be the names of actions (fish, dream, run).</p> <p>5.3: Identify correct capitalization for names and places.</p> <p>5.4: Identify appropriate end marks (periods, question marks).</p> <p>6.1: Identify formal and informal language in stories, poems, and plays.</p> <p>7.1: Recognize that printed materials provide info and entertainment; handling book, turning pages/cover/title/upper and lowercase letters/spaces/separate words.</p> <p>7.2: Phonemes/syllables/initial, medial, ending sounds/blending.</p> <p>7.3: Letter-sound to decode.</p> <p>7.4: Order of letters of alphabet words have sequence of letters/match oral words to printed words/correct spellings/features of sentence capital, end punc., and paragraph indentation, spacing.</p> <p>7.5: Demonstrate orally that phonemes exist/generate sounds from all letters and patterns</p>	<p><b>S.1.1, S.1.2, 1.3, S.1.4, S.1.5</b>  <i>Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.</i></p> <p><b>S.2.1, S.2.2, S.2.5, S.2.6, S.2.9</b>  <i>Students will comprehend and communicate orally, using spoken English for personal and social purposes..</i></p> <p><b>R.1.1, R.1.3, R.1.4, R.1.5</b>  <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p> <p><b>W.1.2, W.1.3</b>  <i>Students will plan for written English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</i></p>	<p><b>Vocabulary</b>  Vegetables  Directional words  Farming words</p> <p><b>Grammar</b>  Action verbs  Present tense  Subject-verb agreement  Questions  Commands  Multiple meaning words  Synonyms</p> <p><b>Listening/Speaking</b>  Engage in discussions and conversations  Engage in Daily Message  Retell a story or message  Express likes and dislikes  Express ideas and opinions  Give and follow directions  Role-play</p> <p><b>Reading/Writing</b>  Concepts of print: Identify Title, Author, and Illustrator  Identify sequence  Write a sequence  Identify cause and effect  Identify problems and solutions  Create problem and solution chart  Write to ask and answer questions (interview)  Write to inform (directions)</p>	<p><u>Avenues</u> - Unit 2</p> <p>Big Book: <u>Mrs. McNosh and the Great Big Squash</u></p> <p>Photofile Picture Cards</p> <p><u>Phonics Street</u></p> <p><u>English At Your Command</u></p> <p><u>Avenues Sing Along Language Songs – Big Book</u></p> <p><u>English to a Beat</u>  - Skill plan 1, 6, and 13  - Skill plan 4, 9</p>	<p>End of Unit Test</p> <p>End of Unit Language Assessments</p> <p>Benchmark Fluency Passages</p> <p>Writing Project: Dialogue Writing</p> <p>Writing Project: Directional Writing</p> <p><u>English to a Beat</u>  skill tests</p>

<p>including consonant blends, long and short vowels patterns, onsets and rimes and combine into recognizable words.</p> <p>7.6: Recognize common irregularly spelled words by sight (have, said, where). 7.7: Use letter-sound knowledge to decode written English;</p> <ul style="list-style-type: none"> <li>- decode 1 syllable and multi-syllable real and nonsense words</li> <li>- read irregularly spelled words, special vowel spellings and common word endings.</li> <li>- knowledge of letter patterns to identify syllables.</li> <li>- know and use more difficult word families (ought) and known words to decode unknown words.</li> <li>- read aloud with fluency and comprehension at grade level.</li> <li>- read alouds/imaginative-literary, informational-expository text with comp./reading fluently.</li> </ul>		<p>Revise drafts for organization (sequence)</p> <p>Basic paragraph writing</p> <p><b>Content Connections</b></p> <p><b>Science:</b> Create a plant part salad</p> <p><b>Social Studies:</b> Make a farm fact poster</p> <p><b>Math:</b> Estimate seeds in a jar</p> <p><b>Language Arts:</b> Create a farm folk tale</p>		
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<b>Grade 2</b>				<b>Quarter: 3</b>		<b>Level: Beginners/Early Intermediate</b>	
<b>Content Standards</b>	<b>ELPBO</b>	<b>Topic</b> Water, Water Everywhere, Celebrate!	<b>Materials</b>	<b>Assessment</b>			

<p>8.1: Make predictions using prior knowledge, pictures, texts.</p> <p>8.2: Retell a main event from a story heard or read.</p> <p>8.3: Ask questions about important characters, settings, and events.</p> <p>8.4: Make predictions about the content of the text using prior knowledge and text features (title, captions, illus.).</p> <p>8.5: retell important facts from text heard or read.</p> <p>8.6: Make predictions about what will happen next and explain whether they were confirmed or disconfirmed-why</p> <p>8.7: Retell story’s beginning, middle and end.</p> <p>8.8: Cause and effect</p> <p>8.9: Make predictions about content of text using prior knowledge and text features (title, captions, illus.),</p> <p>8.10: Restate main ideas.</p> <p>9.1: Identify similarities in plot, setting, and character among works of author and illustrators.</p> <p>9.2: Identify interpretations of plot, setting, and character in the</p>	<p><b>S.3.1, S.3.2, S.3.3, S.3.4, S.3.5,</b> <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p><b>R.1.1, R.1.2, R.1.4, R.1.5</b> <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p> <p><b>R.3.1, R.3.2, R.3.3</b> <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p><b>W.1.2, W.1.3</b> <i>Students will plan for written English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</i></p> <p><b>W.2.1, W.2.2, W.2.4, W.2.5</b> <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p><b>Vocabulary</b> Water words Cloud types Expressive words Five Senses Holidays</p> <p><b>Grammar</b> Complete sentences Adjectives Adjectives – descriptive, numerical, comparative Compound words Synonyms Subject pronouns Possessive pronouns</p> <p><b>Listening/Speaking</b> Engage in Daily Message Ask and answer questions Give an explanation Express ideas and opinions Listen to and imitate others Retell a story Make comparisons Describe events</p> <p><b>Reading/Writing</b> Identify Genre: fiction and non-fiction <i>Identify cause and effect</i> Draw conclusions Self-editing and correcting Write to entertain Write a thank-you note Write an invitation <i>Basic paragraph writing</i></p> <p><b>Content Connections</b></p>	<p><u>Avenues</u> – Unit 3</p> <p>Big Book: <u>Rain</u></p> <p><u>Avenues</u> – Unit 4</p> <p>Big Book: <u>Day of the Dead</u></p> <p>Photofile Picture Cards</p> <p><u>Phonics Street</u></p> <p><u>English At Your Command</u></p> <p><u>English to a Beat</u> - skill plan 3, 15, and 16</p>	<p>End of Unit Tests</p> <p>End of Unit Language Assessments</p> <p>Benchmark Fluency Passages</p> <p>Writing Project: Writing a Story</p> <p>Writing Project: Thank-You Note</p> <p>Writing Project: Information Article</p> <p>Writing Project: Invitation</p> <p><u>English to a Beat</u> skill tests</p> <p>MEPA/MELA-O</p>
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<p>same work by different illustrators – alphabet books, nursery rhymes, counting books.</p>		<p><b>Science:</b> Shows a simple cycle, Learn about fireworks  <b>Social Studies:</b> Make a rain stick, Design a parade balloon  <b>Math:</b> Measure water drops, Calculate leap years  <b>Language Arts:</b> Write a rainy day poem, Respond to celebration poem</p>		
<b>Grade 2</b>		<b>Quarter: 4</b>		<b>Level: Beginners/Early Intermediate</b>
<b>Content Standards</b>	<b>ELPBO</b>	<b>Topic</b> Catch Me If You Can	<b>Materials</b>	<b>Assessment</b>
<p>9.2: Identify interpretations of plot, setting, and character in the same work by different illustrators – alphabet books, nursery rhymes, counting books. 10.1: Identify characteristics of different genres: poetry, prose, fiction, nonfiction, dramatic literature.  11.1: Relate themes in works of fiction and nonfiction to personal experiences.</p>	<p><b>S.2.1, S.2.2, S.2.5, S.2.6, S.2.9, S.2.10, S.2.12, S.2.19</b>  <i>Students will comprehend and communicate orally, using spoken English for personal and social purposes.</i>  <b>S.3.1, S.3.2, S.3.3, S.3.4, S.3.5, S.3.6, S.3.9, S.3.10</b>  <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i>  <b>W.1.2, W.1.3</b>  <i>Students will plan for written</i></p>	<p><b>Vocabulary</b>  Life science words  Expressive words  Animal classification  Descriptive words  <b>Grammar</b>  Complete sentences  Present tense verbs  Regular past tense verbs  Statements with here or there  Negative sentences: is, are  Contractions  Questions  Antonyms  Suffix: - ly and Prefix: un-  <b>Listening/Speaking</b>  Engage in discussions and</p>	<p><u>Avenues - Unit 5</u>   Big Book:  <u>Red-Eyed Tree Frog</u>   Photofile Picture Cards   <u>Phonics Street</u>   <u>English At Your Command</u></p>	<p>Avenues Post-test   End of Unit Test   End of Unit Language Assessments   Writing Project: Paragraph Writing   Writing Project: Research</p>

	<p><i>English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</i></p> <p><b>W.2.1, W.2.2, W.2.4</b>  <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p> <p><b>W.4.1, W.4.2</b>  <i>Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.</i></p>	<p>conversations  Engage in Daily Message  Ask and answer questions  Ask for and give information  Express ideas and opinions  Give an explanation</p> <p><b>Reading/Writing</b>  Write a personal response  Research information  Formulate research questions  Present research findings  Revise drafts for focus and voice  Write to inform  Paragraph writing</p> <p><b>Content Connections</b>  <u>Science:</u> Tell about animals  <u>Social Studies:</u> Learn about animal groups  <u>Math:</u> Count teeth  <u>Language Arts:</u> Write to an animal</p>	<p><u>English to a Beat</u> - skill plan 10, 12, and 13</p>	<p><u>English to a Beat</u> skill tests</p>
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<b>Grade 2</b>		<b>Quarter: 1</b>	<b>Level: Intermediate/ Transitioning</b>	
<b>Content Standards</b>	<b>ELPBO</b>	<b>Topic The Big City,</b>	<b>Materials</b>	<b>Assessment</b>

<p>1.1: Follow agreed-upon rules for discussions in small and large groups (raising hand, one speaker at a time, etc.)</p> <p>2.1: Contribute knowledge to class discussion to develop a topic for class project.</p> <p>3.1: Give oral presentations about personal experiences or interests using clear enunciation/volume.</p> <p>3.2: Maintain focus on topic.</p> <p>4.1: Identify and sort common words into various classifications (colors, shapes, textures).</p> <p>4.2: Describe common objects and events in general and specific language.</p> <p>4.3: Identify and sort common words into conceptual categories (opposites, living things).</p> <p>4.4: Identify base words (look) and their inflectional forms (looks, looked, looking).</p> <p>4.5: Identify the relevant meaning for a word with multiple meanings using its context (saw/saw).</p> <p>4.6: Identify common antonyms and synonyms.</p> <p>4.7: Use knowledge of the</p>	<p><b>S.3.1, S.3.2, S.3.3, S.3.4, S.3.5, S.3.6, S.3.7, S.3.8, S.3.9, S.3.10</b>  <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p><b>R.2.1, R.2.2, R.2.3, R.2.4, R.2.5</b>  <i>Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</i></p> <p><b>W.1.2, W.1.3</b>  <i>Students will plan for written English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</i></p> <p><b>W.2.1, W.2.2, W.2.4, W.2.5</b>  <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p> <p><b>W.4.1, W.4.2</b>  <i>Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing</i></p>	<p><b>Seed to Sandwich</b></p> <p><b>Vocabulary</b>  Family  Community workers  Introductions/greetings  Classroom/school words  Feelings  Vegetables  Directional words  Farming words</p> <p><b>Grammar</b>  Basic grammar patterns and structures  “This is/These are”  Question words: who, what, where, when, why, how  Action verbs  Subject-verb agreement  Commands  Multiple meaning words  Synonyms</p> <p><b>Listening/Speaking</b>  Listen actively  Repeat spoken language  Ask and answer questions  Engage in discussions and conversations  Engage in Daily Message  Retell a story or message</p> <p><b>Reading/Writing</b>  Writing basic structured sentences  Concepts of print: Identify Title and Author  Identify Sequence  Sequence writing</p>	<p><u>Avenues</u> – Unit 1</p> <p>Big Book: <u>The Adventures of Taxi Dog</u></p> <p><u>Avenues</u> - Unit 2</p> <p>Photofile Picture Cards</p> <p><u>Phonics Street</u></p> <p><u>English At Your Command</u></p> <p>Big Book: <u>Mrs. McNosh and the Great Big Squash</u></p> <p><u>English to a Beat</u>  Skill plan 1, 2, 3, and 4  Skill plan 7, and 8  Skill plan 4, 11, 14  Skill plan 1, 6, and 13  Skill plan 4, 9</p>	<p><u>Avenues</u> Pretest</p> <p>MEPA/  MELA-O  (for new students)</p> <p><u>Carlos Comes to Lakeside Elementary</u>  Pretest</p> <p><u>Avenues: End of Unit Tests</u></p> <p><u>Avenues: Benchmark Fluency Passages</u></p> <p>Writing Project:  Interview</p> <p>Writing Project:  Directions</p> <p><u>English to a Beat</u>  skill tests</p>
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<p>meaning of individual words to predict the meaning of unknown compound words,</p> <p>4.8: Determine meanings of words by using a beginning dictionary.</p> <p>5.1: Use language to express spatial and temporal relationships (up, down, before, after).</p> <p>5.2: Recognize that the names of things can also be the names of actions (fish, dream, run).</p> <p>5.3: Identify correct capitalization for names and places.</p> <p>5.4: Identify appropriate end marks (periods, question marks).</p> <p>6.1: Identify formal and informal language in stories, poems, and plays.</p> <p>7.1: Recognize that printed materials provide info and entertainment; handling book, turning pages/cover/title/upper and lowercase letters/spaces/separate words.</p>		<p>Write to ask and answer questions (interview)</p> <p>Write to inform (directions)</p> <p>Basic paragraph writing</p> <p><b>Content Connections</b></p> <p><b>Science:</b> Graph city animals, create a plant part salad</p> <p><b>Social Studies:</b> Show what a town needs, make a farm fact poster</p> <p><b>Math:</b> Determine the weight, estimate seeds in a jar</p> <p><b>Language Arts:</b> Draw and tell a city story, create a folk tale</p>		
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Grade 2		Quarter: 2	Level:
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		Intermediate/Transitioning		
	ELPBO	Topic Water, Water Everywhere	Materials	Assessment
<p>7.2: Phonemes/syllables/initial, medial, ending sounds/blending.</p> <p>7.3: Letter-sound to decode.</p> <p>7.4: Order of letters of alphabet words have sequence of letters/match oral words to printed words/correct spellings/features of sentence capital, end punc., and paragraph indentation, spacing.</p> <p>7.5: Demonstrate orally that phonemes exist/generate sounds from all letters and patterns including consonant blends, long and short vowels patterns, onsets and rimes and combine into recognizable words.</p> <p>7.6: Recognize common irregularly spelled words by sight (have, said, where). 7.7: Use letter-sound knowledge to decode written English; - decode 1 syllable and multi-syllable real and nonsense words – read irregularly spelled words, special vowel spellings and common word endings.</p>	<p><b>S.2.1, S.2.2, S.2.5, S.2.6, S.2.9, S.2.10</b>  <i>Students will comprehend and communicate orally, using spoken English for personal and social purposes.</i></p> <p><b>W.1.2, W.1.3</b>  <i>Students will plan for written English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</i></p> <p><b>W.2.1, W.2.2, W.2.4,</b>  <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p><b>Vocabulary</b>  Water words  Cloud types  Expressive words  Five Senses</p> <p><b>Grammar</b>  Complete sentences  Descriptive and comparative adjectives  Compound words  Questions with how and why  Synonyms</p> <p><b>Listening/Speaking</b>  Engage in Daily Message  Ask and answer questions  Listen for information and to develop vocabulary  Give an explanation  Listen to and imitate others  Express ideas, feelings, and opinions  Use language and tone appropriate for an audience  Retell a story</p> <p><b>Reading/Writing</b>  Identify Genre: fiction and non-fiction  Identify cause and effect  Draw conclusions  Respond to literature in writing  Write to entertain</p>	<p><u>Avenues</u> – Unit 3</p> <p>Big Book: <u>Rain</u></p> <p>Photofile Picture Cards</p> <p><u>Phonics Street</u></p> <p><u>English At Your Command</u></p> <p><u>English to a Beat</u> - skill plan 3, 15, and 16</p>	<p>End of Unit Test</p> <p>End of Unit Language Assessments</p> <p>Benchmark Fluency Passages</p> <p>Writing Project: Writing a Story</p> <p>Writing Project: Thank-You Note</p> <p><u>English to a Beat</u> skill tests</p>

<p>- knowledge of letter patterns to identify syllables.</p> <p>- know and use more difficult word families (ought) and known words to decode unknown words.</p> <p>- read aloud with fluency and comprehension at grade level.</p> <p>- read alouds/imaginative-literary, informational-expository text with comp./reading fluently</p> <p>8.1: Make predictions using prior knowledge, pictures, texts.</p> <p>8.2: Retell a main event from a story heard or read.</p> <p>8.3: Ask questions about important characters, settings, and events.</p> <p>8.4: Make predictions about the content of the text using prior knowledge and text features (title, captions, illus.).</p> <p>8.5: retell important facts from text heard or read.</p> <p>8.6: Make predictions about what will happen next and explain whether they were confirmed or disconfirmed-why</p> <p>8.7: Retell story's beginning, middle and end.</p>		<p>Write a thank you note Peer editing <i>Basic paragraph writing</i></p> <p><b>Content Connections</b> <b>Science:</b> Shows a simple cycle <b>Social Studies:</b> Make a rain stick <b>Math:</b> Measure water drops <b>Language Arts:</b> Write a rainy day poem</p>		
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<p>8.8: Cause and effect</p> <p>8.9: Make predictions about content of text using prior knowledge and text features (title, captions, illus.),</p> <p>8.10: Restate main ideas.</p> <p>9.1: Identify similarities in plot, setting, and character among works of author and illustrators.</p> <p>9.2: Identify interpretations of plot, setting, and character in the same work by different</p>				
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	<b>Grade 2</b>	<b>Quarter: 3</b>	<b>Level: Intermediate/Transitioning</b>	
	<b>ELPBO</b>	<b>Topic Celebrate!, Catch Me If You Can</b>	<b>Materials</b>	<b>Assessment</b>
<p>9.2: Identify interpretations of plot, setting, and character in the same work by different illustrators – alphabet books, nursery rhymes, counting books.</p> <p>10.1: Identify characteristics of different genres: poetry, prose, fiction, nonfiction, dramatic literature.</p> <p>11.1: Relate themes in works of fiction and nonfiction to personal experiences.</p> <p>12.1: Identify elements of plot,</p>	<p><b>S.2.1, S.2.2, S.2.5, S.2.6</b>  <i>Students will comprehend and communicate orally, using spoken English for personal and social purposes.</i></p> <p><b>S.3.5, S.3.6, S.3.7, S.3.8, S.3.9, S.3.10</b>  <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p><b>S.4.3, S.4.4</b>  <i>Students will present information</i></p>	<p><b>Vocabulary</b>  Holidays  Life science words  Expressive words  Animal classification  Descriptive words</p> <p><b>Grammar</b>  Subject pronouns  Possessive pronouns  Complete sentences  Present tense verbs  Regular past tense verbs  Statements with here or there  Negative sentences: is, are</p>	<p><u>Avenues</u> – Unit 4</p> <p>Big Book: <u>Day of the Dead</u></p> <p><u>Avenues</u> - Unit 5</p> <p>Big Book: <u>Red-Eyed Tree Frog</u></p> <p>Photofile Picture</p>	<p>End of Unit Test</p> <p><u>Avenues:</u>  Unit 5 Language Assessments</p> <p>Writing Project:  Paragraph Writing</p> <p>Writing Project:  Research</p>

<p>character, and setting in a favorite story.</p> <p>13.1: Identify and use knowledge of textual features (title, headings, captions, key words, and table of contents).</p> <p>13.2: Common graphic features (illustrations, type size).</p> <p>13.3: Make predictions about the content of a text using prior knowledge and text and graphic features.</p> <p>13.4: Explain whether predictions about the content of a text were confirmed/disconfirmed and why.</p> <p>13.5: restate main ideas and important facts from text.</p> <p>14.1: Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme.</p> <p>15.1: Identify the senses implied in words appealing to senses in literature and spoken language (sky is wrinkled).</p> <p>16.1: Identify familiar forms of traditional literature (Mother Goose, fairy tales, lullabies) read aloud.</p>	<p><i>orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.</i></p> <p><b>R.1.1, R.1.3, R.1.4, R.1.5</b> <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p> <p><b>R.2.4, R.2.5, R.2.6, R.2.7, R.2.8, R.2.9</b> <i>Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</i></p> <p><b>R.3.1, R.3.2, R.3.3, R.3.6</b> <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p><b>R.5.1, R.5.2, R.5.3, R.5.5</b> <i>Students will identify and analyze purposes, structures, and elements of nonfiction English texts.</i></p> <p><b>W.2.1, W.2.2, W.2.4, W.2.5</b></p>	<p>Contractions Questions Antonyms Suffix: -ly Prefix: un-</p> <p><b>Listening/Speaking</b> Engage in discussions and conversations Engage in Daily Message Use language and tone appropriate for an audience Clarify and support spoken messages Retell a story Make comparisons Describe events Ask and answer questions Role-play Follow directions Ask for and give information Express ideas and opinions Use language patterns Give an explanation Use language appropriate to audience, purpose, and occasion Listen to and imitate others Retell a story Give an oral report</p> <p><b>Reading/Writing</b> Write a thank-you note Write an invitation Identify Genre: fiction and</p>	<p>Cards</p> <p><u>Phonics Street</u></p> <p><u>English At Your Command</u></p> <p><u>English to a Beat</u> - skill plan 10, 12, and 13</p>	<p><u>English to a Beat</u> skill tests</p>
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	<p><i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p> <p><b>W.4.1, W.4.2</b></p> <p><i>Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.</i></p>	<p>non-fiction</p> <p>Identify story elements: character, setting, plot, and key events</p> <p>Identify Author's purpose</p> <p>Identify main idea and details</p> <p>Write a personal response</p> <p>Classify details in writing</p> <p>Respond to literature in writing</p> <p>Draw conclusions</p> <p>Research information</p> <p>Formulate research questions</p> <p>Present research findings</p> <p>Revise drafts for focus and voice</p> <p>Write to inform</p> <p><i>Basic paragraph writing</i></p>		
		<p><b>Content Connections</b></p> <p><b>Science:</b> Learn about fireworks, tell about animals</p> <p><b>Social Studies:</b> Design a parade balloon, learn about animal groups</p> <p><b>Math:</b> Calculate leap years, count teeth</p> <p><b>Language Arts:</b> Respond to a celebration poem, write to an animal</p>		

Grade 2		Quarter: 4	Level: Intermediate/Transitioning	
Content Standards	ELPBO	Topic Make Some Noise!	Materials	Assessment
<p>16.2: Retell/dramatize traditional literature.</p> <p>16.3: Identify and predict recurring phrases (One upon a time).</p> <p>17.1: Identify elements of dialogue and use them in informal plays.</p> <p>18.1: Rehearse, and perform stories, plays, and poems for an audience using eye contact, volume, clear enunciation appropriate to selection.</p> <p>19.1: Draw pictures and/or use letters or phonetically spelled words to tell story.</p> <p>19.2: Dictate sentences for a story and collaborate to sequence sentences.</p> <p>19.3: Draw pictures and/or use letters or phonetically spelled words to give others information</p>	<p><b>R3. Comprehension</b> - ***May be demonstrated in native language; use simple stories/text.</p> <p><b>5.Theme:</b>  b. Relate fiction and nonfiction texts to personal experience and background knowledge.</p>	<p><b>Vocabulary</b>  Sound words</p> <p><b>Grammar</b>  Object pronouns  <i>Subject pronouns</i>  Helping verbs: can, will  Prepositions  Future tense</p> <p><b>Listening/Speaking</b>  Engage in discussions and conversations  Engage in Daily Message  Use gestures to communicate  Retell a story  Give an explanation</p> <p><b>Reading/Writing</b>  Identify story elements: character, setting, plot, and key events  Make a story map  Write to inform (what do you want to be?)  Revise for sentence fluency  Summarize  Compare activities  <i>Identify main idea and details</i>  Read a science article  Write a personal narrative</p>	<p><u>Avenues</u> – Unit 6</p> <p>Big Book: <u>Too Much Talk</u></p> <p><u>Phonics Street</u></p> <p><u>English At Your Command</u></p>	<p><u>Avenues</u> Post-test</p> <p>End of Unit Test</p> <p>End of Unit Language Assessments</p> <p>Writing Project: Write to Explain</p> <p>Writing Project: Personal Narrative</p>

