

1. Hazleton Area School District ELD Level I

Timeline	Unit	Standard	Objective	Content	Additional Resources	Performance Tasks	Assessments
3 weeks	Unit 1 Nice to Meet You	<p><b>PAELPS</b></p> <p>16.1.9-12.3.L 16.1.9-12.3R 16.1.9-12.3S 16.1.9-12.3W 16.2.9-12.3.L 16.2.9-12.3R 16.2.9-12.3S 16.2.9-12.3W 16.3.9-12.4L 16.3.9-12.4R 16.3.9-12.S 16.3.9-12.4W 16.4.9-12.4L 16.4.9-12.4R 16.4.9-12.S 16.4.9-12.4W 16.5.9-12.4L 16.5.9-12.4R 16.5.9-12.S 16.5.9-12.4W</p> <p><b>ELA</b></p> <p>CC.1.2.9-10.G CC.1.2.9-10.J CC.1.2.9-10K CC.1.2.9-10.L</p>	<p>All students will be able to:</p> <ul style="list-style-type: none"> <li>• Use greetings, introductions, and good-bye in social situations</li> <li>• Use numbers and number words</li> <li>• Give personal information</li> <li>• Identify family words and make connections with family relations</li> <li>• Role play using family words, greetings, introductions, and good-byes</li> <li>• Name places in the world</li> <li>• Listen for personal information using visual clues to assist</li> <li>• Construct a personal narrative using family words, greetings, and words for places in the world</li> </ul>	<p><b>Vocabulary</b></p> <p>Greetings and Good-byes Number words Family words Countries of the World Personal information Grammar Present tense of the verb –to be</p>	<p><u>From Cuba to the United States</u></p> <p>Picture cards</p> <p>Leveled readers</p> <p>Inside the USA</p> <p>Great Writing</p> <p>Scholastic Action</p> <p>Readworks.org</p>	<p>-All About Me Oral presentation</p> <p>-Create a family tree</p> <p>-Write a personal narrative</p> <p>-Retell/restate personal information about another person</p> <p>-Retell events from a recorded story</p> <p>-Written response to news articles</p>	<p><b>Reading</b></p> <p>Unit 1 test (unit vocabulary, greetings, introductions, good-byes, and family words) Short story recall and comprehension Variety of content related Scholastic articles and ReadWorks articles</p> <p><b>Writing</b></p> <p>Unit 1 test Family Tree Short story fill-in Personal Narrative Readworks article responses</p> <p><b>Speaking</b></p> <p>Peer conversations Oral presentations Role playing Reader’s Theater</p> <p><b>Listening</b></p> <p>Retell a story Restate information</p>

Unit 2: Your School	<p><b>PAELPS</b>  16.1.9-12.3.L  16.1.9-12.3R  16.1.9-12.3S  16.1.9-12.3W  16.2.9-12.3.L  16.2.9-12.3R  16.2.9-12.3S  16.2.9-12.3W  16.3.9-12.4L  16.3.9-12.4R  16.3.9-12.S  16.3.9-12.4W  16.4.9-12.4L  16.4.9-12.4R  16.4.9-12.S  16.4.9-12.4W  16.5.9-12.4L  16.5.9-12.4R  16.5.9-12.S  16.5.9-12.4W  <b>ELA</b>  CC.1.2.9-10.G  CC.1.2.9-10.J  CC.1.2.9-10.K  CC.1.2.9-10.L</p>	All students will be able to:	<ul style="list-style-type: none"> <li>• Use school tool words, color, and size words</li> <li>• Use classroom and school places words</li> <li>• Give and follow commands</li> <li>• Ask and answer school information questions</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• School tools (eg. book, pencil, calculator)</li> <li>• Colors, sizes, and shapes (eg. big, little, long, short, blue, green, red, circle, triangle)</li> <li>• Items in the classroom (eg. blackboard, map, chair)</li> <li>• School places and things (eg. entrance, fence, flag, bathroom, paper towel, fork, cafeteria)</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• a/an</li> <li>• Present tense verb – to be</li> <li>• Question format – What is in...?/What is on...?</li> <li>• Present tense verb –to have</li> <li>• This is.../Here is...