		<b>Content Connections</b> <b>Science:</b> Record sensory information <b>Social Studies:</b> Listen to national anthems <b>Math:</b> Determine decibel levels <b>Language Arts:</b> Write a sound story		
<b>Grade 3</b>		<b>Quarter: 1</b>	<b>Level: Beginner/ Early Intermediate</b>	
<b>Content Standards</b>	<b>ELPBO</b>	<b>Topic Family Food and Fun</b> <i>(italics indicate reinforcement of previously introduced topics)</i>	<b>Materials</b>	<b>Assessment</b>
1.1: Follow agreed-upon rules for discussions in small and large groups (raising hand, one speaker at a time, etc.) 2.1: Contribute knowledge to class discussion to develop a topic for class project. 3.1: Give oral presentations about personal experiences or	<b>S.1.1, S.1.2, S.1.4</b> <i>Students will comprehend and communicate orally using English vocabulary for personal, social, and academic purposes.</i> <b>R.1.1a, R.1.1c, R.1.1d, R.1.1e</b> <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i>	<b>Vocabulary</b> Clothing Action words Family words Vegetables Seasons  <b>Grammar</b> Verbs: Am, Is, Are	<u>English to a Beat</u>	<u>Avenues</u> Pre-test

<p>interests using clear enunciation/volume.</p> <p>3.2: Maintain focus on topic.</p> <p>4.1: Identify and sort common words into various classifications (colors, shapes, textures).</p> <p>4.2: Describe common objects and events in general and specific language.</p> <p>4.3: Identify and sort common words into conceptual categories (opposites, living things).</p> <p>4.4: Identify base words (look) and their inflectional forms (looks, looked, looking).</p> <p>4.5: Identify the relevant meaning for a word with multiple meanings using its context (saw/saw).</p> <p>4.6: Identify common antonyms and synonyms.</p> <p>4.7: Use knowledge of the meaning of individual words to predict the meaning of unknown compound words,</p> <p>4.8: Determine meanings of words by using a beginning dictionary.</p> <p>5.1: Use language to express</p>	<p><b>R.2.1, R.2.2, R.2.3, R.2.7</b>  <i>Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letter to the sounds of English speech.</i></p> <p><b>W.2.1a, W.2.1b</b>  <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Subject Pronouns  Question words with Yes/No and short answers</p> <p><b>Listening/Speaking</b>  Answer yes/no questions  Answer questions with short answers  Follow directions</p> <p><b>Reading/Writing</b>  Read Key Words  Read high frequency and familiar words  Decode unfamiliar words  Write Key Words in phrases  Write words that have personal meaning</p> <p><b>Content Connection</b>  <u>Science:</u> Seasons  <u>Social Studies:</u> Family and community  <u>Math:</u> Counting  <u>Language Arts:</u> Personal</p>		
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<p>spatial and temporal relationships (up, down, before, after).</p> <p>5.2: Recognize that the names of things can also be the names of actions (fish, dream, run).</p> <p>5.3: Identify correct capitalization for names and places.</p> <p>5.4: Identify appropriate end marks (periods, question marks).</p> <p>6.1: Identify formal and informal language in stories, poems, and plays.</p>		writing		
<b>Grade 3</b>		<b>Quarter: 2</b>	<b>Level: Beginner/ Early Intermediate</b>	
<b>Content Standards</b>	<b>ELPBO</b>	<b>Topic Community Counts</b> ( <i>italics indicate reinforcement of previously introduced topics</i> )	<b>Materials</b>	<b>Assessment</b>
<p>5.2: Recognize that the names of things can also be the names of actions (fish, dream, run).</p> <p>5.3: Identify correct capitalization for names and places.</p> <p>5.4: Identify appropriate end marks (periods, question marks).</p> <p>6.1: Identify formal and informal language in stories, poems, and plays.</p>	<p><b>S.2.5, S.2.9, S.2.10</b>  <i>Student will comprehend and communicate orally using spoken English for personal and social purposes.</i></p> <p><b>R.3.1, R.3.2</b>  <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p>	<p><b>Vocabulary</b>  Key Words  Context Clues</p> <p><b>Grammar</b>  Subject-Verb Agreement  Present tense action verbs  “There is/There are”</p> <p><b>Listening/Speaking</b>  Express feelings, intentions, and opinions</p>	<p><u>Avenues</u> – Unit 1</p> <p>Leveled Books</p> <p><u>English At Your Command</u></p> <p>Picture Libraries</p>	<p><u>Avenues</u> Pre-test</p> <p>Writing Test</p> <p>Informational Article</p>

<p>7.1: Recognize that printed materials provide info and entertainment; handling book, turning pages/cover/title/upper and lowercase letters/spaces/separate words.</p> <p>7.2: Phonemes/syllables/initial, medial, ending sounds/blending.</p> <p>7.3: Letter-sound to decode.</p> <p>7.4: Order of letters of alphabet words have sequence of letters/match oral words to printed words/correct spellings/features of sentence capital, end punc., and paragraph indentation, spacing.</p> <p>7.5: Demonstrate orally that phonemes exist/generate sounds from all letters and patterns including consonant blends, long and short vowels patterns, onsets and rimes and combine into recognizable words.</p> <p>7.6: Recognize common irregularly spelled words by sight (have, said, where).</p> <p>7.7: Use letter-sound knowledge to decode written English; - decode 1 syllable and multi-syllable real and nonsense words – read irregularly spelled</p>	<p><b>W.2.5</b> <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Express likes and dislikes Volume and rate in speech Formal and informal language</p> <p><b>Reading/Writing</b> Identify sequence Relate main idea and details Draw conclusions Write a thank-you note Write an informational article</p> <p><b>Content Connection</b> <b>Science:</b> Make a neighborhood diorama <b>Social Studies:</b> Tell about your community <b>Math:</b> Calculate time and distance <b>Language Arts:</b> Make a persuasive poster</p>		
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<p>words, special vowel spellings and common word endings.</p> <ul style="list-style-type: none"> <li>- knowledge of letter patterns to identify syllables.</li> <li>- know and use more difficult word families (ought) and known words to decode unknown words.</li> <li>- read aloud with fluency and comprehension at grade level.</li> <li>- read alouds/imaginative-literary, informational-expository text with comp./reading fluently.</li> </ul>				
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Grade 3		Quarter: 3	Level: Beginner/ Early Intermediate	
Content Standards	ELPBO	Topic Bloom and Grow <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>8.1: Make predictions using prior knowledge, pictures, texts.</p> <p>8.2: Retell a main event from a story heard or read.</p> <p>8.3: Ask questions about important characters, settings, and events.</p> <p>8.4: Make predictions about the content of the text using prior knowledge and text features (title, captions, illus.).</p> <p>8.5: retell important facts from</p>	<p><b>S.2.7, S.2.16</b> <i>Student will comprehend and communicate orally using spoken English for personal and social purposes.</i></p> <p><b>R.3.1, R.3.2</b> <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p><b>R.6.1, R.6.2</b> <i>Students will gather information in English from a variety of sources, analyze and evaluate the quality of</i></p>	<p><b>Vocabulary</b> Key Words Synonyms and antonyms</p> <p><b>Grammar</b> Subject Pronouns</p> <p><b>Grammar</b> Questions with yes/no answers Questions with short answers Commands</p>	<p><u>Avenues</u> – Unit 2</p> <p>Leveled Books</p> <p><u>English At Your Command</u></p> <p>Picture Libraries</p>	<p>Plant Puzzle</p> <p>Writing Test</p> <p>Recipe</p> <p>Question and Answer book</p>

<p>text heard or read.        8.6: Make predictions about what will happen next and explain whether they were confirmed or disconfirmed-why        8.7: Retell story's beginning, middle and end.</p>	<p><i>information obtained, and use it to answer their own and others' questions.</i>  <b>W.2.2</b>  <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Verbs (be and have)  <b>Listening/Speaking</b>        Ask and answer questions        Express feelings, praise and compliments        Give and follow directions    <b>Reading/Writing</b>        Make comparisons        Relate main idea and details        Identify supporting details        Write a recipe        Create an illustrated book        Research a topic        Restate facts in their own words</p>		
<b>Grade 3</b>		<b>Quarter: 4</b>	<b>Level: Beginner/ Early Intermediate</b>	
<b>Content Standards</b>	<b>ELPBO</b>	<b>Topic: Moon Light, Moon Bright-The Solar</b>	<b>Materials</b>	<b>Assessment</b>

		<b>System</b> ( <i>italics indicate reinforcement of previously introduced topics</i> )		
<p>8.8: Cause and effect</p> <p>8.9: Make predictions about content of text using prior knowledge and text features (title, captions, illus.),</p> <p>8.10: Restate main ideas.</p> <p>9.1: Identify similarities in plot, setting, and character among works of author and illustrators.</p> <p>9.2: Identify interpretations of plot, setting, and character in the same work by different illustrators – alphabet books, nursery rhymes, counting books.</p> <p>10.1: Identify characteristics of different genres: poetry, prose, fiction, nonfiction, dramatic literature.</p> <p>11.1: Relate themes in works of fiction and nonfiction to personal experiences.</p> <p>12.1: Identify elements of plot, character, and setting in a favorite story.</p> <p>13.1: Identify and use knowledge of textual features (title, headings, captions, key words, and table of contents).</p>	<p><b>S.4.2, S.4.4</b> <i>Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.</i></p> <p><b>R.4.5</b> <i>Students will identify and analyze text elements and techniques of written English as used in various literary genres.</i></p> <p><b>W.2.4</b> <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p> <p><b>S.3.14, S.3.15, S.3.16,</b> <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p><b>R.1.3b</b> <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p> <p><b>R.4.7</b> <i>Students will identify and analyze text elements and techniques of written English as used in</i></p>	<p><b>Vocabulary</b> Key Words Confirm word meaning in a dictionary Compound words</p> <p><b>Grammar</b> Plural nouns Possessive nouns Articles a, an, and the</p> <p><b>Listening/Speaking</b> Ask for and give information Make comparisons Give an oral presentation</p> <p><b>Reading/Writing</b> Read a folk tale Understand genre and story elements (folk tale) Relate goal and outcome Make comparisons Summarize Write a folk tale Research and organize information into a presentation</p> <p><b>Content Connections</b> <b>Science:</b> Make a moon</p>	<p><u>Avenues</u> – Unit 3</p> <p>Leveled Books</p> <p>Picture Libraries</p>	<p>End of Unit test</p> <p>Oral presentation</p> <p>Writing Test</p> <p>Folk Tale</p>

<p>13.2: Common graphic features (illustrations, type size).</p> <p>13.3: Make predictions about the content of a text using prior knowledge and text and graphic features.</p> <p>13.4: Explain whether predictions about the content of a text were confirmed/disconfirmed and why.</p> <p>13.5: restate main ideas and important facts from text.</p> <p>14.1: Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme.</p> <p>15.1: Identify the senses implied in words appealing to senses in literature and spoken language (sky is wrinkled).</p> <p>16.1: Identify familiar forms of traditional literature (Mother Goose, fairy tales, lullabies) read aloud.</p>	<p><i>various literary genres.</i></p> <p><b>W.3.3</b> <i>Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.</i></p>	<p>phase calendar</p> <p><b>Social Studies:</b> Compare moon tales</p> <p><b>Math:</b> Calculate days to the moon</p> <p><b>Language Arts:</b> Respond to a moon poem</p>		
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Grade 3		Quarter: 1	Level: Intermediate/ Transitioning	
Content Standards	ELPBO	Topic: Community Counts <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>2.1: Contribute knowledge to class discussion to develop a topic for class project.</p> <p>3.1: Give oral presentations about personal experiences or interests using clear enunciation/volume.</p> <p>3.2: Maintain focus on topic.</p> <p>4.1: Identify and sort common words into various classifications (colors, shapes, textures).</p> <p>4.2: Describe common objects and events in general and specific language.</p> <p>4..4: Identify base words (look) and their inflectional forms (looks, looked, looking).</p> <p>4.5: Identify the relevant meaning for a word with</p>	<p><b>S.2.26, S.2.32, S.2.36</b> <i>Student will comprehend and communicate orally using spoken English for personal and social purposes.</i></p> <p><b>R.3.1, R.3.2</b> <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p><b>W.2.5</b> <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p><b>Vocabulary</b> Key Words Context Clues</p> <p><b>Grammar</b> Subject-Verb Agreement Present tense action verbs “There is/There are”</p> <p><b>Listening/Speaking</b> Express feelings, intentions, and opinions Express likes and dislikes Volume and rate in speech Formal and informal language</p> <p><b>Reading/Writing</b> Identify sequence Relate main idea and details Draw conclusions Write a thank-you note Write an informational article</p> <p><b>Content Connection</b> <b>Science:</b> Make a neighborhood diorama</p>	<p><u>Avenues</u> – Unit 1</p> <p>Leveled Books</p> <p><u>English At Your Command</u></p> <p>Picture Libraries</p>	<p><u>Avenues</u> Pre-test</p> <p>Writing Test</p> <p>Informational Article</p>

<p>multiple meanings using its context (saw/saw).  4.6: Identify common antonyms and synonyms.  4.7: Use knowledge of the meaning of individual words to predict the meaning of unknown compound words,  4.8: Determine meanings of words by using a beginning dictionary.  5.1: Use language to express spatial and temporal relationships (up, down, before, after).  5.2: Recognize that the names of things can also be the names of actions (fish, dream, run).  5.3: Identify correct capitalization for names and places.  5.4: Identify appropriate end marks (periods, question marks). 6.1: Identify formal and informal language in stories, poems, and plays.  7.1: Recognize that printed materials provide</p>		<p><b><u>Social Studies:</u></b> Tell about your community  <b><u>Math:</u></b> Calculate time and distance  <b><u>Language Arts:</u></b> Make a persuasive poster</p>		
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info and entertainment; handling book, turning pages/cover/title/upper and lowercase letters/spaces/separate words.				
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Grade 3		Quarter: 1	Level: Intermediate/Transitioning	
Content Standards	ELPBO	Topic: Bloom and Grow <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>3.7: Use teacher-developed assessment criteria to prepare presentations.</p> <p>5.7 Identify correct mechanics (end marks, commons for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments).</p> <p>22.4 Use knowledge of correct mechanics (end marks, commas for series, capitalization),</p>	<p><b>S.2.21, S.2.27</b> <i>Student will comprehend and communicate orally using spoken English for personal and social purposes.</i></p> <p><b>R.3.1, R.3.2</b> <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p><b>R.6.1, R.6.2</b> <i>Students will gather information in English from a variety of sources, analyze and evaluate the quality of information obtained, and use it to answer their own and others' questions.</i></p> <p><b>W.2.2</b> <i>Students will write in English</i></p>	<p><b>Vocabulary</b> Key Words <b>Grammar</b> Questions with yes/no answers Questions with short answers Commands Verbs (be and have) <b>Listening/Speaking</b> Ask and answer questions Express feelings, praise and compliments Give and follow directions <b>Reading/Writing</b> Make comparisons Relate main idea and details Identify supporting details Write a recipe Create an illustrated book Research a topic</p>	<p><u>Avenues</u> – Unit 2</p> <p>Leveled Books</p> <p><u>English At Your Command</u></p> <p>Picture Libraries</p>	<p>Plant Puzzle</p> <p>Writing Test</p> <p>Recipe</p> <p>Question and Answer book</p>

<p>usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.</p> <p>8.2 Retell a main event from a story heard or read.</p> <p>8.5 Retell important facts from a text heard or read.</p> <p>S.13 Identify the speaker of a poem or story.</p> <p>S.14 Make judgments about setting, characters, and events, supporting them with evidence from the text.</p> <p>8.18: Summarize main ideas and supporting details.</p> <p>9.1 Identify similarities in plot, setting and character among the works of an author or illustrator.</p> <p>9.3 Identify similarities and differences between the characters or events in a literary work and the actual experiences in an</p>	<p><i>for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Restate facts in their own words</p> <p><b>Content Connection</b></p> <p><b>Science:</b> Show the plant life cycle</p> <p><b>Social Studies:</b> Create a state flower guide</p> <p><b>Math:</b> Buy fresh fruits and vegetables</p> <p><b>Language Arts:</b> Describe plant parts</p>		
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<p>author's life.</p> <p>10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing.</p> <p>11.2 Identify themes as lessons in folktales, fables, and Greek myths for children.</p> <p>11.3. Apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated.</p> <p>12.2: Identify and analyze the elements of plot, character and setting in the story they read and write.</p> <p>13.6 Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, and glossary).</p> <p>13.9 Locate facts that answer the reader's</p>				
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<p>questions.</p> <p>13.10 Distinguish cause from effect.</p> <p>13.11 Distinguish fact from opinion or fiction.</p> <p>23.3 Organize plot events of a story in an order that leads to a climax.</p> <p>23.4 Organize ideas for a brief response to a reading.</p> <p>23.5 Organize for an account of a personal experience in a way that makes sense.</p> <p>25.2 Form and explain personal standards or judgments of quality, display them in the classroom, and present them to family members.</p>				
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	<b>Grade 3</b>	<b>Quarter: 2</b>	<b>Level: Intermediate/ Transitioning</b>	
	<b>ELPBO</b>	<b>Topic: Moon Light, Moon Bright</b> <i>(italics indicate reinforcement of previously introduced topics)</i>	<b>Materials</b>	<b>Assessment</b>
2.3: Gather relevant information for a research project or	<b>S.4.7, S.4.12</b> <i>Students will present information orally and</i>	<b>Vocabulary</b> Key Words Confirm word meaning in a	<u>Avenues</u> – Unit 3	<u>Avenues</u> test

<p>composition through interviews.</p> <p>2.4: Integrate relevant information gathered from group discussions and interviews for reports.</p> <p>3.8 and 3.12: Give oral presentations for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect.</p> <p>3.9: Use teacher-developed assessment criteria to prepare their presentations.</p> <p>5.14, 22.7 and 22.8: Identify and use correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of sentence fragments and run-ons), and correct spelling</p>	<p><i>participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.</i></p> <p><b>R.4.5</b> <i>Students will identify and analyze text elements and techniques of written English as used in various literary genres.</i></p> <p><b>W.2.4</b> <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>dictionary</p> <p>Compound words</p> <p><b>Grammar</b></p> <p>Plural nouns</p> <p>Possessive nouns</p> <p>Articles a, an, and the</p> <p><b>Listening/Speaking</b></p> <p>Ask for and give information</p> <p>Make comparisons</p> <p>Give an oral presentation</p> <p><b>Reading/Writing</b></p> <p>Read a folk tale</p> <p>Understand genre and story elements (folk tale)</p> <p>Relate goal and outcome</p> <p>Make comparisons</p> <p>Summarize</p> <p>Write a folk tale</p> <p>Research and organize information into a presentation</p> <p><b>Content Connection</b></p> <p><b>Science:</b> Make a moon phase calendar</p> <p><b>Social Studies:</b> Compare moon tales</p> <p><b>Math:</b> Calculate days to the moon</p> <p><b>Language Arts:</b> Respond to a moon poem</p>	<p>Leveled Books</p> <p>Picture Libraries</p>	<p>Oral presentation</p> <p>Writing Test</p> <p>Folk Tale</p>
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<p>when writing, revising and proofreading.</p> <p>5.19: Recognize appropriate use of pronoun reference.</p> <p>10.3 and 10.4: Identify and analyze the characteristics of various genres (nonfiction) as forms with distinct characteristics and purposes.</p> <p>23.8: Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.</p> <p>25.4: As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.</p> <p>27.5: Use criteria to assess the effectiveness of media presentations.</p> <p>10.4: Identify and analyze the characteristics of various</p>				
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<p>genres (nonfiction) as forms with distinct characteristics and purposes.  13.18: Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, introduction, conclusion).  13.19: identify and use knowledge of common graphic features (charts, maps, diagrams).</p>				
<b>Grade 3</b>		<b>Quarter: 2</b>	<b>Level: Intermediate/ Transitioning</b>	
	<b>ELPBO</b>	<b>Topic: The Cycle of Seasons</b> <i>(italics indicate reinforcement of previously introduced topics)</i>	<b>Materials</b>	<b>Assessment</b>
<p>19.16: Write brief research reports with clear focus and supporting detail.  19.23: Write multi-paragraph compositions that have clear topic development, logical organization, and effective use of detail.</p>	<p><b>S.3.41</b>  <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i>  <b>R.1.3b</b>  <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i>  <b>R.4.7</b></p>	<p><b>Vocabulary</b>  Key Words  Synonyms and antonyms    <b>Grammar</b>  Subject Pronouns  Possessive pronouns  Prepositions  Adjectives    <b>Listening/Speaking</b></p>	<p><u>Avenues</u> – Unit 4    Leveled Books    Picture Libraries</p>	<p><u>Avenues</u> test    Oral presentation    Writing Test    Poem or Story about a season</p>

<p>21.6: Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing.</p>	<p><i>Students will identify and analyze text elements and techniques of written English as used in various literary genres.</i>  <b>W.3.3</b>  <i>Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.</i></p>	<p>Describe people and places  Retell a story</p> <p><b>Reading/Writing</b>  Read a play  Understand genre and story elements (play)  Relate problem and solution  Classify details  Make inferences  Write to entertain  Write using adjectives to describe</p> <p><b>Content Connection</b>  <u><b>Science:</b></u> Identify seasonal characteristics  <u><b>Social Studies:</b></u> Plan a trip  <u><b>Math:</b></u> Calculate average temperatures  <u><b>Language Arts:</b></u> Write dialogue</p>		
<b>Grade 3</b>		<b>Quarter: 3</b>	<b>Level: Intermediate/ Transitioning</b>	
<b>Content Standards</b>	<b>ELPBO</b>	<b>Topic: Cactus and Canyons</b> <i>(italics indicate reinforcement of previously introduced topics)</i>	<b>Materials</b>	<b>Assessment</b>
<p>3.12 and 3.8: Give oral presentations to different audiences for various purposes, showing appropriate changes in</p>	<p><b>R.3.3a, R.3.6</b>  <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p>	<p><b>Vocabulary</b>  Key Words  Context clues  <b>Grammar</b>  Complete sentences  Present tense verbs</p>	<p><u>Avenues</u> – Unit 5   Leveled Books   <u>English At Your</u></p>	<p><u>Avenues</u> test   Writing Test</p>

<p>delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect.</p> <p>3.9: Use teacher-developed assessment criteria to prepare their presentations.</p> <p>5.9: Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).</p> <p>5.12: Recognize that a word performs different functions according to its position in the sentence.</p> <p>8.19: Identify and analyze sensory details and figurative language.</p> <p>8.22: Identify and analyze main ideas, and supporting details.</p> <p>10.3 and 10.4: Identify and analyze the characteristics of various genres (poetry) as forms with distinct characteristics and</p>	<p><b>W.2.1</b> <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p> <p><b>W.3.2, W.3.4</b> <i>Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.</i></p>	<p>Past tense verbs Subject-verb agreement <b>Listening/Speaking</b> Define and explain Persuade <b>Reading/Writing</b> Introduce genre and text features (nonfiction science article) Classify using a graphic organizer Interpret graphic aids Identify sequence Distinguish fact and opinion Write a personal narrative Revise narrative for voice</p> <p><b>Content Connection</b> <b>Science:</b> Categorize plants and animals <b>Social Studies:</b> List desert safety tips <b>Math:</b> Revise a cactus recipe <b>Language Arts:</b> Write a desert postcard</p>	<p><u>Command</u></p> <p>Picture Libraries</p>	<p>Personal Narrative</p>
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<p>purposes.  14.3 and 14.4: Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry:</p> <ul style="list-style-type: none"> <li>• sound (alliteration, onomatopoeia, rhyme scheme);</li> <li>• figurative language (personification, metaphor, simile, hyperbole); and</li> <li>• graphics (capital letters, line length).</li> </ul> <p>15.5: Identify and analyze imagery and figurative language.</p>				
<b>Grade 3</b>		<b>Quarter: 3</b>	<b>Level: Intermediate/ Transitioning</b>	
<b>Content Standards</b>	<b>ELPBO</b>	<b>Topic: World of Stories</b> ( <i>italics indicate reinforcement of previously introduced topics</i> )	<b>Materials</b>	<b>Assessment</b>
3.12 and 3.8: Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (gestures,	<b>S.2.37</b> <i>Students will comprehend and communicate orally, using spoken English for personal and social purposes.</i>	<b>Vocabulary</b> Key Words Prefixes and suffixes Use a dictionary for pronunciation	<u>Avenues</u> – Unit 6  Leveled Books  <u>English At Your</u>	<u>Avenues</u> test  Writing Test  Guide book