</li> <li>• I have...</li> <li>• Point to/Show me</li> <li>• Is this...?/Yes it is/No it isn't</li> </ul>	<p><b>Cool Schools</b></p> <p>Blank map</p> <p>Pictures of important places in school</p> <p>Picture cards</p> <p>Leveled readers</p> <p>Blank maps</p> <p>Inside the USA</p> <p>Great Writing</p> <p>Scholastic Action</p> <p>Readworks.org</p>	<p>-Read and use a class schedule for school</p> <p>-Locate important places in school</p> <p>-Draw a school map with important places</p> <p>-Create labels for classroom objects using size and color words</p> <p>-Ask and answer questions with a partner about locations in school</p> <p>-Retell a recorded story</p>	<p><b>Reading</b></p> <p>Unit 2 Test (vocab recognition, present tense –to be, what is/this is/here is/point to/show me)</p> <p>Short story recall and comprehension questions</p> <p>Variety of content related Scholastic articles and ReadWorks articles</p> <p><b>Writing</b></p> <p>Unit 2 Test</p> <p>Create a map of a school with at least 10 school locations labelled</p> <p>ReadWorks article responses</p> <p><b>Speaking</b></p> <p>Perform a drama with classmates</p> <p>Ask and answer questions with a partner</p> <p><b>Listening</b></p> <p>Retell a story/answer questions from a recorded story</p>
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3 weeks	Unit 3: Your School Day	<p><b>PAELPS</b>  16.1.9-12.3.L  16.1.9-12.3R  16.1.9-12.3S  16.1.9-12.3W  16.2.9-12.3.L  16.2.9-12.3R  16.2.9-12.3S  16.2.9-12.3W  16.3.9-12.4L  16.3.9-12.4R  16.3.9-12.S  16.3.9-12.4W  16.4.9-12.4L  16.4.9-12.4R  16.4.9-12.S  16.4.9-12.4W  16.5.9-12.4L  16.5.9-12.4R  16.5.9-12.S  16.5.9-12.4W</p> <p><b>ELA</b>  CC.1.2.9-10.G  CC.1.2.9-10.J  CC.1.2.9-10.K  CC.1.2.9-10.L</p>	<p>All students will be able to</p> <ul style="list-style-type: none"> <li>• Use time words and day of the week words to talk about their day</li> <li>• Ask and answer questions about time</li> <li>• Talk and write about their school day using school subject words</li> <li>• Ask and answer questions about a school schedule</li> <li>• Talk and write about places in school and school employees</li> <li>• Ask and answer questions about school places and school employees</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Time and Days of the Week (eg. afternoon, evening, day, week, Sunday, Monday)</li> <li>• School subject (eg. homeroom, lunch, math class, social studies)</li> <li>• School Places and Workers (eg. bus driver, coach, principal, counselor, nurse’s office, library, gym)</li> <li>• Color and Size words (blue, short, red, long)</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• What time is it?</li> <li>• It is..., It’s...</li> <li>• When is...?, It’s at...</li> <li>• Where is...?/Here it is./It’s in (room number).</li> <li>• Who is...?, (person) is the (role/job)</li> <li>• In/At/On pertaining to time</li> </ul>	<p><u>Alexei’s Week</u></p> <p>Picture cards for school staff</p> <p>Leveled readers</p> <p>Blank clocks</p> <p>Inside the USA</p> <p>Great Writing</p> <p>Scholastic Action</p> <p>Readworks.org</p>	<p>-Match important school people with their pictures</p> <p>-Draw time on an analog clock</p> <p>-Read time on an analog clock</p> <p>-Write descriptions for school objects using color and size words</p> <p>-Create classroom labels</p> <p>-Write a narrative about their school</p>	<p><b>Reading</b></p> <p>Unit 3 Test (vocab recognition, time phrases/question, identify school subjects and personnel, size and color words, demonstrative pronouns)</p> <p>Short story recall and comprehension questions</p> <p>Variety of content related Scholastic articles and ReadWorks articles</p> <p><b>Writing</b></p> <p>Unit 3 Test</p> <p>Draw time on a clock</p> <p>Write about job roles for school staff</p> <p>ReadWorks article responses</p> <p><b>Speaking</b></p> <p>Perform a drama with classmates</p> <p>Tell time</p> <p><b>Listening</b></p> <p>Retell a story/answer questions from a recorded story</p>