<p>vocabulary, pace, visuals) and using language for dramatic effect.</p> <p>3.9: Use teacher-developed assessment criteria to prepare their presentations.</p> <p>5.9: Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).</p> <p>5.12: Recognize that a word performs different functions according to its position in the sentence.</p> <p>8.19: Identify and analyze sensory details and figurative language.</p> <p>8.22: Identify and analyze main ideas, and supporting details.</p> <p>10.3 and 10.4: Identify and analyze the characteristics of various genres (poetry) as forms with distinct characteristics and purposes.</p>	<p><b>S.3.60</b> <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p><b>R.4.3</b> <i>Students will identify and analyze text elements and techniques of written English as used in various literary genres.</i></p> <p><b>W.2.2</b> <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p><b>Grammar</b> Helping verbs Irregular past tense verbs</p> <p><b>Listening/Speaking</b> Elaborate Tell an original story</p> <p><b>Reading/Writing</b> Analyze story elements: Character and Setting Relate cause and effect Read nonfiction Write a guide book</p> <p><b>Content Connection</b> <b>Science:</b> Give engineering facts <b>Social Studies:</b> Create a class flag <b>Math:</b> Graph travel distances <b>Language Arts:</b> Map an Eve Bunting story</p>	<p><u>Command</u></p> <p>Picture Libraries</p>	
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<p>14.3 and 14.4: Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry:</p> <ul style="list-style-type: none"> <li>• sound (alliteration, onomatopoeia, rhyme scheme);</li> <li>• figurative language (personification, metaphor, simile, hyperbole); and</li> <li>• graphics (capital letters, line length).</li> </ul> <p>15.5: Identify and analyze imagery and figurative language.</p> <p>19.15 and 19.20: Write poems using poetic techniques (alliteration, onomatopoeia), figurative language (simile, metaphor), and graphic elements (capital letters, line length).</p> <p>20.3: Make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres</p>				
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<p>selectively when writing for different purposes.</p> <p>21.4: Revise writing to improve level of detail and precision of language after determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text.</p> <p>21.5 and 21.7: Improve word choice by using dictionaries or thesauruses.</p> <p>21.6: Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing.</p> <p>22.7 and 22.8: Use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations),</p>				
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correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing				
<b>Grade 3</b>		<b>Quarter: 4</b>	<b>Level: Intermediate/ Transitioning</b>	
<b>Content Standards</b>	<b>ELPBO</b>	<b>Topic: Nutrition</b> ( <i>italics indicate reinforcement of previously introduced topics</i> )	<b>Materials</b>	<b>Assessment</b>
25.3: Use prescribed criteria from a scoring rubric to evaluate compositions, recitations, or performances before presenting them to an audience. 25.4: As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects. 27.3: Create a media production using effective images, text, music, sound effects, or	<b>S.3.43, S.3.46, S.3.65, S.3.66</b> <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i>  <b>R.3.2. R.3.3</b> <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i>  <b>W.1.2</b> <i>Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</i>	<b>Vocabulary</b> Key Words Suffixes  <b>Grammar</b> Comparative and superlative adjectives <i>Helping verbs</i> (modals) Negative sentences  <b>Listening/Speaking</b> Use appropriate language Give information  <b>Reading/Writing</b> Make comparisons Relate main idea and details Write a friendly letter	<u>Avenues</u> – Unit 7  Leveled Books  <u>English At Your Command</u>  Picture Libraries	<u>Avenues</u> test  Writing Test  Friendly letter  Character sketch

<p>graphics. 27.5: Use criteria to assess the effectiveness of media presentations.</p>	<p><b>W.2.5</b> <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Write to describe</p> <p><b>Content Connection</b> <b>Science:</b> Build a balanced diet <b>Social Studies:</b> Compare cultural foods <b>Math:</b> Plan a healthy shopping list <b>Language Arts:</b> Create food riddles</p>		
<b>Grade 3</b>		<b>Quarter: 4</b>	<b>Level: Intermediate/Transitioning</b>	
<b>Content Standards</b>	<b>ELPBO</b>	<b>Topic: Family Gifts</b> ( <i>italics indicate reinforcement of previously introduced topics</i> )	<b>Materials</b>	<b>Assessment</b>
<p>3.9 and 3.13 students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed. Create a scoring guide based on categories supplied by the teacher to prepare and assess their presentations. 5.14, 22.7 and 22.8: Identify and use correct mechanics (apostrophes, quotation marks, comma</p>	<p><b>S.3.40</b> <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p><b>R.4.1, R.4.3</b> <i>Students will identify and analyze text elements and techniques of written English as used in various literary genres.</i></p> <p><b>W.4.1, W.4.2, W.4.3</b> <i>Students will understand and apply knowledge of standard</i></p>	<p><b>Vocabulary</b> Key Words Confirm word meaning and pronunciation (dictionary)</p> <p><b>Grammar</b> Subject pronouns Object pronouns Future tense verbs</p> <p><b>Listening/Speaking</b> Make comparisons</p> <p><b>Reading/Writing</b> Relate cause and effect Analyze story elements: Story</p>	<p><u>Avenues</u> – Unit 8</p> <p>Leveled Books</p> <p><u>English At Your Command</u></p> <p>Picture Libraries</p>	<p><u>Avenues</u> test</p> <p>Writing Test</p> <p>Friendly letter</p> <p>Character sketch</p>

<p>use in compound sentences, paragraph indentations), correct sentence structure (elimination of sentence fragments and run-ons), and correct spelling when writing, revising and proofreading.  5.15 recognize the basic patterns of English sentences (noun-verb: noun-verb-noun.  5.19: Recognize appropriate use of pronoun reference.  5.20 Identify correct mechanics correct usage and correct sentence structure.</p>	<p><i>English grammar, spelling, and conventions to improve their writing.</i></p>	<p>problem  Analyze story elements:  Character’s feeling and traits  Distinguish literary forms and purposes</p> <p><b>Content Connection</b>  <u>Science:</u> Learn about genetics  <u>Social Studies:</u> Make a memory box  <u>Math:</u> Use a map scale  <u>Language Arts:</u> Respond to a poem</p>		
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<b>Grade 4</b>		<b>Quarter: 1</b>	<b>Level: Beginner Early Intermediate</b>	
<b>Content Standards</b>	<b>ELPBO</b>	<b>Topic: Folk Tales</b> <i>(italics indicate reinforcement of previously introduced topics)</i>	<b>Materials</b>	<b>Assessment</b>
1.1: Follow agreed-upon rules for discussions in small and large groups (raising hand, one	<b>S.1.1, S.1.2., S.1.4</b> <i>Students will comprehend and communicate orally using</i>	<b>Vocabulary</b> High frequency words Letters and sounds Clothing	<u>Reading Basics:</u> lessons: 1- 40	Games: Follow the Stars Over the Mountain

<p>speaker at a time, etc.)  2.1: Contribute knowledge to class discussion to develop a topic for class project.  3.1: Give oral presentations about personal experiences or interests using clear enunciation/volume.  3.2: Maintain focus on topic.  4.1: Identify and sort common words into various classifications (colors, shapes, textures).  4.2: Describe common objects and events in general and specific language.  4.3: Identify and sort common words into conceptual categories (opposites, living things).  4.4: Identify base words (look) and their inflectional forms (looks, looked, looking).  4.5: Identify the relevant meaning for a word with multiple meanings using</p>	<p><i>English vocabulary for personal, social, and academic purposes.</i></p> <p><b>R.1.1, R.1.4</b>  <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p> <p><b>W.2.1a</b>  <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Action words, family words, vegetables  Seasons  Community places  Community workers  Feelings  School places</p> <p><b>Grammar</b>  How to write a statement, a question, and an exclamation.  Short vowel sounds  Am, is, are  Subject pronouns  Questions with yes, no and short answers  Sentence types</p> <p><b>Listening/Speaking</b>  Games with words  Partner work  Build fluency exercises  Listen and sing from song to speech</p> <p><b>Reading/Writing</b>  Reading at the word level  Reading at the sentence level  Writing a statement, a question and an exclamation  Fan mail</p>	<p><u>English to a Beat:</u></p> <p>Language charts  Language Builders  Word cards  Practice Book</p>	<p>Writing:</p> <p>Fan mail  PT40  Picture album  Oral Language: T28</p> <p>Skill Test  Practice book p. 88, 89</p>
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its context (saw/saw).  
 4.6: Identify common antonyms and synonyms.  
 4.7: Use knowledge of the meaning of individual words to predict the meaning of unknown compound words,  
 4.8: Determine meanings of words by using a beginning dictionary.  
 5.1: Use language to express spatial and temporal relationships (up, down, before, after).  
 5.2: Recognize that the names of things can also be the names of actions (fish, dream, run).  
 5.3: Identify correct capitalization for names and places.  
 5.4: Identify appropriate end marks (periods, question marks).  
 6.1: Identify formal and informal language in stories, poems, and plays

<b>Grade 4</b>	<b>Quarter: 2</b>	<b>Level: Beginner/Early Intermediate</b>
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Content Standards	ELPBO	Topic: Author's Styles in Literature <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>5.2: Recognize that the names of things can also be the names of actions (fish, dream, run).</p> <p>5.3: Identify correct capitalization for names and places.</p> <p>5.4: Identify appropriate end marks (periods, question marks).</p> <p>6.1: Identify formal and informal language in stories, poems, and plays.</p> <p>7.1: Recognize that printed materials provide info and entertainment; handling book, turning pages/cover/title/upper and lowercase letters/spaces/separate words.</p> <p>7.2: Phonemes/syllables/initial, medial, ending sounds/blending.</p> <p>7.3: Letter-sound to decode.</p>	<p><b>S.2.1, S.2.2, S.2.3, S.2.5</b> <i>Student will comprehend and communicate orally using spoken English for personal and social purposes.</i></p> <p><b>R.4.3a</b> <i>Students will identify and analyze text elements and techniques of written English as used in various literary genres.</i></p> <p><b>W.2.1d</b> <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p><b>Vocabulary</b> Key Words Context Clues</p> <p><b>Grammar</b> Complete Sentences Sentence Types</p> <p><b>Listening/Speaking</b> Express Needs and Feelings Ask and Answer Questions</p> <p><b>Reading/Writing</b> Daily Writing Use <b>Key Words</b> to write sentences Write <b>questions</b> to ask the main character Reflect on the story in their <b>Literature Journals</b> Express ideas &amp; opinions in their <b>Literature Journal</b> Analyze Story Elements: Characters Distinguish Fact and Opinion</p> <p><b>Content Connection</b> <b>Science:</b> E-mail a Scientist</p>	<p><u>Avenues</u> - Unit 1</p> <p>Leveled Books</p> <p>Theme Related Resources</p> <p><u>Too Many Tamales</u> (Video)</p> <p>Picture Libraries</p>	<p>Avenues Pre-test</p> <p>Daily writing</p> <p>Language Function Express Needs and Feeling</p> <p>Ask and Answer Questions</p> <p>Grammar Complete Sentences Statement and Questions</p> <p>Writing Checklist Biography</p> <p>Writing Rubrics Good Writing Traits</p> <p>Writing Test Prompt: Write to Express Revising and Editing</p>

7.4: Order of letters of alphabet words have sequence of letters/match oral words to printed words/correct spellings/features of sentence capital, end punc., and paragraph indentation, spacing.

7.5: Demonstrate orally that phonemes exist/generate sounds from all letters and patterns including consonant blends, long and short vowels patterns, onsets and rimes and combine into recognizable words.

7.6: Recognize common irregularly spelled words by sight (have, said, where).

7.7: Use letter-sound knowledge to decode written English;  
 - decode 1 syllable and multi-syllable real and nonsense words – read irregularly spelled words, special vowel spellings and common word

**Social Studies:** Communicate with Hieroglyphics  
**Math:** Determine Shoe Sizes  
**Language Arts:** Map a Gary Soto Story

<p>endings.</p> <ul style="list-style-type: none"> <li>- knowledge of letter patterns to identify syllables.</li> <li>- know and use more difficult word families (ought) and known words to decode unknown words.</li> <li>- read aloud with fluency and comprehension at grade level.</li> <li>- read alouds/imaginative-literary, informational-expository text with comp./reading fluently.</li> </ul>				
<b>Grade 4</b>		<b>Quarter: 3</b>	<b>Beginner/ Early Intermediate</b>	
<b>Content Standards</b>	<b>ELPBO</b>	<b>Topic: Countries of Origin, Immigration</b> <i>(italics indicate reinforcement of previously introduced topics)</i>	<b>Materials</b>	<b>Assessment</b>
<p>8.8: Cause and effect  8.9: Make predictions about content of text using prior knowledge and text features (title, captions, illus.),  8.10: Restate main ideas.  9.1: Identify similarities</p>	<p><b>S.3.14, S.3.15, S.3.21</b>  <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p><b>R.4.3a, R.4.3b</b></p>	<p><b>Vocabulary</b>  Key Words</p> <p><b>Grammar</b>  Nouns</p> <p><b>Listening/Speaking</b>  Express Ideas and Opinion</p>	<p><u>Avenues</u> - Unit 2</p> <p>Leveled Books</p> <p>Theme Related Resources</p>	<p><u>Avenues</u> Pre-Test</p> <p>Daily writing</p> <p>Writing Rubric  Good Writing Traits</p>

<p>in plot, setting, and character among works of author and illustrators.</p> <p>9.2: Identify interpretations of plot, setting, and character in the same work by different illustrators – alphabet books, nursery rhymes, counting books.</p> <p>10.1: Identify characteristics of different genres: poetry, prose, fiction, nonfiction, dramatic literature.</p> <p>11.1: Relate themes in works of fiction and nonfiction to personal experiences.</p> <p>12.1: Identify elements of plot, character, and setting in a favorite story.</p> <p>13.1: Identify and use knowledge of textual features (title, headings, captions, key words, and table of contents).</p> <p>13.2: Common graphic features (illustrations, type size).</p> <p>13.3: Make predictions</p>	<p><i>Students will identify and analyze text elements and techniques of written English as used in various literary genres.</i></p> <p><b>W.2.3</b> <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Make Comparisons</p> <p><b>Reading/Writing</b> Daily Writing Use <b>Key Words</b> to write sentences Write <b>captions</b> for pictures from the play Reflect on the play in their <b>Literature Journals</b> Express ideas &amp; opinions in their <b>Literature Journals</b> Analyze Story Elements: Characters Distinguish Fact and Opinion</p> <p><b>Content Connection</b> <b>Science:</b> Create a Native American Meal <b>Social Studies:</b> Make a Dream Catcher <b>Math:</b> Count the Stars! <b>Language Arts:</b> Respond to a Native American Poem</p>	<p><u>The Wonderful World of Houses</u> (Video)</p> <p>Picture Libraries</p>	<p>Writing Test Prompt: Write to Express Revising and Editing</p>
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<p>about the content of a text using prior knowledge and text and graphic features.</p> <p>13.4: Explain whether predictions about the content of a text were confirmed/disconfirmed and why.</p> <p>13.5: restate main ideas and important facts from text.</p> <p>14.1: Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme.</p> <p>15.1: Identify the senses implied in words appealing to senses in literature and spoken language (sky is wrinkled).</p> <p>16.1: Identify familiar forms of traditional literature (Mother Goose, fairy tales, lullabies) read aloud.</p>				
<b>Grade 4</b>		<b>Quarter: 3</b>	<b>Level: Beginner/ Early Intermediate</b>	

Content Standards	ELPBO	Topic: Weather and Climate <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>8.1: Make predictions using prior knowledge, pictures, texts.</p> <p>8.2: Retell a main event from a story heard or read.</p> <p>8.3: Ask questions about important characters, settings, and events.</p> <p>8.4: Make predictions about the content of the text using prior knowledge and text features (title, captions, illus.).</p> <p>8.5: retell important facts from text heard or read.</p> <p>8.6: Make predictions about what will happen next and explain whether they were confirmed or disconfirmed-why</p> <p>8.7: Retell story's beginning, middle and end.</p>	<p><b>R.3.4e</b> <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p><b>W.2.4</b> <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p><b>Vocabulary</b> Key Words Context Clues</p> <p><b>Grammar</b> Verbs</p> <p><b>Listening/Speaking</b> Express Needs and Feelings Ask and Answer Questions</p> <p><b>Reading/Writing</b> Daily Writing Use <b>Key Words</b> to write sentences Write <b>questions</b> to ask the main character Reflect on the story in their <b>Literature Journals</b> Express ideas &amp; opinions in their <b>Literature Journals</b> Analyze Story Elements: Plot and Setting Summarize Identify Sequence Develop ideas for writing Write a descriptive essay</p>	<p><u>Avenues</u> – Unit 3</p> <p>Leveled Books</p> <p>Theme Related Resources</p> <p><u>Weather and Climate</u> (Video)</p> <p>Picture Libraries</p>	<p><u>Avenues</u> Pre-test</p> <p>Daily writing</p> <p>Grammar Test- Subject-Verb Agreement (action verbs; forms of be)</p> <p>Writing Checklist: Poem</p> <p>Writing Test</p> <p>Essay – Description</p>

		<p><b>Content Connection</b>  <b>Science:</b> Experiment With Air Pressure  <b>Social Studies:</b> Locate weather Extremes  <b>Math:</b> Model Tornado Problems (internet)  <b>Language Arts:</b> Describe a Storm Sequence</p>		
<b>Grade 4</b>		<b>Quarter: 4</b>	<b>Level: Beginner/ Early Intermediate</b>	
<b>Content Standards</b>	<b>ELPBO</b>	<b>Topic: Water</b> ( <i>italics indicate reinforcement of previously introduced topics</i> )	<b>Materials</b>	<b>Assessment</b>
<p>8.8: Cause and effect  8.9: Make predictions about content of text using prior knowledge and text features (title, captions, illus.),  8.10: Restate main ideas.  9.1: Identify similarities in plot, setting, and character among works of author and illustrators.  9.2: Identify interpretations of plot, setting, and character in the same work by different illustrators –</p>	<p><b>S.2.6, S.2.9</b>  <i>Student will comprehend and communicate orally using spoken English for personal and social purposes.</i></p> <p><b>R.3.1e, R.3.1i, R.3.2, R.2.6</b>  <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p><b>W.4.2, W.4.3</b>  <i>Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.</i></p>	<p><b>Vocabulary</b>  Key Words  Prefixes and Suffixes</p> <p><b>Grammar</b>  Adjectives</p> <p><b>Listening/Speaking</b>  Describe  Elaborate</p> <p><b>Reading/Writing</b>  Daily Writing  Use <b>Key Words</b> to write questions and answers  Write <b>captions</b> for pictures  Reflect on the story in their <b>Literature Journals</b></p>	<p><u>Avenues</u> – Unit 4</p> <p>Leveled Books</p> <p>Theme Related Resources</p> <p><u>Drive to the Coral Reef</u> (Video)</p> <p>Picture Libraries</p>	<p><u>Avenues</u> Pre-test</p> <p>Daily writing</p> <p>Describe and Elaborate Orally</p> <p>Writing Checklist: Friendly Letter</p> <p>Writing Test</p> <p>Write to Inform</p>

<p>alphabet books, nursery rhymes, counting books.</p> <p>10.1: Identify characteristics of different genres: poetry, prose, fiction, nonfiction, dramatic literature.</p> <p>11.1: Relate themes in works of fiction and nonfiction to personal experiences.</p> <p>12.1: Identify elements of plot, character, and setting in a favorite story.</p> <p>13.1: Identify and use knowledge of textual features (title, headings, captions, key words, and table of contents).</p> <p>13.2: Common graphic features (illustrations, type size).</p> <p>13.3: Make predictions about the content of a text using prior knowledge and text and graphic features.</p> <p>13.4: Explain whether predictions about the content of a text were confirmed/disconfirmed</p>		<p>Express ideas &amp; opinions in their <b>Literature Journals</b></p> <p>Use context to decode unfamiliar words</p> <p>Analyze Story Elements: Characters</p> <p>Relate Main Ideas and Details</p> <p><b>Content Connection</b></p> <p><b>Science:</b> Compare Animals</p> <p><b>Social Studies:</b> Create an Intertidal Poster (Internet)</p> <p><b>Math:</b> Graph Ocean facts</p> <p><b>Language Arts:</b> Find Water Words</p>		
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<p>and why.</p> <p>13.5: restate main ideas and important facts from text.</p> <p>14.1: Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme.</p> <p>15.1: Identify the senses implied in words appealing to senses in literature and spoken language (sky is wrinkled).</p> <p>16.1: Identify familiar forms of traditional literature (Mother Goose, fairy tales, lullabies) read aloud.</p>				
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Grade 4		Quarter: 4	Level: Beginner/ Early Intermediate	
	<b>ELPBO</b>	<b>Topic: Culture and Identity</b> <i>(italics indicate reinforcement of previously introduced topics)</i>	<b>Materials</b>	<b>Assessment</b>
<p>8.1: Make predictions using prior knowledge, pictures, texts.</p> <p>8.2: Retell a main event from a story heard or</p>	<p><b>S.3.10, S.3.23</b> <i>Students will comprehend and communicate orally, using spoken English to participate</i></p>	<p><b>Vocabulary</b> Key Words from unit</p> <p><b>Grammar</b> Daily Oral language Possessive nouns</p>	<p><u>Avenues</u> - Unit 5</p> <p>Leveled Books</p>	<p>Quilt of Cultures</p> <p>Close and assess activities</p>

<p>read. 8.3: Ask questions about important characters, settings, and events. 8.4: Make predictions about the content of the text using prior knowledge and text features (title, captions, illus.). 8.5: retell important facts from text heard or read. 8.6: Make predictions about what will happen next and explain whether they were confirmed or disconfirmed-why 8.7: Retell story's beginning, middle and end.</p>	<p><i>in academic settings.</i></p> <p><b>R.4.1a, R.4.3a, R.4.4</b> <i>Students will identify and analyze text elements and techniques of written English as used in various literary genres.</i></p>	<p>Subject and object pronouns Nouns and pronouns Listening/Speaking Express ideas and feelings Big Book song “Where I come from” Role-play the future <b>Reading/Writing</b> Write to inform Daily Writing Write to express your feelings Identify sequence Draw Conclusions Distinguish Literary Forms and Purposes Analyze Characters</p> <p><b>Content Connections:</b> <u>Science:</u> Research Immigrant Scientists <u>Social Studies:</u> Discover custom words/Family time line <u>Math:</u> Shop at the World Market <u>Language Arts:</u> Tell a Celebration Story</p>	<p>Theme Related Resources</p> <p><u>The Lotus Seed</u> (Video)</p> <p>Picture Cards</p> <p><u>Reading Basics</u></p> <p><u>English At Your Command</u></p>	<p>Daily writing</p> <p>Practice book -Activity 75</p> <p>Family Interviews</p> <p>Make a seed packet</p>
<b>Grade 4</b>		<b>Quarter: 1</b>	<b>Level: Intermediate/ Transitioning</b>	
<b>Content Standards</b>	<b>ELPBO</b>	<b>Topic Author’s Styles in Literature</b> <i>(italics indicate reinforcement of previously introduced topics)</i>	<b>Materials</b>	<b>Assessment</b>
8.8: Cause and effect	<b>S.4.2, S.4.4</b>	<b>Vocabulary</b>		

<p>8.9: Make predictions about content of text using prior knowledge and text features (title, captions, illus.),</p> <p>8.10: Restate main ideas.</p> <p>9.1: Identify similarities in plot, setting, and character among works of author and illustrators.</p> <p>9.2: Identify interpretations of plot, setting, and character in the same work by different illustrators – alphabet books, nursery rhymes, counting books.</p> <p>10.1: Identify characteristics of different genres: poetry, prose, fiction, nonfiction, dramatic literature.</p> <p>11.1: Relate themes in works of fiction and nonfiction to personal experiences.</p> <p>12.1: Identify elements of plot, character, and setting in a favorite story.</p> <p>13.1: Identify and use knowledge of textual</p>	<p><i>Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.</i></p> <p><b>R.4.5</b> <i>Students will identify and analyze text elements and techniques of written English as used in various literary genres.</i></p> <p><b>W.2.4</b> <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Key Words Context Clues</p> <p><b>Grammar</b> Complete Sentences Sentence Types</p> <p><b>Listening/Speaking</b> Express Needs and Feelings Ask and Answer Questions</p> <p><b>Reading/Writing</b> Daily Writing Use <b>Key Words</b> to write sentences Write <b>questions</b> to ask the main character Reflect on the story in their <b>Literature Journals</b> Express ideas &amp; opinions in their <b>Literature Journal</b> Revising and Editing Analyze Story Elements: Characters Distinguish Fact and Opinion</p> <p><b>Content Connection</b> <b>Science:</b> E-mail a Scientist <b>Social Studies:</b> Communicate with Hieroglyphics <b>Math:</b> Determine Shoe Sizes <b>Language Arts:</b> Map a Gary Soto Story</p>	<p><u>Avenues</u> – Unit 1</p> <p>Leveled Books</p> <p>Theme Related Resources</p> <p>Picture Libraries</p> <p>Grade appropriate anthology, books, texts and literacy rich mediums.</p> <p>ELA reading list.</p>	<p><u>Avenues</u> Pre-test</p> <p>Daily writing</p> <p>Ask and Answer Questions</p> <p>Writing Test Prompt: Write to Express</p>
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<p>features (title, headings, captions, key words, and table of contents).</p> <p>13.2: Common graphic features (illustrations, type size).</p> <p>13.3: Make predictions about the content of a text using prior knowledge and text and graphic features.</p> <p>13.4: Explain whether predictions about the content of a text were confirmed/disconfirmed and why.</p> <p>13.5: restate main ideas and important facts from text.</p> <p>14.1: Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme.</p> <p>15.1: Identify the senses implied in words appealing to senses in literature and spoken language (sky is wrinkled).</p> <p>16.1: Identify familiar</p>				
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forms of traditional literature (Mother Goose, fairy tales, lullabies) read aloud.				
<b>Grade 4</b>		<b>Quarter: 2</b>	<b>Level: Intermediate/ Transitioning</b>	
	<b>ELPBO</b>	<b>Topic: Weather and Climate</b> <i>(italics indicate reinforcement of previously introduced topics)</i>	<b>Materials</b>	<b>Assessment</b>
<p>2.3: Gather relevant information for a research project or composition through interviews.</p> <p>2.4: Integrate relevant information gathered from group discussions and interviews for reports.</p> <p>3.8 and 3.12: Give oral presentations for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect.</p> <p>3.9: Use teacher-developed assessment criteria to prepare their</p>	<p><b>S.2.24, S.2.54</b> <i>Student will comprehend and communicate orally using spoken English for personal and social purposes.</i></p> <p><b>S.3.60</b> <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p><b>R.3.1, R.3.2</b> <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p><b>W.4.3</b> <i>Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.</i></p>	<p><b>Vocabulary</b> Key Words Prefixes and Suffixes</p> <p><b>Grammar</b> Adjectives</p> <p><b>Listening/Speaking</b> Describe Elaborate</p> <p><b>Reading/Writing</b> Daily Writing Use <b>Key Words</b> to write questions and answers Write <b>captions</b> for pictures Reflect on the story in their <b>Literature Journals</b> Express ideas &amp; opinions in their <b>Literature Journals</b> Use context to decode unfamiliar words Analyze Story Elements:</p>	<p><u>Avenues</u> – Units 3 and 4</p> <p>Leveled Books</p> <p>Theme Related Resources</p> <p>Picture Libraries</p>	<p>Daily writing</p> <p>Describe and Elaborate Orally</p> <p>Writing Checklist: Friendly Letter</p> <p>Writing Test</p> <p>Write to Inform</p>

<p>presentations.  5.14, 22.7 and 22.8:  Identify and use correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of sentence fragments and run-ons), and correct spelling when writing, revising and proofreading.  5.19: Recognize appropriate use of pronoun reference.  10.3 and 10.4: Identify and analyze the characteristics of various genres (nonfiction) as forms with distinct characteristics and purposes.  23.8: Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.</p>		<p>Characters  Relate Main Ideas and Details</p>		
		<p><b>Content Connection</b>  <u>Science:</u> Compare Animals  <u>Social Studies:</u> Create an Intertidal Poster (Internet)  <u>Math:</u> Graph Ocean facts  <u>Language Arts:</u> Find Water Words</p>		

<p>25.4: As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.</p> <p>27.5: Use criteria to assess the effectiveness of media presentations.</p> <p>10.4: Identify and analyze the characteristics of various genres (nonfiction) as forms with distinct characteristics and purposes.</p> <p>13.18: Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, introduction, conclusion).</p> <p>13.19: identify and use knowledge of common graphic features (charts, maps, diagrams).</p> <p>19.16: Write brief research reports with clear focus and supporting detail.</p>				
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<p>19.23: Write multi-paragraph compositions that have clear topic development, logical organization, and effective use of detail.</p> <p>21.6: Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing.</p>				
<b>Grade 4</b>		<b>Quarter: 3</b>	<b>Level: Intermediate/Transitioning</b>	
<b>Content Standards</b>	<b>ELPBO</b>	<b>Topic: Culture and Identity</b> <i>(italics indicate reinforcement of previously introduced topics)</i>	<b>Materials</b>	<b>Assessment</b>
<p>22.2: Use correct mechanics</p> <ul style="list-style-type: none"> <li>- printing upper and lower case letters to make words</li> <li>- spaces</li> <li>- understanding and applying rules for capitalization at beginning of sentences, for names and places, and capital letters and</li> </ul>	<p><b>S.2.24</b> <i>Student will comprehend and communicate orally using spoken English for personal and social purposes.</i></p> <p><b>R.1.4</b> <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p>	<p><b>Vocabulary</b> Key Words from unit</p> <p><b>Grammar</b> Daily Oral language Possessive nouns Subject and object pronouns Nouns and pronouns</p> <p><b>Listening/Speaking</b> Express ideas and feelings Big Book song “Where I come</p>	<p><u>Avenues</u> – Unit 5</p> <p>Leveled Books</p> <p>Theme Related Resources</p> <p><u>The Lotus Seed</u> (Video)</p> <p>Picture Cards</p>	<p>Quilt of Cultures</p> <p>Close and assess activities</p> <p>Daily writing</p> <p>Practice book -Activity 75</p> <p>Family Interviews</p> <p>Make a seed packet</p>

<p>commas in dates  23.1: Arrange events in order.  23.2: Arrange ideas in a way that makes sense.  24.1: Generate questions and gather information from several sources in a</p>	<p><b>R.4.1</b>  <i>Students will identify and analyze text elements and techniques of written English as used in various literary genres.</i></p>	<p><i>from”</i>  Role-play the future</p> <p><b>Reading/Writing</b>  Write to inform  Daily Writing  Write to express your feelings  Identify sequence  Draw Conclusions  Distinguish Literary Forms and Purposes  Analyze Characters</p> <p><b>Content Connections:</b>  <u>Science:</u> Research Immigrant Scientists  <u>Social Studies:</u> Discover Custom words  <u>Math:</u> Shop at the World Market  <u>Language Arts:</u> Tell a Celebration Story</p>	<p><u>Reading Basics</u></p> <p><u>English At Your Command</u></p>	
<b>Grade 4</b>		<b>Quarter: 3</b>	<b>Level: Intermediate/ Transitioning</b>	
	<b>ELPBO</b>	<b>Topic: Culture and Identity</b> <i>(italics indicate reinforcement of previously introduced topics)</i>	<b>Materials</b>	<b>Assessment</b>
<p>16.2: Retell/dramatize traditional literature.  16.3: Identify and predict recurring phrases (One upon a time).</p>	<p><b>S.2.48, S.2.50</b>  <i>Students will comprehend and communicate orally using spoken English for personal and social purposes.</i></p>	<p><b>Vocabulary</b>  Key Words from unit  Landform Game  Confirm word meaning</p> <p><b>Grammar</b></p>	<p><u>Avenues</u> Unit 6</p> <p>Leveled Books</p>	<p>Ask for and give information</p> <p>Use language to persuade</p>

<p>17.1: Identify elements of dialogue and use them in informal plays. 18.1: Rehearse and perform stories, plays, poems for an audience using eye contact, volume, clear enunciation appropriate to selection</p>	<p><b>S.4.2</b> <i>Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.</i></p> <p><b>R.5</b> <i>Students will identify and analyze purposes, structures, and elements of nonfiction English texts.</i></p> <p><b>W.2</b> <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Daily Oral language Present, past and Future tense verbs modals</p> <p><b>Listening/Speaking</b> “In Every State” Big Book Song Ask for and give information Persuade Report the news</p> <p><b>Reading/Writing</b> Write a personal narrative Using and identifying voice Relate steps in a process Relate cause and effect Determine author’s purpose, point of view and logic.</p>	<p>Theme Related Resources</p> <p>Picture Cards</p> <p><u>Reading Basics</u></p> <p><u>English At Your Command</u></p>	<p>Close and Assess activities</p> <p>Personal dictionary</p> <p>Daily writing</p> <p>Class newspaper</p>
<p><b>Grade 4</b></p>		<p><b>Quarter: 4</b></p>	<p><b>Level: Intermediate/ Transitioning</b></p>	
<p><b>Content Standards</b></p>	<p><b>ELPBO</b></p>	<p><b>Topic: Topography and Regional Terrains in</b></p>	<p><b>Materials</b></p>	<p><b>Assessment</b></p>

<p>19.2: Dictate sentences for a story and collaborate to sequence sentences.</p> <p>19.4: Dictate sentences for a letter or directions and collaborate to put the sentences in order.</p> <p>19.5: Write or dictate stories with beginning, middle and end.</p> <p>19.6: Write or dictate short poems.</p> <p>19.7: Write or dictate letters, directions, personal experiences in logical order.</p> <p>19.8: Write or dictate research questions.</p> <p>20.1: Use a variety of forms or genres when writing for different purposes.</p> <p>21.1: Identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.</p> <p>23.1: Arrange events in</p>	<p><b>S.4.8</b> <i>Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.</i></p> <p><b>R.3.4</b> <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p><b>W.2.2</b> <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p> <p><b>S.4.2</b> <i>Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.</i></p> <p><b>R.3.4</b> <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p><b>R.4.7</b></p>	<p><b>Literature</b> <i>reduced topics)</i></p> <p><b>Vocabulary</b> Key Words from unit Prefixes and suffixes</p> <p><b>Grammar</b> Daily Oral language Helping verbs Complete sentences</p> <p><b>Listening/Speaking</b> Big Book song “Many Pennies” Role-play a conversation</p> <p><b>Reading/Writing</b> Letter to an advice column Write to persuade Relate goal and outcomes Relate problem and solution</p> <p><b>Vocabulary</b> Key Words from unit Name that rock Multiple meaning words</p> <p><b>Grammar</b> Daily Oral language Adverbs Comparative Adverbs Compound and complex sentences</p> <p><b>Listening/Speaking</b> Song: Found a Pebble Report the news</p> <p><b>Reading/Writing</b></p>	<p><u>Avenues</u> Unit 7</p> <p>Leveled Books</p> <p>Theme Related Resources</p> <p><u>English At Your Command</u></p> <p>Index cards</p> <p>Grade appropriate books, anthology, newsprint, literacy rich mediums.</p> <p><u>Avenues</u> – Unit 8</p> <p>Leveled Books</p> <p>Theme Related Resources</p>	<p><u>Avenues</u> test</p> <p>Close and Assess activities</p> <p>Daily writing</p> <p>Research Product</p> <p>Origins</p> <p>Map goals and outcomes</p> <p>Prediction chart (Teachers Resource Book- Master 52)</p> <p>Tell an original story</p> <p><i>Define and explain vocabulary words</i></p> <p>Literature journals</p> <p>Theme Theater tableaux (T455a)</p>
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<p>order.  23.2: Arrange ideas in a way that makes sense.  24.1: Generate questions and gather information from several sources and from a public library.  25.1: Support judgments about classroom activities or presentations.</p>	<p><i>Students will identify and analyze text elements and techniques of written English as used in various literary genres.</i>  <b>W.1.1</b>  <i>Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</i></p>	<p>Writing Check lists  Analyze story elements:  Characters  Make inferences and predictions  Interpret graphic aids</p> <p><b>Content Connections:</b>  <u>Science:</u> Explore volcanoes/  Research meteorites  <u>Social Studies:</u> Make a rock garden  <u>Math:</u> Calculate rock, size, volume and weight.</p>		
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***ESL/ELD Content Based Curriculum***

***Grades 5-6***

***Early Intermediate/Level 2***

***Haverhill Public Schools  
English Learner Education Program***

**Grade: 5-6**

**Month/Term: 1**

**Proficiency Level: Early Intermediate/Level 2**

<b>Content Standard/Framework</b>	<b>Benchmarks and Outcomes</b>	<b>Assessment/Student Products</b>	<b>Topics in Vocabulary/Grammar</b>	<b>Communicative Skills (4 language domains)</b>
<p>2.3: Gather relevant information for a research project or composition through interviews.</p> <p>.3.8: Give oral presentations for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect.</p> <p>3.9: Use teacher-developed assessment criteria to prepare for</p> <p>4.17: Determine the meaning of unfamiliar words using context clues (definition, example).</p> <p>4.18: Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.</p> <p>4.19: Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses</p> <p>5.9: Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction,</p>	<p><b>Listening :</b></p> <p>*Students will comprehend English vocabulary for personal, social and academic purposes (every day words/topics, basic personal needs, basic interpersonal interactions, simple oral requests, personal likes and dislikes, personal information, school related information, one step oral direction, simple story or poem heard, story elements, simple sentences, classroom rules) when spoken to slowly and with repetitions (S.1.1, S.1.2, S.2.1, S.2.2, S.2.3, S.2.4, S.3.2, S.3.4, S.3.6, S.3.7, S.3.10).</p> <p>*Students will identify and interpret nonverbal cues in communication (S.2.12).</p> <p>*Students will identify and follow classroom</p>	<p>*Oral report (timeline, family tree)</p> <p>*Answer and question dialogues</p> <p>*Vocabulary quizzes</p> <p>*Cloze activities</p> <p>*Journal writing</p> <p>*Story map with basic elements of a story</p> <p>*Character map/web about oneself</p> <p>*Paragraph on computer</p> <p>*Self assessment using rubric</p> <p>*Writing folder</p> <p>*Teacher observations</p>	<p><b>Vocabulary:</b></p> <p>*School vocabulary (Subjects, People, building)</p> <p>*Telling time</p> <p>*Calendar, days, months</p> <p>*Ordinal and cardinal numbers</p> <p>*Schedule and Sequence words</p> <p>*Greetings/farewells</p> <p>*Personal information</p> <p>*Wh- question words</p> <p>*Adverbs and prepositions of location</p> <p>*Classroom vocabulary (Objects, Verbs /actions)</p> <p>*Building safety, Exit/entrance and fire drill procedures</p> <p>*Family</p> <p>*Body parts, 5 senses, body ailments</p> <p>*Basic body hygiene</p> <p>*Feelings, emotions and nonverbal cues</p>	<p><b>Reading</b></p> <p>*Reading language experience activities</p> <p>*Simple paragraphs about grammar/vocabulary topics</p> <p>* Short biographies</p> <p>*Teacher read aloud</p> <p>*Answering questions about a text orally or in writing</p> <p>*Reading simple poetry</p> <p>*Learning to read with basic punctuation</p> <p>*Identify the main event of a story read</p> <p>*Identify basic story elements of a story read</p> <p>*Use context and cognates to guess meaning of words</p> <p><b>Writing:</b></p> <p>*English alphabet</p> <p>*Language experience activities</p> <p>*Writing complete</p>

<p>preposition, interjection, 5.10: Expand or reduce sentences (adding or deleting modifiers, combining or breaking up sentences) 5.11: Identify verb phrases and verb tenses.</p> <p>5.12: Recognise that word performs different functions according to its position in the sentence. (Example: The child <i>lights</i> a candle. He turned on the <i>lights</i>.)</p> <p>5.13: Identify simple and compound sentences. 7.8: Use letter -sound knowledge to decode written English 7.9: Read imaginative/ literary and informational/expository text with comprehension (at proficiency level <i>not grade level</i>. 8.6 and 8.9 : Make and monitor predictions for literary and informational texts. 8:7: Retell stories with beginning, middle and end 8.10: Restate main ideas..</p>	<p>expectations/ conventions (S.3.23).</p>		<ul style="list-style-type: none"> <li>*Likes, dislikes and interests (hobbies, etc.)</li> <li>*Basic story elements</li> <li>*Descriptive words for people, places, things</li> <li>*People (character traits and physical appearance)</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>*Possessive adjectives and ‘s</li> <li>*Personal pronouns</li> <li>*Present tense verbs (have, be, go, start/end)</li> <li>*Basic Wh- questions</li> <li>*Commands/imperative</li> <li>*Capitalization and basic ending punctuation (!,?)</li> <li>*Questions and answers to use at the nurse/doctor</li> <li>*Basic body hygiene verbs</li> <li>*Personal dislikes and likes</li> <li>*Present progressive</li> <li>*Morphological characteristics of nouns and adjectives</li> </ul>	<p>sentences</p> <ul style="list-style-type: none"> <li>*Steps of the writing process</li> <li>*Timeline of personal history</li> <li>*Simple poem</li> <li>*Personal narrative</li> <li>*Family tree</li> <li>*Paragraph (in paper and using word processor)</li> <li>*Writing an introductory paragraph about oneself</li> <li>*Writing about story elements</li> <li>*Response to reading</li> <li>*Writing a story with beginning, middle and end</li> <li>*Describing people, places, things with some detail</li> <li>*Creating a PowerPoint or voice thread presentation with text, images and recorded sounds/voice</li> <li>* Making/using a rubric for self evaluation</li> </ul>
	<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>*Students will express using English vocabulary for personal, social and academic purposes (basic personal needs and information, school related information, ask and answer questions about familiar content, describing with detail, make and respond to</li> </ul>			<p><b>Speaking/Listening:</b></p> <ul style="list-style-type: none"> <li>*Alphabet in English</li> <li>*Oral reports about</li> </ul>

<p>8:13: Identify the speaker of a poem or story.</p> <p>8,14: Make judgments about setting, characters, and events and support them with evidence from the text.</p> <p>8:15: Locate facts that answer readers' questions</p> <p>10.3: Identify and analyze the characteristics of various genres as forms with distinct characteristics and purposes.</p> <p>11.1: Relate themes in works of fiction and nonfiction to personal experience.</p> <p>11.2 Identify themes as lessons in folktales, fables and myths.</p> <p>11.3: Apply knowledge of the concept that theme, implied or stated refers to the main idea and meaning of a selection,</p> <p>12.3: Identify and analyze the elements of setting, characterization and plot (including conflict)</p> <p>21.6: Revise writing to improve organization.</p> <p>22.2: Use standard English mechanics and correct spelling of sight and vocabulary words.</p> <p>23.6: Decide on the placement of</p>	<p>requests, grant permission, express confusion, ask/respond to questions for clarification) using words and phrases and using appropriate volume of voice (S.2.4, S.2.5, S.2.6, S.2.7, S.2.8, S.2.13, S.3.11, S.3.12, S.3.13, S.3.14).</p>			<p>personal information</p> <ul style="list-style-type: none"> <li>*Making questions with appropriate intonation</li> <li>*Expressing confusion and asking clarifying questions</li> <li>*Making requests and granting permission</li> <li>*Making and answering questions about story heard</li> <li>*Making and answering questions to request information</li> <li>*Identify/ express the main event of a story heard</li> <li>*Recording and listening to one's own writing</li> <li>*Introducing family members and talking about family relationships</li> <li>*Making a doctor's appointment</li> </ul>
	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>*Students will acquire new vocabulary and apply knowledge of syntax to comprehend text (use context clues, cognates, basic parts of speech) (R.1.3, R.1.4, R.1.10).</li> <li>*Demonstrate phonemes exist, can be isolated/manipulated and their relationship to familiar words (R.2.4, R.2.5)</li> <li>*Demonstrate understanding of selected features of written English (R.2.9)</li> <li>*Students will read fluently and identify facts to interpret and analyze text (R.3).</li> </ul>			

<p>descriptive details about setting, characters, and events in stories.  23.7: Group related ideas and place them in logical order when writing summaries or reports.  23.8: Organize information about a topic into a coherent paragraph with a topic sentence, presentations.</p>	<p><b>Writing:</b>  *Students will plan for writing (brainstorming, building on prior knowledge, generating words, organizing ideas for audience and purpose, create word lists for assignments) (W.1.2, W.1, W.1.4).  *Students will write in English for a variety of purposes with focus, organization and detail (writing a story) (W.2.4).  *Students will understand and apply knowledge of standard English grammar, spelling and conventions to improve writing (W.4).  *Students will use, produce, analyze a variety of media in English (using word processing, working collaboratively with peers) (W.5, W.5.1, W.5.3).</p>			
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**Grade: 5-6**

**Proficiency Level: Early Intermediate/Level 2**

**Month/Term: 2**

<b>Content Standard/Framework</b>	<b>Benchmarks and Outcomes</b>	<b>Assessment/Student Products</b>	<b>Topics in Vocabulary/Grammar</b>	<b>Communicative Skills (4 language domains)</b>
<p>Continue to address standards from term one.</p> <p>5:14: Identify correct mechanics and correct sentence structure.</p> <p>5.15: Recognize the basic characteristics of English sentences (noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking-verb-noun)</p> <p>8.21: Recognize organizational structures (<i>chronological order, logical order, cause and effect, classification schemes</i>)</p> <p>8.22: Identify and analyze main ideas and supporting details.</p> <p>18.1: Plan, rehearse and perform plays, stories and poems.</p>	<p><b>Listening:</b> S.1 Communicate orally using English vocabulary for personal, social and academic purposes S. 1. 1 Demonstrate comprehension of everyday words and phrases, using pictures, actions, and/or objects S 1. 2 Demonstrate comprehension of words that express basic personal needs (such as <i>transportation and housing</i>); personal likes and dislikes S 1.3 Demonstrate comprehension of vocabulary essential for grade-level content learning, using pictures, actions, and or objects</p> <p><b>Speaking:</b> S 1.4 Express basic personal needs and information (Such as <i>health, food, clothing, weather, recreation</i>) and school related information using spoken words and phrases. S.2 Comprehend and communicate orally, using English vocabulary for</p>	<p>-Travel Brochure/oral presentation with self and peer assessment instruments (i.e. Rubrics, scoring guides, etc) -Multi paragraph composition using personal information (2-3 <i>short</i> paragraphs) -Q and A dialogue regarding favorites -Weather report -On-going teacher observations -On going informal assessment of comprehension of daily announcements (done in pairs, small groups, whole group) -Journal Writing (on-going)(Including reading response) -Writing folders</p>	<p><b>Vocabulary</b> Culture -Food -Clothing -Music -Holidays and Celebrations -Currency Home Daily Activities Weather</p> <p><b>Grammar</b> -Basic Sentence Structure Punctuation/ mechanics of Sentences and Paragraphs -Parts of Speech (Nouns/Adjective review and learn about verbs - focus on past and future tenses)</p>	<p><b>Listening</b> Q and A dialogue News and weather reports Daily announcements Responding to teacher, responding to classmates</p> <p><b>Speaking:</b> -Ask and answer questions in dialogue format -Prepare and present oral reports -Respond orally to personal and content related questions in the present, past and future tenses.</p> <p><b>Writing:</b> -Sentence writing using correct mechanics</p>

<p>18.2: Plan, and perform readings of selected texts for an audience.</p> <p>13.13: Identify and use knowledge of common textual features (<i>paragraphs, topic sentences, concluding sentences, glossary, and index.</i>)</p> <p>13.14: Identify and use knowledge of common graphic features (<i>Charts, maps, diagrams, captions, illustrations</i>)</p> <p>13.15: Identify and use knowledge of common organizational structures.</p> <p>13.17: Identify and analyze main ideas, supporting ideas, and supporting details.</p> <p>21.5: . Improve word choice by using dictionaries or thesauruses.</p>	<p>personal, social and academic purposes</p> <p>S.2.2 Demonstrate comprehension of words, phrases, and sentences used in social interactions related to everyday topics such as family, social, school) S 2.4 Demonstrate comprehension of interpersonal conversation when spoken to slowly and with frequent repetitions</p> <p>S 2.5 Ask and answer concrete questions about familiar topics</p> <p>S 2.6 Describe people, places and things using some detail</p> <p>S 2.13 Employ appropriate volume of voice in each of various contexts</p> <p>S, 2.19 Observe and imitate how others speak and behave in various settings</p> <p>S.3 Comprehend and communicate orally, using spoken English to participate in academic settings.</p> <p>S.3.6 Demonstrate comprehension of a simple story or poem that is heard using prior knowledge or visual cues.</p> <p>S.3.6 Identify beginning, middle and end of a story that is heard.</p> <p>s.3.7 Identify characters and setting of a story that is heard</p> <p>S3.10 Demonstrate comprehension</p>	<p>-Quizzes</p> <p>- Sentence writing- Written responses to concrete questions (focus on target vocabulary, mechanics and punctuation.)</p>		<p>-Preparing written questions for dialogues</p> <p>-Brainstorm, list vocabulary, organize using graphic organizers, write and edit paragraphs using correct mechanics and punctuation</p> <p>-Research, create and present media product</p> <p><b>Reading</b></p> <p>-Researching internet and reference books for cultural information</p> <p>-Reading Weather Reports</p> <p>-Whole group book study (children’s travel and culture stories)</p> <p>-On going: reading and following instructions (e.g. answer the following questions with complete sentences)</p> <p>-Nonfiction text features</p>
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of simple sentences, including statements, questions and commands, when spoken slowly and with repetitions as needed.

**Reading:**

R.1 Vocabulary and Syntax in Print- Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.

R 1.7 Read/understand previously learned sight words and phrases.

R.1.3 Use context to determine the meanings of words.

R.1.4 Apply knowledge of the basic parts of speech (*noun, verbs, adjective, adverb*) and simple sentence structures to comprehend text.

R. 1.5 Apply knowledge of text structures to comprehend text.

R. 2.2 Read and understand high-frequency and familiar words and phrases

R.3 Read English fluently and identify facts and evidence in order to interpret and analyze text.