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3 weeks	Unit 4 : Everything You Do	<p><b>PAELPS</b>  16.1.9-12.3.L  16.1.9-12.3R  16.1.9-12.3S  16.1.9-12.3W  16.2.9-12.3.L  16.2.9-12.3R  16.2.9-12.3S  16.2.9-12.3W  16.3.9-12.4L  16.3.9-12.4R  16.3.9-12.S  16.3.9-12.4W  16.4.9-12.4L  16.4.9-12.4R  16.4.9-12.S  16.4.9-12.4W  16.5.9-12.4L  16.5.9-12.4R  16.5.9-12.S  16.5.9-12.4W</p> <p><b>ELA</b>  CC.1.2.9-10.G  CC.1.2.9-10.J  CC.1.2.9-10K  CC.1.2.9-10.L</p>	All students will be able to <ul style="list-style-type: none"> <li>Follow written and spoken classroom directions</li> <li>Use personal pronouns in statements</li> <li>Speak and write about classroom activities</li> <li>Give information to identify people</li> <li>Speak and write about outdoor leisure activities</li> <li>Speak and write statements about school personnel</li> <li>Give information using present tense “to be”</li> <li>Speak and write about activities involving the arts</li> <li>Give descriptive information about people and objects using personal pronouns</li> <li>Ask and answer “can” questions in conversation</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Outdoor activity verbs (eg. catch a ball, swim in a pool, walk in the park)</li> <li>Classroom activity verbs (eg. raise your hand, open your book, write your name)</li> <li>Art activity verbs (eg. paint a picture, play the guitar, dance to the music)</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>“Can” questions</li> <li>“Can” statements</li> <li>Use present tense “to be”</li> <li>Personal pronouns “I, You, He, She, It, We, They”</li> </ul>	<p><u>Huong’s Journey</u></p> <p>Picture cards</p> <p>Leveled readers</p> <p>Inside the USA</p> <p>Great Writing</p> <p>Scholastic Action</p> <p>Readworks.org</p>	<p>Follow written directions for class activities</p> <p>Have a conversation with a classmate about leisure activities using “can” questions and answers and activity verbs, students will write their partner’s response</p> <p>Write about pictures that depict activities using “can” and “can’t”</p> <p>Write a narrative about leisure activities</p> <p>Leisure activity and classroom activity charades</p>	<p><b>Reading</b></p> <p>Unit 4 test (vocab recognition, identifying activities, “can” questions and statements, present tense –to be, personal pronouns)</p> <p>Variety of content related Scholastic articles and ReadWorks articles</p> <p><b>Writing</b></p> <p>Unit 4 test</p> <p>Replace proper nouns with personal pronouns in sentences</p> <p><b>Speaking</b></p> <p>Perform a drama with classmates</p> <p>Ask and answer questions with a partner</p> <p><b>Listening</b></p> <p>Retell a story/answer questions from a recorded story</p> <p>TPR – physically respond to oral directions (sit in a chair, raise your hand, etc.)</p>