**Writing:**

	<p>W.1. Plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</p> <p>W.1.2 write lists of words and phrases needed to accomplish an assigned writing task</p> <p>W 1.5 list words and phrases to support structure and meaning within and among paragraphs of a writing task.</p> <p>W.2 Write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</p> <p>W.4.1 use correct mechanics when editing</p> <p>W.4.4 Use knowledge of correct mechanics when editing</p> <p>W.5 Use, analyze, and produce a variety of media in English including audio, television, Internet, and emerging technologies</p> <p>W 5.1 use word processing to publish writing</p> <p>W.5.3 Work collaboratively with peers when using technology in the classroom.</p>			
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**Grade: 5-6**

**Proficiency Level: Early Intermediate/Level 2**

**Month/Term: 3**

Content Standard/Framework	Benchmarks and Outcomes	Assessment/Student Products	Topics in Vocabulary/ Grammar	Communicative Skills (4 language domains)
<p>Address previous standards as needed 8.6 and 8.9 : Make and monitor predictions for literary and informational texts. 8:15: Locate facts that answer readers' questions 10.3: Identify and analyze the characteristics of various genres as forms with distinct characteristics and purposes. 11.1: Relate themes in works of fiction and nonfiction to personal experience. 13.13: Identify and use knowledge of common textual features (<i>paragraphs, topic sentences, concluding sentences, glossary, and index.</i>) 13.14: Identify and use knowledge of common graphic features (<i>Charts, maps, diagrams, captions, illustrations</i>)</p>	<p><b>Listening:</b> *S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes(S.1.2) S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes (everyday expressions used in interpersonal interactions, words, phrases, and sentences used in social interactions related to everyday topics, oral requests, interpersonal conversations when spoken to slowly and with frequent repetitions) (S.2.1, S.2.2, S.2.3, .2.4). *S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.  *S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.  *S.3 Academic Interaction ~ Students will</p>	<p>*Journal Writing *Vocabulary quizzes *Writing folder *Information gap activities *Compare and Contrast piece (Venn Diagram and composition) *Persuasive piece (advertisement, letter) *Preposition poems *Self assessment (interpersonal skills) *Teacher observations</p>	<p><b>Vocabulary:</b> Places around town Transportation Occupations Sports/Recreation  <b>Grammar:</b> Verbs Prepositions Or, but, and, so Word analysis (Suffixes- related to occupations and prefixes)</p>	<p><b>Speaking/Listening:</b> Interviews and surveys of peers Interpersonal Skills (politeness, manners, apologizing, giving an excuse, expressing gratitude) Giving/ listening for directions  <b>Reading:</b> Biographies Nonfiction Reading: features of text Reading about vocabulary topics (occupations, jobs) Reading texts that have compare/contrast  <b>Writing:</b> Compare and contrast Persuasive Writing</p>

<p>13.15: Identify and use knowledge of common organizational structures.</p> <p>23.7: Group related ideas and place them in logical order when writing summaries or reports.</p> <p>23.8: Organize information about a topic into a coherent paragraph with a topic sentence, presentations.</p> <p>23.7: Group related ideas and place them in logical order when writing summaries or reports.</p> <p>23.8: Organize information about a topic into a coherent paragraph with a topic sentence, presentations.</p>	<p>comprehend and communicate orally, using spoken English to participate in academic settings</p> <p>(simple sentences- statements, questions, and commands- when spoken slowly, and with repetitions as needed) (S.3.10).</p> <p><b>Speaking:</b></p> <p>S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.</p> <p><i>Communication Strategies</i></p> <ul style="list-style-type: none"> <li>• Observe and imitate how others speak and behave in various settings. (S.2.19)</li> <li>• Ask and answer concrete questions about familiar content. (S.2.5)</li> </ul> <p>S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.</p> <p>Ask and respond to questions to clarify information. (S.3.14)</p> <p><b>Reading</b></p> <p>R.1 Vocabulary and Syntax in Print ~ Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</p> <ul style="list-style-type: none"> <li>• Read and understand previously</li> </ul>			<p>Multi-paragraph composition Letter Writing</p>
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	<p>learned essential vocabulary words. (R.1.1)</p> <ul style="list-style-type: none"> <li>• Read and understand previously learned sight words and phrases. (R.1.7)</li> <li>• Apply knowledge of word analysis to expand comprehension of vocabulary found in text. (R.1.2)</li> <li>• Apply knowledge of text structures to comprehend text. (R.1.5)</li> </ul> <p>R.2 Beginning to Read in English ~ Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</p> <ul style="list-style-type: none"> <li>• Read and understand high-frequency and familiar words and phrases. (R.2.2)</li> </ul>			
	<p><b>Writing</b></p> <p>W.1 Prewriting ~ Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</p> <ul style="list-style-type: none"> <li>• Write lists of words and phrases needed to accomplish an assigned writing</li> </ul>			

	<p>task. (W.1.2)</p> <ul style="list-style-type: none"> <li>Identify the structures and length that support the audience, purpose, and topic of a writing task. (W.1.4)</li> </ul> <p>W.2 Writing ~ Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</p> <p>W.4 Editing ~ Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.</p>			
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**Grade: 5-6**

**Month/Term: 4**

**Proficiency Level: Early Intermediate/Level 2**

<b>Content Standard/Framework</b>	<b>Benchmarks and Outcomes</b>	<b>Assessment/Student Products</b>	<b>Topics Vocabulary/ Grammar</b>	<b>Communicative Skills (4 language domains)</b>
<p>3.12 and 3.8: Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect. 3.9: Use teacher-developed assessment criteria to prepare</p>	<p><b>Listening :</b> *Students will comprehend English vocabulary for personal, social and academic purposes (oral requests, simple poem heard, simple sentences, classroom rules, grade level content learning) when spoken to slowly and with repetitions and using pictures,</p>	<p>*Poetry term flip chart/book *Vocabulary quizzes *Games *Brochure, book or PowerPoint about parts of speech (verbs, pronouns, nouns, adjectives, adverbs, and</p>	<p>*Figurative language (metaphor, personification, simile, etc.) *Adverbs *Review parts of speech (verbs, pronouns, nouns, adjectives, adverbs, and prepositions)</p>	<p><b>Reading:</b> *Identifying figurative language/imagery in poetry *Identifying author's purpose/theme in poetry and how figurative language/imagery</p>

<p>their presentations.</p> <p>5.9: Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).</p> <p>5.12: Recognize that a word performs different functions according to its position in the sentence.</p> <p>8.19: Identify and analyze sensory details and figurative language.</p> <p>8.22: Identify and analyze main ideas, and supporting details.</p> <p>10.3 and 10.4: Identify and analyze the characteristics of various genres (poetry) as forms with distinct characteristics and purposes.</p> <p>14.3 and 14.4: Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry:</p> <ul style="list-style-type: none"> <li>• sound (alliteration, onomatopoeia, rhyme scheme);</li> <li>• figurative language (personification, metaphor, simile, hyperbole); and</li> <li>• graphics (capital letters, line</li> </ul>	<p>actions or objects (S.1.1, S.1.3, S.2.3, , S.2.12)</p> <p>*Students will identify nonverbal cues (S.2.12).</p> <p>*Students will identify and follow classroom expectations/conventions (S.3.23).</p>	<p>prepositions)</p> <p>*Writing folder</p> <p>revising and publishing</p> <p>*Poem</p> <p>*Appropriate “reading” of poem</p> <p>*Self evaluation using rubric</p>		<p>helps purpose</p> <p><b>Writing:</b></p> <p>*Poem with figurative language/imagery</p> <p>*Sentences with more variety/complexity (using different parts of speech in writing)</p> <p>*Revising, proofreading and editing</p> <p>* Using a dictionary/thesaurus to improve word choice</p> <p><b>Speaking/Listening:</b></p> <p>*Reading poetry with appropriate intonation</p> <p>*Oral presentation of parts of speech book</p>
	<p><b>Speaking:</b></p> <p>*Students will express using English vocabulary for personal, social and academic purposes (ask and answer questions about familiar content, describe people, places and things with detail, give one-step directions, ask and respond to questions to clarify information) using words and phrases and using appropriate volume of voice (S.2.5, S.2.6, S.2.13, S.3.11, S.3.12, S.3.14).</p>			
	<p><b>Reading:</b></p> <p>*Students will acquire new vocabulary and apply knowledge of syntax to comprehend text (use context clues, cognates, basic parts of speech) (R.1.3, R.1.4, R.1.10).</p> <p>*Students will understand the</p>			

<p>length).  15.5: Identify and analyze imagery and figurative language.  19.15 and 19.20: Write poems using poetic techniques (alliteration, onomatopoeia), figurative language (simile, metaphor), and graphic elements (capital letters, line length).  20.3: Make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes.  21.4: Revise writing to improve level of detail and precision of language after determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text.</p>	<p>nature of written English using foundations of oral language and previous reading experience and read/ understand high-frequency and familiar words and phrases (R.2, R.2.2, R.2.12)  *Demonstrate phonemes exist, can be isolated/manipulated and their relationship to familiar words (R.2.4, R.2.5)  *Demonstrate understanding of selected features of written English (R.2.9)  *Students will read fluently and identify facts to interpret and analyze text (R.3).</p>			
<p>21.5 and 21.7: Improve word choice by using dictionaries or thesauruses.  21.6: Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the</p>	<p><b>Writing:</b>  *Students will plan for writing (brainstorming, building on prior knowledge, generating words, organizing ideas for audience and purpose, create word lists for assignments) (W.1.2, W.1, W.1.4).  *Students will write in English for a variety of purposes with focus, organization and detail (writing a poem) (W.2.4).  *Students will understand and apply knowledge of standard</p>			

<p>economy of writing.</p> <p>22.7 and 22.8: Use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing</p> <p>25.3: Use prescribed criteria from a scoring rubric to evaluate compositions, recitations, or performances before presenting them to an audience.</p> <p>25.4: As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.</p> <p>27.3: Create a media production using effective images, text, music, sound effects, or graphics.</p> <p>27.5: Use criteria to assess the effectiveness of media presentations.</p>	<p>English grammar, spelling and conventions to improve writing, using correct mechanics when editing (W.4).</p> <p>*Students will use, produce, analyze a variety of media in English (using word processing, working collaboratively with peers, publish writing) (W.5, W.5.1, W.5.3).</p>			
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***ESL/ELD Content Based Curriculum***

***Grades 5-6***  
***Intermediate/Levels 3-4***

***Haverhill Public Schools***  
***English Learner Education Program***

**Grades: 5-6**

**Proficiency Level: Intermediate/Levels 3-4**

**Month/Term: 1**

<b>Content Standard/Framework</b>	<b>Benchmarks and Outcomes</b>	<b>Assessment/ Student Products</b>	<b>Topics in Vocabulary/ Grammar</b>	<b>Communicative Skills (4 language domains)</b>
<p>5.19: Recognize appropriate use of pronoun reference. RL 13.18: Identify and use knowledge of common textual features (paragraphs, topic sentences). LA 1.4 : Know and apply rules for formal discussions (classroom, parliamentary debate, town meeting rules). LA 2.4: Integrate relevant information gathered from group discussions and interviews for reports. LA.3.10: Present an organized interpretation of a literary work, film, or dramatic production. LA 4.20: Determine the meaning of unfamiliar words using context clues (contrast, cause and effect). LA.4.21: Determine the meaning of unfamiliar words by using knowledge of common Greek and of selections, distinguishing theme from topic. RL12.4: Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the</p>	<p><b>Listening</b> * S.1 (S.1.13; S.1.15; S.1.19; S1.23; S.1.24): Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc. * S.2 (S.2.22, S.2.32; S.2.34; S.3.33; S.2.35): Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc. *S.3 (S.3.9; S.3.31; S.3.32; s.3.33; S.3.34; S.3.35; S.3.36; S.3.37; S.3.53): Students will comprehend and communicate orally, using spoken English to participate</p>	<p>*journal entries *narrative/reflective paragraph *descriptive paragraph *literary interpretation paragraph (i.e. finding themes in a story and supporting it with details form text) *reading portfolio with student artifacts demonstrating application of reading strategies *book/story review (includes summary of story + personal response to setting, plot,</p>	<p><b>Vocabulary</b> *dictionary skills *how to use thesaurus * strategies for unknown words in text (cognates, context clues, word analysis, roots/affixes, using dictionary and glossary) * elements of fiction and nonfiction (plot, setting, characters, conflict, theme, literary devices) *transitional words for narratives (sequential and time order words)</p>	<p><b>Reading</b> *recognizing fiction and nonfiction by understanding elements of each genre *fiction and elements of short stories * strategies for reading fiction: -predicting/confirming and adjusting predictions -making inferences with supporting details -summarizing -finding author’s purpose -compare and contrast -self-monitoring for comprehension *independent reading time * using graphic organizers to help comprehension *how to select an independent reading book</p>

<p>resolution of the conflict.          RL 13.19: Identify and use knowledge of common graphic features (charts, maps, diagrams).          CO 19.22: Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.          CO 21.6: Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing.          CO 21.7: Improve word choice by using a variety of references.          CO 22.8: Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing.          CO 23.9: Integrate the use of organizing techniques that break up strict chronological order in a story (starting in the middle of the action, then filling in background information using flashbacks).          CO 25.4: As a group, develop and use scoring guides or rubrics to improve</p>	<p>in academic settings by demonstrating comprehension of oral multiple-step directions, oral word problems on math content, main points of classroom discussions and details that support a main idea in a literary or informational text that is heard, and use of referents, as well as identifying facts and organizational structures of lectures to answer the listeners' questions in a literary or informational text that is heard.</p> <p><b>Speaking</b>          * S. 1 (S.1.16; S.1.17; s.1.18; S.1.20; S.1.29; S.1.10):          Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes: express personal intent using spoken words/phrases, classify previously learned academic content words and phrases into concept-based categories, participate in limited discussions using appropriate and adequate words/phrases, employ synonyms for word variety in speaking, demonstrate knowledge of spoken vocabulary, using specific, technical, and/or abstract vocabulary or grade-level, academic content, and identify linguistic characteristics of English words and compare and contrast them with words from the student's first language.          *S.2 (S.2.23; S.2.24; S.2.27; S.2.28; S.2.29;</p>	<p>characters, etc.)          *grammar quizzes          *graphic organizers (story map)          *compare and contrast paragraphs about characters in story (group write)</p>	<p><b>Grammar</b>          *nouns and pronouns          *pronoun referents          *simple sentence structure (subject/predicate )          *adjectives and comparisons          *verbs</p>	<p><b>Writing</b>          *components of the paragraph          *steps of the writing process          *personal narrative and reflective writing          *descriptive writing (from personal experience or from characters/setting in story read)          *writing a short story with elements of plot, characters, setting, and conflict          *how to use rubrics for self-evaluation of writing</p> <p><b>Listening/Speaking</b>          *oral paraphrase of text read          * answer questions orally about text heard/read          *oral paraphrase of other student's comments in class          *participate in oral academic discussion about text read          *express opinions, likes</p>
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<p>organization and presentation of written and oral projects.</p>	<p>S.2.33; S.2.36; S.2.38; S.2.41; S.2.42; S.2.43):  Students will comprehend and communicate orally, using spoken English for personal and social purposes: ask/answer basic questions, express own opinions, preferences, wishes and uncertainty, express/respond to compliments, gratitude, and apologies, express imagination and creativity, respond during interpersonal discussions and interactions, demonstrate awareness of listener’s perspective, communicate intended meanings utilizing English intonation patterns, construct original oral statements, compare aspects or features of various cultural communities, request, clarify, and restate information to enhance understanding and rehearse ways of speaking (such as formal/informal) that are appropriate to audience and purpose.  *S.3 (S.3. 21; S.3.38; S.3.39;S.3.40; S.3.41; S.3.42S.3.43; S.3.47; S.3.48; S.3.49;S.3.51):  Students will comprehend and communicate orally, using spoken English to participate in academic settings: compare and contrast information orally, participate in reaching consensus in groups, respond to factual and inferential questions about academic content, summarize a story orally, state a position and support/justify it, participate in classroom discussions and activities, when frequent clarification is given, express original statements in classroom discussions, ask questions to clarify</p>			<p>and dislikes  *follow complex oral directions (multi-step)  *rephrase, explain, revise and expand information to check comprehension and to convey knowledge  *recount events using sequence words in connected narrative  *define, compare and classify objects using academic language</p>
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	<p>meaning in an academic context, compare grammatical constructions in English and the student’s first language, and explain the thinking processes used in academic content areas.</p>			
	<p><b>Reading</b>  *R.1 (R.1.8; R.1.9; R.1.11; R.1.12):  Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text: apply knowledge of word analysis to expand comprehension of vocabulary, use knowledge of context clues to determine the meanings of unfamiliar words, identify words, phrases, and sentences that determine meaning in expository paragraphs and extended texts.</p> <p>* R.3 (R.3.7; R.3.8; R.3.9; R.3.10; R.3.11; R.3.12):  Students will read English fluently and identify facts and evidence in order to interpret and analyze text: analyze main ideas and supporting details/evidence; summarize important ideas from a text and represent the relationships between or among them, support individual interpretations/ conclusions, using details or evidence from a literary/informational text, analyze and provide evidence from a text to support understanding of theme and demonstrate fluency as a reader, using different reading rates and approaches for</p>			

	<p>different purposes.          *R.4 (R.4.2; R.4.9):          Students will identify and analyze text elements and techniques of written English as used in various literary genres: categorizing written words into sense categories, and identify and explain how elements of language suggest mood/set tone in literature.          *R.5 (R.5.8; R.5.9; R.5.5; R.5.6; R.5.7):          Students will identify and analyze purposes, structures, and elements of nonfiction English texts: identify forms of informational and expository materials; use knowledge of text features to determine purpose and meaning of text, summarize main ideas and supporting details, and distinguish cause from effect and fact from opinion in texts.</p>			
	<p><b>Writing</b>          *W.3 (W.3.2; W.3.3; W.3.5; W.3.7, W.3.9):          Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose: use an agreed-upon scoring guide to review content/organization of writing; identify and use words and phrases to make ideas clearer or more logical, revise writing to improve organization of ideas, select and use words to increase detail in writing, vary expression by employing new words and phrases in</p>			

	<p>writing.</p> <p>*W.4 (W.4.5; W.4.6): Students will understand and apply knowledge of Standard English grammar, spelling, and conventions to improve their writing: use knowledge of correct spelling, sentence structure and usage when editing.</p> <p>*W.5 (W.5.2; W.5.10): Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies: select and use appropriate applications for a variety of classroom projects, and use technology resources for problem solving.</p> <p>*W.2.8 Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail: multi-paragraph composition with clear topic development, logical organization, and effective use of detail.</p> <p>*W.2.3 Write a brief response to a literary text or an explanation of an informational text, using evidence from the text as support.</p>			
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**Grades: 5-6**

**Month/Term: 2**

**Proficiency Level: Intermediate/Levels 3-4**

<b>Content Standard/Framework</b>	<b>Benchmarks and Outcomes</b>	<b>Assessment/Student Products</b>	<b>Topics in Vocabulary/Grammar</b>	<b>Communicative Skills (4 language domains)</b>
LA 3.11: Use appropriate techniques for oral persuasion.	<b>Listening</b> * S.1 (S.1.13; S.1.15; S.1.19; S1.23;	*journal entries	<b>Vocabulary</b>	<b>Reading</b>

<p>LA 3.12 Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect.</p> <p>LA 3.13 5.23</p> <p>RL8.24: Interpret mood and tone, and give supporting evidence in a text.</p> <p>RL8.26 Recognize organizational structures and use of arguments for and against an issue.</p> <p>RL8.27: Identify evidence used to support an argument.</p> <p>RL 13.18: Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, introduction, conclusion).</p> <p>RL 13.21: Recognize use of arguments for and against an issue.</p> <p>RL 13.22 Identify evidence used to support an argument.</p> <p>RL 13.23: Distinguish between the concepts of theme in a literary work and author’s purpose in an expository text.</p> <p>RL 14.4: Respond to and analyze the effects of sound, form, figurative language, and graphics in order to uncover meaning in poetry:</p> <ul style="list-style-type: none"> <li>• sound (alliteration, onomatopoeia, internal rhyme, rhyme scheme);</li> </ul>	<p>S.1.24): Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc.</p> <p>* S.2 (S.2.22, S.2.32; S.2.34; S.3.33; S.2.35): Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc.</p> <p>*S.3 (S.3.9; S.3.31; S.3.32; s.3.33; S.3.34; S.3.35; S.3.36; S.3.37; S.3.53): Students will comprehend and communicate orally, using spoken English to participate in academic settings by demonstrating comprehension of oral multiple-step directions, oral word problems on math content, main points of classroom discussions and details that support a main idea in a literary or informational text that is heard, and use of referents, as well as identifying facts and organizational structures of lectures to answer the listeners’</p>	<p>*multi-paragraph essays: - how-to-essay about common chore, task, skill, or hobby - compare and contrast essay about poetry - persuasive essay</p> <p>*literary interpretation paragraph (i.e, exploring how author used figurative language and sound devices to expand theme in poem)</p> <p>*reading portfolio with student artifacts demonstrating application of reading strategies</p> <p>*grammar quizzes</p> <p>*graphic organizers (main idea/details,</p>	<p>* transition words (cause-effect, persuasive, sequential)</p> <p>*elements of poetry (figurative language, imagery, sound devices, forms of poetry)</p> <p>* elements of nonfiction (author’s tone and purpose, different organization structures, types of nonfiction)</p> <p>* useful oral debate phrases</p> <p>*using thesaurus to revise writing and gather information (use synonyms, antonyms for word variety in writing)</p> <p><b>Grammar</b></p> <p>* verbs (action and linking,</p>	<p>* elements of nonfiction (author’s tone and purpose, different organization structures, types of nonfiction)</p> <p>* author’s purpose in nonfiction (entertain, explain, persuade, inform)</p> <p>* elements of poetry (figurative language, sound devices, imagery, forms of poetry)</p> <p>*strategies for reading nonfiction and poetry: - paraphrasing/summarizing -note-taking -cause and effect -fact and opinion -compare and contrast -draw conclusions -main idea and details -visualizing -self-monitoring for comprehension</p> <p>*independent reading time</p> <p>*reading story from newspaper /electronic newspaper and analyzing differences</p>
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<ul style="list-style-type: none"> <li>• figurative language (personification, metaphor, simile, hyperbole);</li> <li>• graphics (capital letters, line length, word position).</li> </ul> <p>RL 15.5: Identify and analyze imagery and figurative language.</p> <p>CO 19.20: Write poems using poetic techniques (alliteration, onomatopoeia, rhyme scheme), figurative language (simile, metaphor, personification), and graphic elements (capital letters, line length, word position).</p> <p>CO 23.11: Organize ideas for writing comparison-and-contrast essays.</p> <p>LA 1.4 : Know and apply rules for formal discussions (classroom, parliamentary debate, town meeting rules).</p> <p>LA 2.4: Integrate relevant information gathered from group discussions and interviews for reports.</p> <p>LA.3.10: Present an organized interpretation of a literary work, film, or dramatic production.</p> <p>LA 4.20: Determine the meaning of unfamiliar words using context clues (contrast, cause and effect).</p> <p>LA.4.21: Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.</p> <p>LA 4.22: Determine pronunciations, meanings, alternate word choices, parts</p>	<p>questions in a literary or informational text that is heard.</p> <p><b>Speaking</b>  * S. 1 (S.1.16; S.1.17; S.1.18; S.1.20; S.1.29; S.1.10):  Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes: express personal intent using spoken words/phrases, classify previously learned academic content words and phrases into concept-based categories, participate in limited discussions using appropriate and adequate words/phrases, employ synonyms for word variety in speaking, demonstrate knowledge of spoken vocabulary, using specific, technical, and/or abstract vocabulary or grade-level, academic content, and identify linguistic characteristics of English words and compare and contrast them with words from the student’s first language.  *S.2 (S.2.23; S.2.24; S.2.27; S.2.28; S.2.29; S.2.33; S.2.36; S.2.38; S.2.41; S.2.42; S.2.43):  Students will comprehend and communicate orally, using spoken English for personal and social purposes: ask/answer basic questions, express own opinions, preferences, wishes and uncertainty, express/respond to compliments, gratitude, and apologies, express imagination and</p>	<p>cause-effect, sequential, etc.)  *create a rubric one of the writing assignments  *writing a poem with basic figurative language and sound devices</p>	<p>regular and irregular past and past participle forms of common verbs)  * verb tenses (past, present, future, subjunctive/conditional, past and present perfect)</p>	<p><b>Writing</b>  *review parts of the paragraph  *multi-paragraph essay components (introduction/body/ conclusion)  *compare and contrast essay about poems  *how-to essay  *transitional words for nonfiction writing  *persuasive techniques (good vs. bad arguments, how to support your opinion, anticipate counterarguments)  *how to use/ create a rubric for self-evaluation of writing  *writing a poem with basic figurative language and sound devices</p> <p><b>Speaking/listening</b>  *choral reading of poem  *individual recitation of poem with proper intonation, rhythm, etc.  *informal oral presentation about essay</p>
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<p>of speech, or etymologies of words using dictionaries and thesauruses.</p> <p>LA.5.15: Recognize the basic patterns of English sentences (noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking verb-noun).</p> <p>5.20: Identify correct mechanics (comma after introductory structures), correct usage (pronoun reference), and correct sentence structure (complete sentences, properly placed modifiers).</p> <p>5.21: Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences.</p> <p>5.22: Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.</p> <p>RL.8.23: Use knowledge of genre characteristics to analyze a text.</p> <p>RL 8.25: Interpret a character’s traits, emotions, or motivation and give supporting evidence from a text.</p> <p>RL 8.28: Distinguish between the concepts of theme in a literary work and author’s purpose in an expository text.</p> <p>RL10.4: Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose.</p> <p>RL11.4: Analyze and evaluate similar themes across a variety of selections,</p>	<p>creativity, respond during interpersonal discussions and interactions, demonstrate awareness of listener’s perspective, communicate intended meanings utilizing English intonation patterns, construct original oral statements, compare aspects or features of various cultural communities, request, clarify, and restate information to enhance understanding and rehearse ways of speaking (such as formal/informal) that are appropriate to audience and purpose.</p> <p>*S.3 (S.3. 21; S.3.38; S.3.39;S.3.40; S.3.41; S.3.42S.3.43; S.3.47; S.3.48; S.3.49;S.3.51): Students will comprehend and communicate orally, using spoken English to participate in academic settings: compare and contrast information orally, participate in reaching consensus in groups, respond to factual and inferential questions about academic content, summarize a story orally, state a position and support/justify it, participate in classroom discussions and activities, when frequent clarification is given, express original statements in classroom discussions, ask questions to clarify meaning in an academic context, compare grammatical constructions in English and the student’s first language, and explain the thinking processes used in academic content areas.</p> <p>* S.4 (S.4.5; S.4.7; S.4.8; S,4, 9; S.4.13): Students will present information orally and participate in performances in English that demonstrate appropriate consideration of</p>			<p>(persuasive or the how-to—maybe with realia/demonstration)</p> <ul style="list-style-type: none"> <li>* strategies for oral debates</li> <li>* oral structured debate about controversial issue (presenting a personal perspective on an issue orally and giving appropriate detail/arguments to support it) with evaluation rubric</li> <li>*ask clarification questions</li> <li>*interpret inferred meaning as expressed by intonation, rhythm and stress (of poetry reading, for example)</li> <li>*follow complex oral directions (multi-step)</li> <li>*generate relevant questions after listening to information</li> <li>*rephrase, explain, revise and expand information to check comprehension and to convey knowledge</li> <li>*define, compare and</li> </ul>
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<p>distinguishing theme from topic.  RL 13.20: Identify and use knowledge of common organizational structures (logical order, comparison and contrast, cause and effect relationships).  RL 15.6: Identify and analyze how an author’s use of words creates tone and mood.  CO 19.23: Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.  CO 20.4: Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.  CO 23.10: Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.</p>	<p>audience, purpose, and the information to be conveyed: use teacher-developed assessment criteria to prepare oral presentations, give formal oral presentations that focus on specified academic content, using appropriate vocabulary and syntax, recognizable organization, clear pronunciation, eye contact, and appropriate volume and intonation, rehearse and dramatize stories, plays, and poems, using eye contact and voice volume appropriate for an identified audience, Participate in creating scoring guides based on designated categories and use them to prepare, assess, and revise oral presentations, express an opinion on a literary text or film in an organized way, using supporting details and comprehend and answer questions following a presentation.</p>			<p>classify objects using academic language</p>
<p>CO 19.22: Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.  CO 21.6: Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing.</p>	<p><b>Reading</b>  *R.1 (R.1.8; R.1.9; R.1.11; R.1.12): Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text: apply knowledge of word analysis to expand comprehension of vocabulary, use knowledge of context clues to determine the meanings of unfamiliar words, identify words, phrases, and sentences that determine meaning in expository paragraphs and extended texts.  * R.3 (R.3.7; R.3.8; R.3.9; R.3.10; R.3.11; R.3.12):</p>			

<p>CO 21.7: Improve word choice by using a variety of references.</p> <p>CO 22.8: Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing.</p> <p>CO 23.9: Integrate the use of organizing techniques that break up strict chronological order in a story (starting in the middle of the action, then filling in background information using flashbacks).</p> <p>CO 25.4: As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.</p>	<p>Students will read English fluently and identify facts and evidence in order to interpret and analyze text: analyze main ideas and supporting details/evidence; summarize important ideas from a text and represent the relationships between or among them, support individual interpretations/ conclusions, using details or evidence from a literary/informational text, analyze and provide evidence from a text to support understanding of theme and demonstrate fluency as a reader, using different reading rates and approaches for different purposes.</p> <p>*R.4 (R.4.2; R.4.9): Students will identify and analyze text elements and techniques of written English as used in various literary genres: categorizing written words into sense categories, and identify and explain how elements of language suggest mood/set tone in literature.</p> <p>*R.5 (R.5.8; R.5.9; R.5.5; R.5.6; R.5.7): Students will identify and analyze purposes, structures, and elements of nonfiction English texts: identify forms of informational and expository materials; use knowledge of text features to determine purpose and meaning of text, summarize main ideas and supporting details, and distinguish cause from effect and fact from opinion in texts.</p>			
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	<p><b>Writing</b></p> <p>*W.3 (W.3.2; W.3.3; W.3.5; W.3.7, W.3.9): Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose: use an agreed-upon scoring guide to review content/organization of writing; identify and use words and phrases to make ideas clearer or more logical, revise writing to improve organization of ideas, select and use words to increase detail in writing, vary expression by employing new words and phrases in writing.</p> <p>*W.4 (W.4.5; W.4.6): Students will understand and apply knowledge of Standard English grammar, spelling, and conventions to improve their writing: use knowledge of correct spelling, sentence structure and usage when editing.</p> <p>*W.5 (W.5.2; W.5.10): Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies: select and use appropriate applications for a variety of classroom projects, and use technology resources for problem solving.</p> <p>*W.2.13 Write a poem, using poetic techniques, figurative speech, and graphic elements to contribute to its meaning.</p> <p>*W.2.6 Write a short poem that contains simple sensory details.</p> <p>*W.2.3, W.2.10 Students will write in</p>			
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	English for a variety of purposes with clear focus, coherent organization, and sufficient detail: brief response to a literary text or an explanation of an informational text, using evidence from the text as support, essay that includes a topic statement, supporting details, and a conclusion.			
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**Grades: 5-6**

**Month/Term: 3**

**Proficiency Level: Intermediate/Levels 3-4**

<b>Content Standard/Framework</b>	<b>Benchmarks and Outcomes</b>	<b>Assessment/Student Products</b>	<b>Topics in Vocabulary/Grammar</b>	<b>Communicative Skills (4 language domains)</b>
<p>LA 3.12: Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect.</p> <p>LA 3.13:</p> <p>LA 5.17: Recognize the makeup and function of prepositional phrases.</p> <p>5.24:</p> <p>RL8.24: Interpret mood and tone, and give supporting evidence in a text.</p> <p>8.26: Recognize organizational structures and use of arguments for and against an issue.</p> <p>8.27: Identify evidence used to support</p>	<p><b>Listening</b></p> <p>* S.1 (S.1.13; S.1.15; S.1.19; S.1.23; S.1.24): Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc.</p> <p>* S.2 (S.2.22, S.2.32; S.2.34; S.3.33; S.2.35): Students will comprehend and communicate orally, using English vocabulary for</p>	<p>*journal entries</p> <p>* grammar quizzes</p> <p>*literary interpretation paragraph (i.e, character’s traits, emotions, motivations with text support)</p> <p>*reading portfolio with student artifacts demonstrating</p>	<p><b>Vocabulary</b></p> <p>*elements of drama (acts, dialogue/monologue, stage directions, characterization, set, props and types of drama)</p> <p>*elements and characteristics of oral tradition (themes, moral, heroes/heroines,</p>	<p><b>Reading</b></p> <p>*elements and characteristics of oral tradition (themes, heroes/heroines, moral, storytelling techniques, types of oral tradition stories in print)</p> <p>*elements of drama (acts, dialogue/monologue, stage directions, characterization, set, props and types of drama)</p> <p>* strategies for reading</p>

<p>an argument.</p> <p>RL9.5: Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.</p> <p>RL 16.9: Identify conventions in epic tales (extended simile, the quest, the hero's tasks, special weapons or clothing, helpers).</p> <p>RL 16.10: Identify and analyze similarities and differences in mythologies from different cultures (ideas of the afterlife, roles and characteristics of deities, types and purposes of myths).</p> <p>RL17.5: Identify and analyze elements of setting, plot, and characterization in the plays that are read, viewed, written, and/or performed:</p> <ul style="list-style-type: none"> <li>• setting (place, historical period, time of day);</li> <li>• plot (exposition, conflict, rising action, falling action); and</li> <li>• characterization (character motivations, actions, thoughts, development).</li> </ul> <p>RL 17.6: Identify and analyze the similarities and differences in the presentation of setting, character, and plot in texts, plays, and films.</p> <p>RL 18.4: Develop and present characters through the use of basic acting skills (memorization, sensory recall, concentration, diction, body alignment, expressive detail), explain</p>	<p>personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc.</p> <p>*S.3 (S.3.9; S.3.31; S.3.32; s.3.33; S.3.34; S.3.35; S.3.36; S.3.37; S.3.53):</p> <p>Students will comprehend and communicate orally, using spoken English to participate in academic settings by demonstrating comprehension of oral multiple-step directions, oral word problems on math content, main points of classroom discussions and details that support a main idea in a literary or informational text that is heard, and use of referents, as well as identifying facts and organizational structures of lectures to answer the listeners' questions in a literary or informational text that is heard.</p>	<p>application of reading strategies</p> <p>*writing a script for a drama/play/skit with basic components</p> <p>*graphic organizers (main idea/details, cause-effect, sequential, etc.)</p> <p>*writing a myth, folk tale or tall tale from their native culture</p> <p>*making a multimedia presentation to present their myth, folktale or tall tale (using music, images and their own writing)</p> <p>*MCAS prep (open response and long composition practice)</p>	<p>storytelling techniques, types of oral tradition stories in print)</p> <p><b>Grammar</b></p> <p>*interjections</p> <p>*adverbs</p> <p>*punctuation (quotations in dialogue, commas, periods)</p> <p>*prepositions and prepositional phrases</p>	<p>folks and myths:</p> <ul style="list-style-type: none"> <li>-cause and effect</li> <li>-compare and contrast</li> <li>-making inferences</li> <li>-paraphrasing</li> <li>-self-monitoring for comprehension</li> </ul> <p>* common English idioms</p> <p>*MCAS prep (open response and long composition practice)</p> <p>*independent reading time how to use/ create a rubric for self-evaluation of writing</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>*how to use/ create a rubric for self-evaluation of writing</li> <li>* writing a myth, legend, folktale or tall tale with basic elements (imaginary or from native culture)</li> <li>* using story map/graphic organizer to write myth /folktale /tall tale</li> <li>*MCAS prep (open response and long composition practice)</li> </ul> <p><b>Speaking/Listening</b></p>
<p><b>Speaking</b></p> <p>* S. 1 (S.1.16; S.1.17; s.1.18; S.1.20; S.1.29; S.1.10):</p> <p>Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes: express personal intent using spoken words/phrases, classify previously learned academic content words and phrases into concept-based categories, participate in limited discussions using appropriate and adequate words/phrases, employ synonyms</p>				

<p>the artistic choices made, and use a scoring guide with teacher-developed categories (content, presentation style) to create scoring criteria for assessment.</p> <p>CO 19.19: Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.</p> <p>LA 1.4 : Know and apply rules for formal discussions (classroom, parliamentary debate, town meeting rules).</p> <p>LA 2.4: Integrate relevant information gathered from group discussions and interviews for reports.</p> <p>LA.3.10: Present an organized interpretation of a literary work, film, or dramatic production.</p> <p>LA 4.20: Determine the meaning of unfamiliar words using context clues (contrast, cause and effect).</p> <p>LA.4.21: Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.</p> <p>LA 4.22: Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.</p> <p>LA.5.15: Recognize the basic patterns of English sentences (noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking verb-noun).</p>	<p>for word variety in speaking, demonstrate knowledge of spoken vocabulary, using specific, technical, and/or abstract vocabulary or grade-level, academic content, and identify linguistic characteristics of English words and compare and contrast them with words from the student’s first language.</p> <p>*S.2 (S.2.23; S.2.24; S.2.27; S.2.28; S.2.29; S.2.33; S.2.36; S.2.38; S.2.41; S.2.42; S.2.43):</p> <p>Students will comprehend and communicate orally, using spoken English for personal and social purposes: ask/answer basic questions, express own opinions, preferences, wishes and uncertainty, express/respond to compliments, gratitude, and apologies, express imagination and creativity, respond during interpersonal discussions and interactions, demonstrate awareness of listener’s perspective, communicate intended meanings utilizing English intonation patterns, construct original oral statements, compare aspects or features of various cultural communities, request, clarify, and restate information to enhance understanding and rehearse ways of speaking (such as formal/informal) that are appropriate to audience and purpose.</p> <p>*S.3 (S.3. 21; S.3.38; S.3.39;S.3.40; S.3.41; S.3.42S.3.43; S.3.47; S.3.48; S.3.49;S.3.51):</p> <p>Students will comprehend and communicate orally, using spoken English to participate in academic settings: compare and contrast</p>			<p>* common English idioms</p> <p>*following complex oral directions (multi-step)</p> <p>*rephrase, explain, revise and expand information to check comprehension and to convey knowledge</p> <p>*define, compare and classify objects using academic language</p>
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<p>5.20: Identify correct mechanics (comma after introductory structures), correct usage (pronoun reference), and correct sentence structure (complete sentences, properly placed modifiers).</p> <p>5.21: Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences.</p> <p>5.22: Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.</p> <p>RL.8.23: Use knowledge of genre characteristics to analyze a text.</p> <p>RL 8.25: Interpret a character's traits, emotions, or motivation and give supporting evidence from a text.</p> <p>RL 8.28: Distinguish between the concepts of theme in a literary work and author's purpose in an expository text.</p> <p>RL10.4: Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose.</p> <p>RL11.4: Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.</p> <p>RL12.4: Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the</p>	<p>information orally, participate in reaching consensus in groups, respond to factual and inferential questions about academic content, summarize a story orally, state a position and support/justify it, participate in classroom discussions and activities, when frequent clarification is given, express original statements in classroom discussions, ask questions to clarify meaning in an academic context, compare grammatical constructions in English and the student's first language, and explain the thinking processes used in academic content areas.</p> <p>*S.4 (S.4.5; S.4.7; S.4.8; S,4, 9; S.4.13):</p> <p>Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed: use teacher-developed assessment criteria to prepare oral presentations, give formal oral presentations that focus on specified academic content, using appropriate vocabulary and syntax, recognizable organization, clear pronunciation, eye contact, and appropriate volume and intonation, rehearse and dramatize stories, plays, and poems, using eye contact and voice volume appropriate for an identified audience, Participate in creating scoring guides based on designated categories and use them to prepare, assess, and revise oral presentations, express an opinion on a literary text or film in an</p>			
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<p>resolution of the conflict.</p> <p>RL 13.19: Identify and use knowledge of common graphic features (charts, maps, diagrams).</p> <p>RL 13.20: Identify and use knowledge of common organizational structures (logical order, comparison and contrast, cause and effect relationships).</p> <p>RL 15.6: Identify and analyze how an author’s use of words creates tone and mood.</p> <p>CO 19.23: Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.</p> <p>CO 20.4: Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.</p> <p>CO 23.10: Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.</p> <p>CO 19.22: Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.</p> <p>CO 21.6: Revise writing to improve organization and diction after checking the logic underlying the order of ideas,</p>	<p>organized way, using supporting details and comprehend and answer questions following a presentation.</p> <p><b>Reading</b></p> <p>*R.1 (R.1.8; R.1.9; R.1.11; R.1.12): Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text: apply knowledge of word analysis to expand comprehension of vocabulary, use knowledge of context clues to determine the meanings of unfamiliar words, identify words, phrases, and sentences that determine meaning in expository paragraphs and extended texts.</p> <p>* R.3 (R.3.7; R.3.8; R.3.9; R.3.10; R.3.11; R.3.12): Students will read English fluently and identify facts and evidence in order to interpret and analyze text: analyze main ideas and supporting details/evidence; summarize important ideas from a text and represent the relationships between or among them, support individual interpretations/ conclusions, using details or evidence from a literary/informational text, analyze and provide evidence from a text to support understanding of theme and demonstrate fluency as a reader, using different reading rates and approaches for different purposes.</p> <p>*R.4 (R.4.2; R.4.9): Students will identify and analyze text elements and techniques of written English as used in various literary genres:</p>			
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<p>the precision of vocabulary used, and the economy of writing.</p> <p>CO 21.7: Improve word choice by using a variety of references.</p> <p>CO 22.8: Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing.</p> <p>CO 23.9: Integrate the use of organizing techniques that break up strict chronological order in a story (starting in the middle of the action, then filling in background information using flashbacks).</p> <p>CO 25.4: As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.</p>	<p>categorizing written words into sense categories, and identify and explain how elements of language suggest mood/set tone in literature.</p> <p>*R.5 (R.5.8; R.5.9; R.5.5; R.5.6; R.5.7): Students will identify and analyze purposes, structures, and elements of nonfiction English texts: identify forms of informational and expository materials; use knowledge of text features to determine purpose and meaning of text, summarize main ideas and supporting details, and distinguish cause from effect and fact from opinion in texts.</p> <p>*R.4.6 Identify culturally significant characters and events represented in traditional literature.</p> <p><b>Writing</b></p> <p>*W.3 (W.3.2; W.3.3; W.3.5; W.3.7, W.3.9): Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose: use an agreed-upon scoring guide to review content/organization of writing; identify and use words and phrases to make ideas clearer or more logical, revise writing to improve organization of ideas, select and use words to increase detail in writing, vary expression by employing new words and phrases in writing.</p> <p>*W.4 (W.4.5; W.4.6): Students will understand and apply knowledge of Standard English grammar,</p>			
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	<p>spelling, and conventions to improve their writing: use knowledge of correct spelling, sentence structure and usage when editing.</p> <p>*W.5 (W.5.2; W.5.10):  Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies: select and use appropriate applications for a variety of classroom projects, and use technology resources for problem solving.</p> <p>*W.2.11 Write a story with well-developed characters, setting, dialogue, and conflict and resolution that includes sufficient descriptive detail.</p> <p>* W.5.7; W.5.13; W.5.8; W.5.14  Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies:, create presentations using computer technology, create media productions using effective images, texts, music, sound effects, and/or graphics, use agreed-upon criteria to evaluate the effectiveness of media presentations.</p>			
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**Grades: 5-6****Proficiency Level: Intermediate/Levels 3-4****Month/Term: 4**

<b>Content Standard/Framework</b>	<b>Benchmarks and Outcomes</b>	<b>Assessment/Student Products</b>	<b>Topics in Vocabulary/Grammar</b>	<b>Communicative Skills (4 language domains)</b>
<p>LA 3.12: Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect.</p> <p>LA 3.13:</p> <p>LA 5.16: Distinguish phrases from clauses.</p> <p>5.17: Recognize the makeup and function of prepositional phrases.</p> <p>LA 5.18: Identify simple, compound, and complex sentences.</p> <p>RL8.24: Interpret mood and tone, and give supporting evidence in a text.</p> <p>RL9.5: Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.</p> <p>RL 13.18: Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography).</p> <p>19.16: Write brief research reports with clear focus and supporting detail.</p>	<p><b>Listening</b></p> <p>* S.1 (S.1.13; S.1.15; S.1.19; S1.23; S.1.24): Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc.</p> <p>* S.2 (S.2.22, S.2.32; S.2.34; S.3.33; S.2.35): Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc.</p> <p>*S.3 (S.3.9; S.3.31; S.3.32; s.3.33; S.3.34; S.3.35; S.3.36; S.3.37; S.3.53): Students will comprehend and communicate orally, using spoken English to participate</p>	<p>*Research/ cause-effect essay</p> <p>*Multimedia project (PowerPoint) to present research essay</p> <p>*reading quizzes/ “brain checks” about novel reading</p> <p>*grammar quizzes</p> <p>*Novel study journal (self-chosen vocabulary words, journal entries, literary analysis questions about characterization, elements of plot, conflict, theme,</p>	<p><b>Vocabulary</b></p> <p>*review story elements and literary techniques</p> <p>*basic research steps/vocabulary (quotations, citing, bibliography, research, source, MLA style format)</p> <p>*using thesaurus to revise writing and gather information (use synonyms, antonyms for word variety in writing)</p> <p><b>Grammar</b></p> <p>*sentence</p>	<p><b>Reading</b></p> <p>*evaluating a website</p> <p>*novel study and analysis (basic story elements, theme, and literary techniques)</p> <p>*independent reading time</p> <p>* reading strategies for novel study: review of all reading strategies</p> <p><b>Writing</b></p> <p>*research process</p> <p>*creating your own graphic organizer to gather information</p> <p>*research strategies: -proper citing/plagiarism -paraphrasing -summarizing/note-taking -researching information -organizing a bibliography -scanning and skimming for information</p>

<p>19.17: Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion.</p> <p>19.18: Write formal letters to correspondents such as authors, newspapers, businesses, or government officials.</p> <p>CO 19.21: Write reports based on research that include quotations, footnotes or endnotes, and a bibliography.</p> <p>CO 24.4: Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects:</p> <ul style="list-style-type: none"> <li>• differentiate between primary and secondary source materials;</li> <li>• differentiate between paraphrasing and using direct quotes in a report;</li> <li>• organize and present research using the grade 7–8 Learning Standards in the Composition Strand as a guide for writing;</li> <li>• document information and quotations and use a consistent format for footnotes or endnotes; and</li> <li>• use standard bibliographic format to document sources.</li> </ul> <p>ME 26.4: Analyze the effect on the reader’s or viewer’s emotions of text and image in print journalism, and images, sound, and text in electronic journalism, distinguishing techniques</p>	<p>in academic settings by demonstrating comprehension of oral multiple-step directions, oral word problems on math content, main points of classroom discussions and details that support a main idea in a literary or informational text that is heard, and use of referents, as well as identifying facts and organizational structures of lectures to answer the listeners’ questions in a literary or informational text that is heard.</p> <p><b>Speaking</b>  * S. 1 (S.1.16; S.1.17; s.1.18; S.1.20; S.1.29; S.1.10):  Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes: express personal intent using spoken words/phrases, classify previously learned academic content words and phrases into concept-based categories, participate in limited discussions using appropriate and adequate words/phrases, employ synonyms for word variety in speaking, demonstrate knowledge of spoken vocabulary, using specific, technical, and/or abstract vocabulary or grade-level, academic content, and identify linguistic characteristics of English words and compare and contrast them with words from the student’s first language.  *S.2 (S.2.23; S.2.24; S.2.27; S.2.28; S.2.29; S.2.33; S.2.36; S.2.38; S.2.41; S.2.42; S.2.43):</p>	<p>literary techniques, literary review and other assignments demonstrating understanding of the novel)</p>	<p>structure  *complex and compound sentences (conjunctions, dependent and independent clauses)  *colons and semi-colons, commas  *fragments and run-on sentences</p>	<p><b>Speaking/Listening</b>  *follow complex oral directions (multi-step)  *generate relevant questions after listening to information  *answer questions about text heard or read  *rephrase, explain, revise and expand information to check comprehension and to convey knowledge (research project presentation)  *make a formal oral presentation about research essay using a multimedia product (PowerPoint)  *discuss how multimedia product enhances communication/its effect on viewers/readers  *rehearse pronunciation and word choice/grammar for formal presentation how to use/ create a rubric for self-evaluation of writing</p>
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<p>used in each to achieve these effects.</p> <p>ME 27.4: Create media presentations and written reports on the same subject and compare the differences in effects of each medium.</p> <p>ME 27..5: Use criteria to assess the effectiveness of media presentations.</p> <p>LA 1.4 : Know and apply rules for formal discussions (classroom, parliamentary debate, town meeting rules).</p> <p>LA 2.4: Integrate relevant information gathered from group discussions and interviews for reports.</p> <p>LA.3.10: Present an organized interpretation of a literary work, film, or dramatic production.</p> <p>LA 4.20: Determine the meaning of unfamiliar words using context clues (contrast, cause and effect).</p> <p>LA.4.21: Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.</p> <p>LA 4.22: Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.</p> <p>LA.5.15: Recognize the basic patterns of English sentences (noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking verb-noun).</p> <p>5.20: Identify correct mechanics (comma after introductory structures),</p>	<p>Students will comprehend and communicate orally, using spoken English for personal and social purposes: ask/answer basic questions, express own opinions, preferences, wishes and uncertainty, express/respond to compliments, gratitude, and apologies, express imagination and creativity, respond during interpersonal discussions and interactions, demonstrate awareness of listener’s perspective, communicate intended meanings utilizing English intonation patterns, construct original oral statements, compare aspects or features of various cultural communities, request, clarify, and restate information to enhance understanding and rehearse ways of speaking (such as formal/informal) that are appropriate to audience and purpose.</p> <p>*S.3 (S.3. 21; S.3.38; S.3.39;S.3.40; S.3.41; S.3.42S.3.43; S.3.47; S.3.48; S.3.49;S.3.51):</p> <p>Students will comprehend and communicate orally, using spoken English to participate in academic settings: compare and contrast information orally, participate in reaching consensus in groups, respond to factual and inferential questions about academic content, summarize a story orally, state a position and support/justify it, participate in classroom discussions and activities, when frequent clarification is given, express original statements in classroom discussions, ask questions to clarify meaning in an academic context, compare grammatical constructions in English and</p>			
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<p>correct usage (pronoun reference), and correct sentence structure (complete sentences, properly placed modifiers).  5.21: Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences.  5.22: Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.  RL.8.23: Use knowledge of genre characteristics to analyze a text.  RL 8.25: Interpret a character’s traits, emotions, or motivation and give supporting evidence from a text.  RL 8.28: Distinguish between the concepts of theme in a literary work and author’s purpose in an expository text.  RL10.4: Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose.  RL11.4: Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.  All but term 2  RL12.4: Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict.</p>	<p>the student’s first language, and explain the thinking processes used in academic content areas.  *S.4 (S.4.5; S.4.7; S.4.8; S,4, 9; S.4.13):  Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed: use teacher-developed assessment criteria to prepare oral presentations, give formal oral presentations that focus on specified academic content, using appropriate vocabulary and syntax, recognizable organization, clear pronunciation, eye contact, and appropriate volume and intonation, rehearse and dramatize stories, plays, and poems, using eye contact and voice volume appropriate for an identified audience, Participate in creating scoring guides based on designated categories and use them to prepare, assess, and revise oral presentations, express an opinion on a literary text or film in an organized way, using supporting details and comprehend and answer questions following a presentation.</p>			
	<p><b>Reading</b>  *R.1 (R.1.8; R.1.9; R.1.11; R.1.12):  Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text: apply knowledge of word analysis to expand comprehension of vocabulary, use knowledge of context clues to determine the meanings of</p>			