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3 weeks	Unit 5: At Lunch	<p><b>PAELPS</b>  16.1.9-12.3.L  16.1.9-12.3R  16.1.9-12.3S  16.1.9-12.3W  16.2.9-12.3.L  16.2.9-12.3R  16.2.9-12.3S  16.2.9-12.3W  16.3.9-12.4L  16.3.9-12.4R  16.3.9-12.S  16.3.9-12.4W  16.4.9-12.4L  16.4.9-12.4R  16.4.9-12.S  16.4.9-12.4W  16.5.9-12.4L  16.5.9-12.4R  16.5.9-12.S  16.5.9-12.4W</p> <p><b>ELA</b>  CC.1.2.9-10.G  CC.1.2.9-10.J  CC.1.2.9-10K  CC.1.2.9-10.L</p>	<p>All students will be able to:</p> <ul style="list-style-type: none"> <li>• Speak and write about common foods</li> <li>• Speak and write using plural words ending in –s</li> <li>• Use “some” to refer to non-count quantities</li> <li>• Use demonstrative pronouns (this, that, these, those) in questions or statements</li> <li>• Ask and answer questions about likes/dislikes</li> <li>• Ask and answer questions about cost of food and other items using a variety of money words</li> <li>• Ask and answer questions using “does/does not”</li> </ul>	<p>Vocabulary</p> <ul style="list-style-type: none"> <li>• Food words (eg. chicken, hamburger, soup)</li> <li>• Money words (eg. penny, nickel, coins, change, bills)</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Demonstrative pronouns (this, that, these, those)</li> <li>• Express likes and dislikes (do you like, does he like, yes, I like, no he doesn’t like)</li> <li>• Ask and answer questions about cost (how much is, how much are, it costs, they cost)</li> </ul>	<p><u>Lunch Around the World</u></p> <p>Restaurant menus</p> <p>Grocery flyers</p> <p>Play money</p> <p>Picture cards</p> <p>Leveled readers</p> <p>Inside the USA</p> <p>Great Writing</p> <p>Scholastic Action</p> <p>Readworks.org</p>	<p>-Read a menu</p> <p>-Recognize different types of money, add them together</p> <p>-Count money</p> <p>-Create a menu</p> <p>-Write about likes/dislikes</p> <p>-Write about cost</p> <p>-Use picture cards to talk and write about likes/dislikes</p> <p>-Role play restaurant scene (customer, waiter, etc.)</p> <p>-Retell a story</p> <p>-Write and speak using demonstrative pronouns</p> <p>-Interview classmates about likes/dislikes</p> <p>-Perform a drama</p>	<p><b>Reading</b>  Unit 5 test (vocab recognition, money recognition, demonstrative pronouns, likes and dislikes, does/doesn’t, how much is/how much are/it costs/they cost  Read a menu, plan an order, and determine order cost  Variety of content related Scholastic articles and ReadWorks articles</p> <p><b>Writing</b>  Unit 5 test  Create a menu with prices and fill out order form with price totals  ReadWorks article responses</p> <p><b>Speaking</b>  Role-play a drama with classmates</p> <p>Role-play a restaurant scene with classmates</p> <p><b>Listening</b>  Retell a recorded story/answer</p>
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							questions from a recorded story  Take restaurant orders from classmates
3 Weeks	Unit 6: Information Everywhere	<p><b>PAELPS</b></p> <p>16.1.9-12.3.L 16.1.9-12.3R 16.1.9-12.3S 16.1.9-12.3W 16.2.9-12.3.L 16.2.9-12.3R 16.2.9-12.3S 16.2.9-12.3W 16.3.9-12.4L 16.3.9-12.4R 16.3.9-12.S 16.3.9-12.4W 16.4.9-12.4L 16.4.9-12.4R 16.4.9-12.S 16.4.9-12.4W 16.5.9-12.4L 16.5.9-12.4R 16.5.9-12.S 16.5.9-12.4W</p> <p><b>ELA</b></p> <p>CC.1.2.9-10.G CC.1.2.9-10.J CC.1.2.9-10K CC.1.2.9-10.L</p>	<p>All students will be able to:</p> <ul style="list-style-type: none"> <li>Identify different types of print material</li> <li>Identify parts of a book</li> <li>Express needs and wants</li> <li>Use vocabulary for technology items</li> <li>Give and follow commands</li> <li>Recognize and follow safety signs</li> <li>Use prepositions of location</li> <li>Use