<p>RL 13.19: Identify and use knowledge of common graphic features (charts, maps, diagrams).</p> <p>RL 13.20: Identify and use knowledge of common organizational structures (logical order, comparison and contrast, cause and effect relationships).</p> <p>RL 15.6: Identify and analyze how an author’s use of words creates tone and mood.</p> <p>CO 19.23: Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.</p> <p>CO 20.4: Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.</p> <p>CO 23.10: Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.</p> <p>CO 19.22: Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.</p> <p>CO 21.6: Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and</p>	<p>unfamiliar words, identify words, phrases, and sentences that determine meaning in expository paragraphs and extended texts.</p> <p>* R.3 (R.3.7; R.3.8; R.3.9; R.3.10; R.3.11; R.3.12):</p> <p>Students will read English fluently and identify facts and evidence in order to interpret and analyze text: analyze main ideas and supporting details/evidence; summarize important ideas from a text and represent the relationships between or among them, support individual interpretations/ conclusions, using details or evidence from a literary/informational text, analyze and provide evidence from a text to support understanding of theme and demonstrate fluency as a reader, using different reading rates and approaches for different purposes.</p> <p>*R.4 (R.4.2; R.4.9):</p> <p>Students will identify and analyze text elements and techniques of written English as used in various literary genres: categorizing written words into sense categories, and identify and explain how elements of language suggest mood/set tone in literature.</p> <p>*R.5 (R.5.8; R.5.9; R.5.5; R.5.6; R.5.7):</p> <p>Students will identify and analyze purposes, structures, and elements of nonfiction English texts: identify forms of informational and expository materials; use knowledge of text features to determine purpose and meaning of text, summarize</p>			
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<p>the economy of writing.  CO 21.7: Improve word choice by using a variety of references.  CO 22.8: Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing.  CO 23.9: Integrate the use of organizing techniques that break up strict chronological order in a story (starting in the middle of the action, then filling in background information using flashbacks).  CO 25.4: As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.</p>	<p>main ideas and supporting details, and distinguish cause from effect and fact from opinion in texts.  *R.4.6 Identify culturally significant characters and events represented in traditional literature.</p> <hr/> <p><b>Writing</b>  *W.3 (W.3.2; W.3.3; W.3.5; W.3.7, W.3.9): Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose: use an agreed-upon scoring guide to review content/organization of writing; identify and use words and phrases to make ideas clearer or more logical, revise writing to improve organization of ideas, select and use words to increase detail in writing, vary expression by employing new words and phrases in writing.  *W.4 (W.4.5; W.4.6): Students will understand and apply knowledge of Standard English grammar, spelling, and conventions to improve their writing: use knowledge of correct spelling, sentence structure and usage when editing.  *W.5 (W.5.2; W.5.10): Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies: select and use appropriate applications for a variety of classroom projects, and use technology resources for problem solving.</p>			
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	<p>*W.3.12: Use a variety of sentence patterns and lengths to make writing more interesting to the reader</p> <p>* W.5.5, W.5.7; W.5.8; W.5.13; W.5.14: Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies: gather and analyze information, using multiple media, create presentations using computer technology, create media productions using effective images, texts, music, sound effects, and/or graphics, use agreed-upon criteria to evaluate the effectiveness of media presentations.</p>			
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***ESL/ELD Content Based Curriculum***

***Grades 5-6  
Transitioning/Levels 4-5***

***Haverhill Public Schools  
English Learner Education Program***

**Grades: 5-6**

**Proficiency Level: Transitioning/Levels 4-5**

**Month/Term: 1**

<b>Content Standard/Framework</b>	<b>Benchmarks and Outcomes</b>	<b>Assessment/ Student Products</b>	<b>Topics in Vocabulary/ Grammar</b>	<b>Communicative Skills (4 language domains)</b>
<p>5.19: Recognize appropriate use of pronoun reference. RL 13.18: Identify and use knowledge of common textual features (paragraphs, topic sentences). LA 1.4 : Know and apply rules for formal discussions (classroom, parliamentary debate, town meeting rules). LA 2.4: Integrate relevant information gathered from group discussions and interviews for reports. LA.3.10: Present an organized interpretation of a literary work, film, or dramatic production. LA 4.20: Determine the meaning of unfamiliar words using context clues (contrast, cause and effect). LA.4.21: Determine the meaning of unfamiliar words by using knowledge of common Greek and of selections, distinguishing theme from topic. RL12.4: Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the</p>	<p><b>Listening</b> * S.1 (S.1.13; S.1.15; S.1.19; S1.23; S.1.24): Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc. * S.2 (S.2.22, S.2.32; S.2.34; S.3.33; S.2.35): Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc. *S.3 (S.3.9; S.3.31; S.3.32; s.3.33; S.3.34; S.3.35; S.3.36; S.3.37; S.3.53): Students will comprehend and communicate orally, using spoken English to participate</p>	<p>*journal entries *narrative/reflective paragraph *descriptive paragraph *literary interpretation paragraph (i.e. finding themes in a story and supporting it with details form text) *reading portfolio with student artifacts demonstrating application of reading strategies *book/story review (includes summary of story + personal response to setting, plot,</p>	<p><b>Vocabulary</b> *dictionary skills *how to use thesaurus * strategies for unknown words in text (cognates, context clues, word analysis, roots/affixes, using dictionary and glossary) * elements of fiction and nonfiction (plot, setting, characters, conflict, theme, literary devices) *transitional words for narratives (sequential and time order words)</p>	<p><b>Reading</b> *recognizing fiction and nonfiction by understanding elements of each genre *fiction and elements of short stories * strategies for reading fiction: -predicting/confirming and adjusting predictions -making inferences with supporting details -summarizing -finding author’s purpose -compare and contrast -self-monitoring for comprehension *independent reading time * using graphic organizers to help comprehension *how to select an independent reading book</p>

<p>resolution of the conflict.          RL 13.19: Identify and use knowledge of common graphic features (charts, maps, diagrams).          CO 19.22: Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.          CO 21.6: Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing.          CO 21.7: Improve word choice by using a variety of references.          CO 22.8: Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing.          CO 23.9: Integrate the use of organizing techniques that break up strict chronological order in a story (starting in the middle of the action, then filling in background information using flashbacks).          CO 25.4: As a group, develop and use scoring guides or rubrics to improve organization and presentation of</p>	<p>in academic settings by demonstrating comprehension of oral multiple-step directions, oral word problems on math content, main points of classroom discussions and details that support a main idea in a literary or informational text that is heard, and use of referents, as well as identifying facts and organizational structures of lectures to answer the listeners' questions in a literary or informational text that is heard.</p> <p><b>Speaking</b>          * S. 1 (S.1.16; S.1.17; s.1.18; S.1.20; S.1.29; S.1.10):          Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes: express personal intent using spoken words/phrases, classify previously learned academic content words and phrases into concept-based categories, participate in limited discussions using appropriate and adequate words/phrases, employ synonyms for word variety in speaking, demonstrate knowledge of spoken vocabulary, using specific, technical, and/or abstract vocabulary or grade-level, academic content, and identify linguistic characteristics of English words and compare and contrast them with words from the student's first language.          *S.2 (S.2.23; S.2.24; S.2.27; S.2.28; S.2.29; S.2.33; S.2.36; S.2.38; S.2.41; S.2.42; S.2.43):</p>	<p>characters, etc.)          *grammar quizzes          *graphic organizers (story map)          *compare and contrast paragraphs about characters in story (group write)</p>	<p><b>Grammar</b>          *nouns and pronouns          *pronoun referents          *simple sentence structure (subject/predicate )          *adjectives and comparisons          *verbs</p>	<p><b>Writing</b>          *components of the paragraph          *steps of the writing process          *personal narrative and reflective writing          *descriptive writing (from personal experience or from characters/setting in story read)          *writing a short story with elements of plot, characters, setting, and conflict          *how to use rubrics for self-evaluation of writing</p> <p><b>Listening/Speaking</b>          *oral paraphrase of text read          * answer questions orally about text heard/read          *oral paraphrase of other student's comments in class          *participate in oral academic discussion about text read          *express opinions, likes and dislikes          *follow complex oral</p>
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<p>written and oral projects.</p>	<p>Students will comprehend and communicate orally, using spoken English for personal and social purposes: ask/answer basic questions, express own opinions, preferences, wishes and uncertainty, express/respond to compliments, gratitude, and apologies, express imagination and creativity, respond during interpersonal discussions and interactions, demonstrate awareness of listener’s perspective, communicate intended meanings utilizing English intonation patterns, construct original oral statements, compare aspects or features of various cultural communities, request, clarify, and restate information to enhance understanding and rehearse ways of speaking (such as formal/informal) that are appropriate to audience and purpose.  *S.3 (S.3. 21; S.3.38; S.3.39;S.3.40; S.3.41; S.3.42S.3.43; S.3.47; S.3.48; S.3.49;S.3.51):  Students will comprehend and communicate orally, using spoken English to participate in academic settings: compare and contrast information orally, participate in reaching consensus in groups, respond to factual and inferential questions about academic content, summarize a story orally, state a position and support/justify it, participate in classroom discussions and activities, when frequent clarification is given, express original statements in classroom discussions, ask questions to clarify meaning in an academic context, compare grammatical constructions in English and</p>			<p>directions (multi-step)  *rephrase, explain, revise and expand information to check comprehension and to convey knowledge  *recount events using sequence words in connected narrative  *define, compare and classify objects using academic language</p>
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	<p>the student’s first language, and explain the thinking processes used in academic content areas.</p>			
	<p><b>Reading</b>          *R.1 (R.1.8; R.1.9; R.1.11; R.1.12):          Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text: apply knowledge of word analysis to expand comprehension of vocabulary, use knowledge of context clues to determine the meanings of unfamiliar words, identify words, phrases, and sentences that determine meaning in expository paragraphs and extended texts.</p> <p>* R.3 (R.3.7; R.3.8; R.3.9; R.3.10; R.3.11; R.3.12):          Students will read English fluently and identify facts and evidence in order to interpret and analyze text: analyze main ideas and supporting details/evidence; summarize important ideas from a text and represent the relationships between or among them, support individual interpretations/ conclusions, using details or evidence from a literary/informational text, analyze and provide evidence from a text to support understanding of theme and demonstrate fluency as a reader, using different reading rates and approaches for different purposes.</p> <p>*R.4 (R.4.2; R.4.9):          Students will identify and analyze text</p>			

	<p>elements and techniques of written English as used in various literary genres: categorizing written words into sense categories, and identify and explain how elements of language suggest mood/set tone in literature.</p> <p>*R.5 (R.5.8; R.5.9; R.5.5; R.5.6; R.5.7): Students will identify and analyze purposes, structures, and elements of nonfiction English texts: identify forms of informational and expository materials; use knowledge of text features to determine purpose and meaning of text, summarize main ideas and supporting details, and distinguish cause from effect and fact from opinion in texts.</p>			
	<p><b>Writing</b></p> <p>*W.3 (W.3.2; W.3.3; W.3.5; W.3.7, W.3.9): Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose: use an agreed-upon scoring guide to review content/organization of writing; identify and use words and phrases to make ideas clearer or more logical, revise writing to improve organization of ideas, select and use words to increase detail in writing, vary expression by employing new words and phrases in writing.</p> <p>*W.4 (W.4.5; W.4.6): Students will understand and apply knowledge of Standard English grammar, spelling, and conventions to improve their</p>			

	<p>writing: use knowledge of correct spelling, sentence structure and usage when editing.</p> <p><b>*W.5 (W.5.2; W.5.10):</b> Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies: select and use appropriate applications for a variety of classroom projects, and use technology resources for problem solving.</p> <p><b>*W.2.8</b> Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail: multi-paragraph composition with clear topic development, logical organization, and effective use of detail.</p> <p><b>*W.2.3</b> Write a brief response to a literary text or an explanation of an informational text, using evidence from the text as support.</p>			
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**Grades: 5-6**

**Month/Term: 2**

**Proficiency Level: Transitioning/ Levels 4-5**

<b>Content Standard/Framework</b>	<b>Benchmarks and Outcomes</b>	<b>Assessment/Student Products</b>	<b>Topics in Vocabulary/ Grammar</b>	<b>Communicative Skills (4 language domains)</b>
<p>LA 3.11: Use appropriate techniques for oral persuasion.</p> <p>LA 3.12 Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace,</p>	<p><b>Listening</b> * S.1 (S.1.13; S.1.15; S.1.19; S1.23; S.1.24): Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by</p>	<p>*journal entries *multi-paragraph essays: - how-to-essay about common</p>	<p><b>Vocabulary</b> * transition words (cause-effect, persuasive, sequential)</p>	<p><b>Reading</b> * elements of nonfiction (author’s tone and purpose, different organization structures,</p>

<p>visuals) and using language for dramatic effect.  LA 3.13  5.23  RL8.24: Interpret mood and tone, and give supporting evidence in a text.  RL8.26 Recognize organizational structures and use of arguments for and against an issue.  RL8.27: Identify evidence used to support an argument.  RL 13.18: Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, introduction, conclusion).  RL 13.21: Recognize use of arguments for and against an issue.  RL 13.22 Identify evidence used to support an argument.  RL 13.23: Distinguish between the concepts of theme in a literary work and author's purpose in an expository text.  RL 14.4: Respond to and analyze the effects of sound, form, figurative language, and graphics in order to uncover meaning in poetry:</p> <ul style="list-style-type: none"> <li>• sound (alliteration, onomatopoeia, internal rhyme, rhyme scheme);</li> <li>• figurative language (personification, metaphor, simile, hyperbole);</li> <li>• graphics (capital letters, line length, word position).</li> </ul>	<p>demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc.  * S.2 (S.2.22, S.2.32; S.2.34; S.3.33; S.2.35):  Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc.  *S.3 (S.3.9; S.3.31; S.3.32; s.3.33; S.3.34; S.3.35; S.3.36; S.3.37; S.3.53):  Students will comprehend and communicate orally, using spoken English to participate in academic settings by demonstrating comprehension of oral multiple-step directions, oral word problems on math content, main points of classroom discussions and details that support a main idea in a literary or informational text that is heard, and use of referents, as well as identifying facts and organizational structures of lectures to answer the listeners' questions in a literary or informational text that is heard.</p> <p><b>Speaking</b>  * S. 1 (S.1.16; S.1.17; S.1.18; S.1.20;</p>	<p>chore, task, skill, or hobby  - compare and contrast essay about poetry  - persuasive essay  *literary interpretation paragraph (i.e, exploring how author used figurative language and sound devices to expand theme in poem)  *reading portfolio with student artifacts demonstrating application of reading strategies  *grammar quizzes  *graphic organizers (main idea/details, cause-effect, sequential, etc.)  *create a rubric one of the writing</p>	<p>*elements of poetry (figurative language, imagery, sound devices, forms of poetry)  * elements of nonfiction (author's tone and purpose, different organization structures, types of nonfiction)  * useful oral debate phrases  *using thesaurus to revise writing and gather information (use synonyms, antonyms for word variety in writing)</p> <p><b>Grammar</b>  * verbs (action and linking, regular and irregular past and past participle forms of common</p>	<p>types of nonfiction)  * author's purpose in nonfiction (entertain, explain, persuade, inform)  * elements of poetry (figurative language, sound devices, imagery, forms of poetry)  *strategies for reading nonfiction and poetry:  -  paraphrasing/summarizing  -note-taking  -cause and effect  -fact and opinion  -compare and contrast  -draw conclusions  -main idea and details  -visualizing  -self-monitoring for comprehension  *independent reading time  *reading story from newspaper /electronic newspaper and analyzing differences</p> <p><b>Writing</b>  *review parts of the paragraph  *multi-paragraph essay components (introduction/</p>
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<p>RL 15.5: Identify and analyze imagery and figurative language.</p> <p>CO 19.20: Write poems using poetic techniques (alliteration, onomatopoeia, rhyme scheme), figurative language (simile, metaphor, personification), and graphic elements (capital letters, line length, word position).</p> <p>CO 23.11: Organize ideas for writing comparison-and-contrast essays.</p> <p>LA 1.4 : Know and apply rules for formal discussions (classroom, parliamentary debate, town meeting rules).</p> <p>LA 2.4: Integrate relevant information gathered from group discussions and interviews for reports.</p> <p>LA.3.10: Present an organized interpretation of a literary work, film, or dramatic production.</p> <p>LA 4.20: Determine the meaning of unfamiliar words using context clues (contrast, cause and effect).</p> <p>LA.4.21: Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.</p> <p>LA 4.22: Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.</p> <p>LA.5.15: Recognize the basic patterns of English sentences (noun-verb; noun-verb-noun; noun-verb-noun-noun;</p>	<p>S.1.29; S.1.10):</p> <p>Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes: express personal intent using spoken words/phrases, classify previously learned academic content words and phrases into concept-based categories, participate in limited discussions using appropriate and adequate words/phrases, employ synonyms for word variety in speaking, demonstrate knowledge of spoken vocabulary, using specific, technical, and/or abstract vocabulary or grade-level, academic content, and identify linguistic characteristics of English words and compare and contrast them with words from the student’s first language.</p> <p>*S.2 (S.2.23; S.2.24; S.2.27; S.2.28; S.2.29; S.2.33; S.2.36; S.2.38; S.2.41; S.2.42; S.2.43):</p> <p>Students will comprehend and communicate orally, using spoken English for personal and social purposes: ask/answer basic questions, express own opinions, preferences, wishes and uncertainty, express/respond to compliments, gratitude, and apologies, express imagination and creativity, respond during interpersonal discussions and interactions, demonstrate awareness of listener’s perspective, communicate intended meanings utilizing English intonation patterns, construct original oral statements, compare aspects or</p>	<p>assignments</p> <p>*writing a poem with basic figurative language and sound devices</p>	<p>verbs)</p> <p>* verb tenses (past, present, future, subjunctive/conditional, past and present perfect)</p>	<p>body/ conclusion)</p> <p>*compare and contrast essay about poems</p> <p>*how-to essay</p> <p>*transitional words for nonfiction writing</p> <p>*persuasive techniques (good vs. bad arguments, how to support your opinion, anticipate counterarguments)</p> <p>*how to use/ create a rubric for self-evaluation of writing</p> <p>*writing a poem with basic figurative language and sound devices</p> <p><b>Speaking/listening</b></p> <p>*choral reading of poem</p> <p>*individual recitation of poem with proper intonation, rhythm, etc.</p> <p>*informal oral presentation about essay (persuasive or the how-to—maybe with realia/demonstration)</p> <p>* strategies for oral debates</p> <p>* oral structured debate about controversial issue</p>
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<p>noun-linking verb-noun).  5.20: Identify correct mechanics (comma after introductory structures), correct usage (pronoun reference), and correct sentence structure (complete sentences, properly placed modifiers).  5.21: Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences.  5.22: Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.  RL.8.23: Use knowledge of genre characteristics to analyze a text.  RL 8.25: Interpret a character’s traits, emotions, or motivation and give supporting evidence from a text.  RL 8.28: Distinguish between the concepts of theme in a literary work and author’s purpose in an expository text.  RL10.4: Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose.  RL11.4: Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.  RL 13.20: Identify and use knowledge of common organizational structures (logical order, comparison and contrast, cause and effect</p>	<p>features of various cultural communities, request, clarify, and restate information to enhance understanding and rehearse ways of speaking (such as formal/informal) that are appropriate to audience and purpose.  *S.3 (S.3. 21; S.3.38; S.3.39;S.3.40; S.3.41; S.3.42S.3.43; S.3.47; S.3.48; S.3.49;S.3.51):  Students will comprehend and communicate orally, using spoken English to participate in academic settings: compare and contrast information orally, participate in reaching consensus in groups, respond to factual and inferential questions about academic content, summarize a story orally, state a position and support/justify it, participate in classroom discussions and activities, when frequent clarification is given, express original statements in classroom discussions, ask questions to clarify meaning in an academic context, compare grammatical constructions in English and the student’s first language, and explain the thinking processes used in academic content areas.  * S.4 (S.4.5; S.4.7; S.4.8; S,4, 9; S.4.13):  Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed: use teacher-developed assessment criteria to prepare oral presentations, give formal oral presentations that focus on specified academic content, using appropriate vocabulary and syntax,</p>			<p>(presenting a personal perspective on an issue orally and giving appropriate detail/arguments to support it) with evaluation rubric  *ask clarification questions  *interpret inferred meaning as expressed by intonation, rhythm and stress (of poetry reading, for example)  *follow complex oral directions (multi-step)  *generate relevant questions after listening to information  *rephrase, explain, revise and expand information to check comprehension and to convey knowledge  *define, compare and classify objects using academic language</p>
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<p>relationships).</p> <p>RL 15.6: Identify and analyze how an author’s use of words creates tone and mood.</p> <p>CO 19.23: Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.</p> <p>CO 20.4: Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.</p> <p>CO 23.10: Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.</p> <p>CO 19.22: Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.</p> <p>CO 21.6: Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing.</p> <p>CO 21.7: Improve word choice by using a variety of references.</p> <p>CO 22.8: Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct</p>	<p>recognizable organization, clear pronunciation, eye contact, and appropriate volume and intonation, rehearse and dramatize stories, plays, and poems, using eye contact and voice volume appropriate for an identified audience, Participate in creating scoring guides based on designated categories and use them to prepare, assess, and revise oral presentations, express an opinion on a literary text or film in an organized way, using supporting details and comprehend and answer questions following a presentation.</p>			
	<p><b>Reading</b></p> <p>*R.1 (R.1.8; R.1.9; R.1.11; R.1.12): Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text: apply knowledge of word analysis to expand comprehension of vocabulary, use knowledge of context clues to determine the meanings of unfamiliar words, identify words, phrases, and sentences that determine meaning in expository paragraphs and extended texts.</p> <p>* R.3 (R.3.7; R.3.8; R.3.9; R.3.10; R.3.11; R.3.12): Students will read English fluently and identify facts and evidence in order to interpret and analyze text: analyze main ideas and supporting details/evidence; summarize important ideas from a text and represent the relationships between or among them, support individual interpretations/ conclusions, using details or</p>			

<p>usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing.</p> <p>CO 23.9: Integrate the use of organizing techniques that break up strict chronological order in a story (starting in the middle of the action, then filling in background information using flashbacks).</p> <p>CO 25.4: As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.</p>	<p>evidence from a literary/informational text, analyze and provide evidence from a text to support understanding of theme and demonstrate fluency as a reader, using different reading rates and approaches for different purposes.</p> <p>*R.4 (R.4.2; R.4.9): Students will identify and analyze text elements and techniques of written English as used in various literary genres: categorizing written words into sense categories, and identify and explain how elements of language suggest mood/set tone in literature.</p> <p>*R.5 (R.5.8; R.5.9; R.5.5; R.5.6; R.5.7): Students will identify and analyze purposes, structures, and elements of nonfiction English texts: identify forms of informational and expository materials; use knowledge of text features to determine purpose and meaning of text, summarize main ideas and supporting details, and distinguish cause from effect and fact from opinion in texts.</p>			
	<p><b>Writing</b></p> <p>*W.3 (W.3.2; W.3.3; W.3.5; W.3.7, W.3.9): Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose: use an agreed-upon scoring guide to review content/organization of writing; identify and use words and phrases to make ideas clearer or more logical, revise writing to improve</p>			

	<p>organization of ideas, select and use words to increase detail in writing, vary expression by employing new words and phrases in writing.</p> <p>*W.4 (W.4.5; W.4.6): Students will understand and apply knowledge of Standard English grammar, spelling, and conventions to improve their writing: use knowledge of correct spelling, sentence structure and usage when editing.</p> <p>*W.5 (W.5.2; W.5.10): Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies: select and use appropriate applications for a variety of classroom projects, and use technology resources for problem solving.</p> <p>*W.2.13 Write a poem, using poetic techniques, figurative speech, and graphic elements to contribute to its meaning.</p> <p>*W.2.6 Write a short poem that contains simple sensory details.</p> <p>*W.2.3, W.2.10 Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail: brief response to a literary text or an explanation of an informational text, using evidence from the text as support, essay that includes a topic statement, supporting details, and a conclusion.</p>			
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**Grades: 5-6**

**Proficiency Level: Transitioning/ Levels 4-5**

**Month/Term: 3**

<b>Content Standard/Framework</b>	<b>Benchmarks and Outcomes</b>	<b>Assessment/Student Products</b>	<b>Topics in Vocabulary/ Grammar</b>	<b>Communicative Skills (4 language domains)</b>
<p>LA 3.12: Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect.</p> <p>LA 3.13:</p> <p>LA 5.17: Recognize the makeup and function of prepositional phrases.</p> <p>5.24:</p> <p>RL8.24: Interpret mood and tone, and give supporting evidence in a text.</p> <p>8.26: Recognize organizational structures and use of arguments for and against an issue.</p> <p>8.27: Identify evidence used to support an argument.</p> <p>RL9.5: Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.</p> <p>RL 16.9: Identify conventions in epic tales (extended simile, the quest, the hero's tasks, special weapons or clothing, helpers).</p> <p>RL 16.10: Identify and analyze similarities and differences in mythologies from different cultures</p>	<p><b>Listening</b></p> <p>* S.1 (S.1.13; S.1.15; S.1.19; S1.23; S.1.24): Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc.</p> <p>* S.2 (S.2.22, S.2.32; S.2.34; S.3.33; S.2.35): Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc.</p> <p>*S.3 (S.3.9; S.3.31; S.3.32; s.3.33; S.3.34; S.3.35; S.3.36; S.3.37; S.3.53): Students will comprehend and communicate orally, using spoken English to participate</p>	<p>*journal entries</p> <p>* grammar quizzes</p> <p>*literary interpretation paragraph (i.e, character's traits, emotions, motivations with text support)</p> <p>*reading portfolio with student artifacts demonstrating application of reading strategies</p> <p>*writing a script for a drama/play/skit with basic components</p> <p>*graphic organizers (main idea/details,</p>	<p><b>Vocabulary</b></p> <p>*elements of drama (acts, dialogue/monologue, stage directions, characterization, set, props and types of drama)</p> <p>*elements and characteristics of oral tradition (themes, moral, heroes/heroines, storytelling techniques, types of oral tradition stories in print)</p> <p><b>Grammar</b></p> <p>*interjections</p> <p>*adverbs</p> <p>*punctuation (quotations in</p>	<p><b>Reading</b></p> <p>*elements and characteristics of oral tradition (themes, heroes/heroines, moral, storytelling techniques, types of oral tradition stories in print)</p> <p>*elements of drama (acts, dialogue/monologue, stage directions, characterization, set, props and types of drama)</p> <p>* strategies for reading folks and myths:</p> <ul style="list-style-type: none"><li>-cause and effect</li><li>-compare and contrast</li><li>-making inferences</li><li>-paraphrasing</li><li>-self-monitoring for comprehension</li></ul> <p>* common English idioms</p> <p>*MCAS prep (open response and long</p>

<p>(ideas of the afterlife, roles and characteristics of deities, types and purposes of myths).  RL17.5: Identify and analyze elements of setting, plot, and characterization in the plays that are read, viewed, written, and/or performed:</p> <ul style="list-style-type: none"> <li>• setting (place, historical period, time of day);</li> <li>• plot (exposition, conflict, rising action, falling action); and</li> <li>• characterization (character motivations, actions, thoughts, development).</li> </ul> <p>RL 17.6: Identify and analyze the similarities and differences in the presentation of setting, character, and plot in texts, plays, and films.  RL 18.4: Develop and present characters through the use of basic acting skills (memorization, sensory recall, concentration, diction, body alignment, expressive detail), explain the artistic choices made, and use a scoring guide with teacher-developed categories (content, presentation style) to create scoring criteria for assessment.  CO 19.19: Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.  LA 1.4 : Know and apply rules for</p>	<p>in academic settings by demonstrating comprehension of oral multiple-step directions, oral word problems on math content, main points of classroom discussions and details that support a main idea in a literary or informational text that is heard, and use of referents, as well as identifying facts and organizational structures of lectures to answer the listeners' questions in a literary or informational text that is heard.</p> <p><b>Speaking</b>  * S. 1 (S.1.16; S.1.17; s.1.18; S.1.20; S.1.29; S.1.10):  Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes: express personal intent using spoken words/phrases, classify previously learned academic content words and phrases into concept-based categories, participate in limited discussions using appropriate and adequate words/phrases, employ synonyms for word variety in speaking, demonstrate knowledge of spoken vocabulary, using specific, technical, and/or abstract vocabulary or grade-level, academic content, and identify linguistic characteristics of English words and compare and contrast them with words from the student's first language.  *S.2 (S.2.23; S.2.24; S.2.27; S.2.28; S.2.29;</p>	<p>cause-effect, sequential, etc.)  *writing a myth, folk tale or tall tale from their native culture  *making a multimedia presentation to present their myth, folktale or tall tale (using music, images and their own writing)  *MCAS prep (open response and long composition practice)</p>	<p>dialogue, commas, periods)  *prepositions and prepositional phrases</p>	<p>composition practice)  *independent reading time  how to use/ create a rubric for self-evaluation of writing</p> <p><b>Writing</b>  *how to use/ create a rubric for self-evaluation of writing  * writing a myth, legend, folktale or tall tale with basic elements (imaginary or from native culture)  * using story map/graphic organizer to write myth /folktale /tall tale  *MCAS prep (open response and long composition practice)</p> <p><b>Speaking/Listening</b>  * common English idioms  *following complex oral directions (multi-step)  *rephrase, explain, revise and expand information to check comprehension and to convey knowledge  *define, compare and</p>
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<p>formal discussions (classroom, parliamentary debate, town meeting rules).</p> <p>LA 2.4: Integrate relevant information gathered from group discussions and interviews for reports.</p> <p>LA.3.10: Present an organized interpretation of a literary work, film, or dramatic production.</p> <p>LA 4.20: Determine the meaning of unfamiliar words using context clues (contrast, cause and effect).</p> <p>LA.4.21: Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.</p> <p>LA 4.22: Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.</p> <p>LA.5.15: Recognize the basic patterns of English sentences (noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking verb-noun).</p> <p>5.20: Identify correct mechanics (comma after introductory structures), correct usage (pronoun reference), and correct sentence structure (complete sentences, properly placed modifiers).</p> <p>5.21: Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences.</p> <p>5.22: Describe the origins and meanings of common words, as well as</p>	<p>S.2.33; S.2.36; S.2.38; S.2.41; S.2.42; S.2.43):</p> <p>Students will comprehend and communicate orally, using spoken English for personal and social purposes: ask/answer basic questions, express own opinions, preferences, wishes and uncertainty, express/respond to compliments, gratitude, and apologies, express imagination and creativity, respond during interpersonal discussions and interactions, demonstrate awareness of listener’s perspective, communicate intended meanings utilizing English intonation patterns, construct original oral statements, compare aspects or features of various cultural communities, request, clarify, and restate information to enhance understanding and rehearse ways of speaking (such as formal/informal) that are appropriate to audience and purpose.</p> <p>*S.3 (S.3. 21; S.3.38; S.3.39;S.3.40; S.3.41; S.3.42S.3.43; S.3.47; S.3.48; S.3.49;S.3.51):</p> <p>Students will comprehend and communicate orally, using spoken English to participate in academic settings: compare and contrast information orally, participate in reaching consensus in groups, respond to factual and inferential questions about academic content, summarize a story orally, state a position and support/justify it, participate in classroom discussions and activities, when frequent clarification is given, express original statements in classroom discussions, ask questions to clarify</p>			<p>classify objects using academic language</p>
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<p>of foreign words or phrases used frequently in written English.</p> <p>RL.8.23: Use knowledge of genre characteristics to analyze a text.</p> <p>RL 8.25: Interpret a character’s traits, emotions, or motivation and give supporting evidence from a text.</p> <p>RL 8.28: Distinguish between the concepts of theme in a literary work and author’s purpose in an expository text.</p> <p>RL10.4: Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose.</p> <p>RL11.4: Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.</p> <p>RL12.4: Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict.</p> <p>RL 13.19: Identify and use knowledge of common graphic features (charts, maps, diagrams).</p> <p>RL 13.20: Identify and use knowledge of common organizational structures (logical order, comparison and contrast, cause and effect relationships).</p> <p>RL 15.6: Identify and analyze how an</p>	<p>meaning in an academic context, compare grammatical constructions in English and the student’s first language, and explain the thinking processes used in academic content areas.</p> <p>*S.4 (S.4.5; S.4.7; S.4.8; S,4, 9; S.4.13): Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed: use teacher-developed assessment criteria to prepare oral presentations, give formal oral presentations that focus on specified academic content, using appropriate vocabulary and syntax, recognizable organization, clear pronunciation, eye contact, and appropriate volume and intonation, rehearse and dramatize stories, plays, and poems, using eye contact and voice volume appropriate for an identified audience, Participate in creating scoring guides based on designated categories and use them to prepare, assess, and revise oral presentations, express an opinion on a literary text or film in an organized way, using supporting details and comprehend and answer questions following a presentation.</p>			
	<p><b>Reading</b></p> <p>*R.1 (R.1.8; R.1.9; R.1.11; R.1.12): Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text: apply knowledge of word analysis to expand comprehension</p>			

<p>author's use of words creates tone and mood.</p> <p>CO 19.23: Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.</p> <p>CO 20.4: Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.</p> <p>CO 23.10: Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.</p> <p>CO 19.22: Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.</p> <p>CO 21.6: Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing.</p> <p>CO 21.7: Improve word choice by using a variety of references.</p> <p>CO 22.8: Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly</p>	<p>of vocabulary, use knowledge of context clues to determine the meanings of unfamiliar words, identify words, phrases, and sentences that determine meaning in expository paragraphs and extended texts.</p> <p>* R.3 (R.3.7; R.3.8; R.3.9; R.3.10; R.3.11; R.3.12):</p> <p>Students will read English fluently and identify facts and evidence in order to interpret and analyze text: analyze main ideas and supporting details/evidence; summarize important ideas from a text and represent the relationships between or among them, support individual interpretations/ conclusions, using details or evidence from a literary/informational text, analyze and provide evidence from a text to support understanding of theme and demonstrate fluency as a reader, using different reading rates and approaches for different purposes.</p> <p>*R.4 (R.4.2; R.4.9):</p> <p>Students will identify and analyze text elements and techniques of written English as used in various literary genres: categorizing written words into sense categories, and identify and explain how elements of language suggest mood/set tone in literature.</p> <p>*R.5 (R.5.8; R.5.9; R.5.5; R.5.6; R.5.7):</p> <p>Students will identify and analyze purposes, structures, and elements of nonfiction English texts: identify forms of informational and expository materials; use</p>			
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<p>placed modifiers), and standard English spelling when writing and editing.</p> <p>CO 23.9: Integrate the use of organizing techniques that break up strict chronological order in a story (starting in the middle of the action, then filling in background information using flashbacks).</p> <p>CO 25.4: As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.</p>	<p>knowledge of text features to determine purpose and meaning of text, summarize main ideas and supporting details, and distinguish cause from effect and fact from opinion in texts.</p> <p>*R.4.6 Identify culturally significant characters and events represented in traditional literature.</p> <p><b>Writing</b></p> <p>*W.3 (W.3.2; W.3.3; W.3.5; W.3.7, W.3.9): Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose: use an agreed-upon scoring guide to review content/organization of writing; identify and use words and phrases to make ideas clearer or more logical, revise writing to improve organization of ideas, select and use words to increase detail in writing, vary expression by employing new words and phrases in writing.</p> <p>*W.4 (W.4.5; W.4.6): Students will understand and apply knowledge of Standard English grammar, spelling, and conventions to improve their writing: use knowledge of correct spelling, sentence structure and usage when editing.</p> <p>*W.5 (W.5.2; W.5.10): Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies: select and use appropriate applications for a variety of classroom</p>			
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	<p>projects, and use technology resources for problem solving.  *W.2.11 Write a story with well-developed characters, setting, dialogue, and conflict and resolution that includes sufficient descriptive detail.  * W.5.7; W.5.13; W.5.8; W.5.14  Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies; create presentations using computer technology, create media productions using effective images, texts, music, sound effects, and/or graphics, use agreed-upon criteria to evaluate the effectiveness of media presentations.</p>			
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**Grades: 5-6**

**Month/Term: 4**

**Proficiency Level: Transitioning/ Levels 3-5**

<b>Content Standard/Framework</b>	<b>Benchmarks and Outcomes</b>	<b>Assessment/Student Products</b>	<b>Topics in Vocabulary/Grammar</b>	<b>Communicative Skills (4 language domains)</b>
<p>LA 3.12: Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect.  LA 3.13:  LA 5.16: Distinguish phrases from clauses.</p>	<p><b>Listening</b>  * S.1 (S.1.13; S.1.15; S.1.19; S1.23; S.1.24):  Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using</p>	<p>*Research/ cause-effect essay  *Multimedia project (PowerPoint) to present research essay  *reading quizzes/ "brain checks"</p>	<p><b>Vocabulary</b>  *review story elements and literary techniques  *basic research steps/vocabulary (quotations, citing,</p>	<p><b>Reading</b>  *evaluating a website  *novel study and analysis (basic story elements, theme, and literary techniques)  *independent reading time  * reading strategies for novel study: review of all</p>

<p>5.17: Recognize the makeup and function of prepositional phrases.  LA 5.18: Identify simple, compound, and complex sentences.  RL8.24: Interpret mood and tone, and give supporting evidence in a text.  RL9.5: Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.  RL 13.18: Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography).  19.16: Write brief research reports with clear focus and supporting detail.  19.17: Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion.  19.18: Write formal letters to correspondents such as authors, newspapers, businesses, or government officials.  CO 19.21: Write reports based on research that include quotations, footnotes or endnotes, and a bibliography.  CO 24.4: Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects:  • differentiate between primary and</p>	<p>textual features and using dictionaries, glossaries, etc.  *S.2 (S.2.22, S.2.32; S.2.34; S.3.33; S.2.35):  Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc.  *S.3 (S.3.9; S.3.31; S.3.32; s.3.33; S.3.34; S.3.35; S.3.36; S.3.37; S.3.53):  Students will comprehend and communicate orally, using spoken English to participate in academic settings by demonstrating comprehension of oral multiple-step directions, oral word problems on math content, main points of classroom discussions and details that support a main idea in a literary or informational text that is heard, and use of referents, as well as identifying facts and organizational structures of lectures to answer the listeners' questions in a literary or informational text that is heard.</p>	<p>about novel reading  *grammar quizzes  *Novel study journal (self-chosen vocabulary words, journal entries, literary analysis questions about characterization, elements of plot, conflict, theme, literary techniques, literary review and other assignments demonstrating understanding of the novel)</p>	<p>bibliography, research, source, MLA style format)  *using thesaurus to revise writing and gather information (use synonyms, antonyms for word variety in writing)  <b>Grammar</b>  *sentence structure  *complex and compound sentences (conjunctions, dependent and independent clauses)  *colons and semi-colons, commas  *fragments and run-on sentences</p>	<p>reading strategies  <b>Writing</b>  *research process  *creating your own graphic organizer to gather information  *research strategies:  -proper citing/plagiarism  -paraphrasing  -summarizing/note-taking  -researching information  -organizing a bibliography  -scanning and skimming for information  <b>Speaking/Listening</b>  *follow complex oral directions (multi-step)  *generate relevant questions after listening to information  *answer questions about text heard or read  *rephrase, explain, revise and expand information to check comprehension and to convey knowledge (research project presentation)  *make a formal oral presentation about research essay using a</p>
<p><b>Speaking</b>  *S. 1 (S.1.16; S.1.17; s.1.18; S.1.20; S.1.29; S.1.10):  Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes:</p>				

<p>secondary source materials;</p> <ul style="list-style-type: none"> <li>• differentiate between paraphrasing and using direct quotes in a report;</li> <li>• organize and present research using the grade 7–8 Learning Standards in the Composition Strand as a guide for writing;</li> <li>• document information and quotations and use a consistent format for footnotes or endnotes; and</li> <li>• use standard bibliographic format to document sources.</li> </ul> <p>ME 26.4: Analyze the effect on the reader’s or viewer’s emotions of text and image in print journalism, and images, sound, and text in electronic journalism, distinguishing techniques used in each to achieve these effects.</p> <p>ME 27.4: Create media presentations and written reports on the same subject and compare the differences in effects of each medium.</p> <p>ME 27..5: Use criteria to assess the effectiveness of media presentations.</p> <p>LA 1.4 : Know and apply rules for formal discussions (classroom, parliamentary debate, town meeting rules).</p> <p>LA 2.4: Integrate relevant information gathered from group discussions and interviews for reports.</p> <p>LA.3.10: Present an organized interpretation of a literary work, film, or dramatic production.</p>	<p>express personal intent using spoken words/phrases, classify previously learned academic content words and phrases into concept-based categories, participate in limited discussions using appropriate and adequate words/phrases, employ synonyms for word variety in speaking, demonstrate knowledge of spoken vocabulary, using specific, technical, and/or abstract vocabulary or grade-level, academic content, and identify linguistic characteristics of English words and compare and contrast them with words from the student’s first language.</p> <p>*S.2 (S.2.23; S.2.24; S.2.27; S.2.28; S.2.29; S.2.33; S.2.36; S.2.38; S.2.41; S.2.42; S.2.43):</p> <p>Students will comprehend and communicate orally, using spoken English for personal and social purposes: ask/answer basic questions, express own opinions, preferences, wishes and uncertainty, express/respond to compliments, gratitude, and apologies, express imagination and creativity, respond during interpersonal discussions and interactions, demonstrate awareness of listener’s perspective, communicate intended meanings utilizing English intonation patterns, construct original oral statements, compare aspects or features of various cultural communities, request, clarify, and restate information to enhance understanding and rehearse ways of speaking (such as formal/informal) that</p>			<p>multimedia product (PowerPoint)</p> <ul style="list-style-type: none"> <li>*discuss how multimedia product enhances communication/its effect on viewers/readers</li> <li>*rehearse pronunciation and word choice/grammar for formal presentation</li> <li>how to use/ create a rubric for self-evaluation of writing</li> </ul>
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<p>LA 4.20: Determine the meaning of unfamiliar words using context clues (contrast, cause and effect).</p> <p>LA.4.21: Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.</p> <p>LA 4.22: Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.</p> <p>LA.5.15: Recognize the basic patterns of English sentences (noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking verb-noun).</p> <p>5.20: Identify correct mechanics (comma after introductory structures), correct usage (pronoun reference), and correct sentence structure (complete sentences, properly placed modifiers).</p> <p>5.21: Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences.</p> <p>5.22: Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.</p> <p>RL.8.23: Use knowledge of genre characteristics to analyze a text.</p> <p>RL 8.25: Interpret a character's traits, emotions, or motivation and give supporting evidence from a text.</p> <p>RL 8.28: Distinguish between the concepts of theme in a literary work</p>	<p>are appropriate to audience and purpose.</p> <p>*S.3 (S.3. 21; S.3.38; S.3.39;S.3.40; S.3.41; S.3.42S.3.43; S.3.47; S.3.48; S.3.49;S.3.51):</p> <p>Students will comprehend and communicate orally, using spoken English to participate in academic settings: compare and contrast information orally, participate in reaching consensus in groups, respond to factual and inferential questions about academic content, summarize a story orally, state a position and support/justify it, participate in classroom discussions and activities, when frequent clarification is given, express original statements in classroom discussions, ask questions to clarify meaning in an academic context, compare grammatical constructions in English and the student's first language, and explain the thinking processes used in academic content areas.</p> <p>*S.4 (S.4.5; S.4.7; S.4.8; S,4, 9; S.4.13):</p> <p>Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed: use teacher-developed assessment criteria to prepare oral presentations, give formal oral presentations that focus on specified academic content, using appropriate vocabulary and syntax, recognizable organization, clear pronunciation, eye contact, and appropriate volume and intonation, rehearse and dramatize stories, plays, and poems, using</p>			
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<p>and author’s purpose in an expository text.</p> <p>RL10.4: Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose.</p> <p>RL11.4: Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.</p> <p>All but term 2</p> <p>RL12.4: Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict.</p> <p>RL 13.19: Identify and use knowledge of common graphic features (charts, maps, diagrams).</p> <p>RL 13.20: Identify and use knowledge of common organizational structures (logical order, comparison and contrast, cause and effect relationships).</p> <p>RL 15.6: Identify and analyze how an author’s use of words creates tone and mood.</p> <p>CO 19.23: Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.</p> <p>CO 20.4: Select and use appropriate</p>	<p>eye contact and voice volume appropriate for an identified audience, Participate in creating scoring guides based on designated categories and use them to prepare, assess, and revise oral presentations, express an opinion on a literary text or film in an organized way, using supporting details and comprehend and answer questions following a presentation.</p>			
	<p><b>Reading</b></p> <p>*R.1 (R.1.8; R.1.9; R.1.11; R.1.12): Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text: apply knowledge of word analysis to expand comprehension of vocabulary, use knowledge of context clues to determine the meanings of unfamiliar words, identify words, phrases, and sentences that determine meaning in expository paragraphs and extended texts.</p> <p>* R.3 (R.3.7; R.3.8; R.3.9; R.3.10; R.3.11; R.3.12): Students will read English fluently and identify facts and evidence in order to interpret and analyze text: analyze main ideas and supporting details/evidence; summarize important ideas from a text and represent the relationships between or among them, support individual interpretations/ conclusions, using details or evidence from a literary/informational text, analyze and provide evidence from a text to support understanding of theme and demonstrate fluency as a reader, using</p>			

<p>rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.</p> <p>CO 23.10: Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.</p> <p>CO 19.22: Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.</p> <p>CO 21.6: Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing.</p> <p>CO 21.7: Improve word choice by using a variety of references.</p> <p>CO 22.8: Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing.</p> <p>CO 23.9: Integrate the use of organizing techniques that break up strict chronological order in a story (starting in the middle of the action, then filling in background information</p>	<p>different reading rates and approaches for different purposes.</p> <p>*R.4 (R.4.2; R.4.9):</p> <p>Students will identify and analyze text elements and techniques of written English as used in various literary genres: categorizing written words into sense categories, and identify and explain how elements of language suggest mood/set tone in literature.</p> <p>*R.5 (R.5.8; R.5.9; R.5.5; R.5.6; R.5.7):</p> <p>Students will identify and analyze purposes, structures, and elements of nonfiction English texts: identify forms of informational and expository materials; use knowledge of text features to determine purpose and meaning of text, summarize main ideas and supporting details, and distinguish cause from effect and fact from opinion in texts.</p> <p>*R.4.6 Identify culturally significant characters and events represented in traditional literature.</p>			
	<p><b>Writing</b></p> <p>*W.3 (W.3.2; W.3.3; W.3.5; W.3.7, W.3.9):</p> <p>Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose: use an agreed-upon scoring guide to review content/organization of writing; identify and use words and phrases to make ideas clearer or more logical, revise writing to improve organization of ideas, select and use words</p>			

<p>using flashbacks).  CO 25.4: As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.</p>	<p>to increase detail in writing, vary expression by employing new words and phrases in writing.  *W.4 (W.4.5; W.4.6):  Students will understand and apply knowledge of Standard English grammar, spelling, and conventions to improve their writing: use knowledge of correct spelling, sentence structure and usage when editing.  *W.5 (W.5.2; W.5.10):  Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies: select and use appropriate applications for a variety of classroom projects, and use technology resources for problem solving.  *W.3.12: Use a variety of sentence patterns and lengths to make writing more interesting to the reader  * W.5.5, W.5.7; W.5.8; W.5.13; W.5.14:  Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies: gather and analyze information, using multiple media, create presentations using computer technology, create media productions using effective images, texts, music, sound effects, and/or graphics, use agreed-upon criteria to evaluate the effectiveness of media presentations.</p>			
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