safety commands</li> <li>Write the steps to complete an activity</li> </ul>	<p>Vocabulary</p> <ul style="list-style-type: none"> <li>Print material words (letter, bulletin board, magazine)</li> <li>Parts of a book (page, author, title)</li> <li>Technology/computer words (computer, speakers, cell phone, monitor, mouse, delete)</li> <li>School signs/safety (exit, speed limit, stop)</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Express needs and wants (I need a/I need some, I want a/I want some)</li> <li>Give and follow commands (call, take, make, give)</li> <li>Caution commands (be careful, help, watch out)</li> <li>Prepositions of location (at, next</li> </ul>	<p><u>The Race Around the World</u></p> <p>Magazines</p> <p>Newspapers</p> <p>News in Levels (website)</p> <p>Picture cards</p> <p>Leveled readers</p> <p>Inside the USA</p> <p>Great Writing</p> <p>Scholastic Action</p> <p>Readworks.org</p>	<p>Use newspapers and textbooks to find information</p> <p>Follow verbal commands to carry out tasks</p> <p>Write a newspaper article</p> <p>Retell a story</p> <p>Match commands and signs to pictures</p> <p>Role-play a drama</p>	<p><b>Reading</b></p> <p>Unit 6 test Newspaper scavenger hunt Textbook scavenger hunt Variety of content related Scholastic articles and ReadWorks articles</p> <p><b>Writing</b></p> <p>Unit 6 test Write a newspaper article Write commands to match pictures Match building/safety signs to pictures ReadWorks article responses</p> <p><b>Speaking</b></p> <p>Role play a drama with classmates</p> <p><b>Listening</b></p> <p>Retell a recorded story Follow verbal commands (Simon Says)</p>

				to, on, under, over)			
3 Weeks	Unit 7: How Do You Feel?	<p><b>PAELPS</b></p> <p>16.1.9-12.3.L 16.1.9-12.3R 16.1.9-12.3S 16.1.9-12.3W 16.2.9-12.3.L 16.2.9-12.3R 16.2.9-12.3S 16.2.9-12.3W 16.3.9-12.4L 16.3.9-12.4R 16.3.9-12.5 16.3.9-12.4W 16.4.9-12.4L 16.4.9-12.4R 16.4.9-12.5 16.4.9-12.4W 16.5.9-12.4L 16.5.9-12.4R 16.5.9-12.5 16.5.9-12.4W</p> <p><b>ELA</b></p> <p>CC.1.2.9-10.G CC.1.2.9-10.J CC.1.2.9-10K CC.1.2.9-10.L</p>	<p>All students will be able to:</p> <ul style="list-style-type: none"> <li>• Use appropriate vocabulary to name body parts</li> <li>• Use adjectives to describe physical features</li> <li>• Use adjectives to describe themselves</li> <li>• Use possessive pronouns to describe other people</li> <li>• Use has/have to describe other people</li> <li>• Use appropriate vocabulary to talk about common ailments</li> <li>• Use appropriate vocabulary to describe emotions and feelings</li> </ul>	<p>Vocabulary</p> <ul style="list-style-type: none"> <li>• Parts of the body (leg, mouth, eye, elbow)</li> <li>• Feeling words (bored, confused, proud)</li> <li>• Health words (cold, headache, fever)</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• I am (adjective)</li> <li>• I have/He has/They have (adjective + body part)</li> <li>• Possessive pronouns (my, his, her, their)</li> <li>• How do you feel?/I feel.../I have..../I am...</li> </ul>	<p><u>How Do They Feel?</u></p> <p>Body Diagrams Nurse/Doctor office dramas</p> <p>Mr. Bean videos (identify emotions/feelings)</p> <p>Picture cards</p> <p>Leveled readers</p> <p>Inside the USA</p> <p>Great Writing</p> <p>Scholastic Action</p> <p>Readworks.org</p>	<p>Labeling body parts</p> <p>Write about physical characteristics</p> <p>Write sentences with –to be + adjective</p> <p>Write sentences with –to have + adjective</p> <p>Use possessive pronouns in writing</p> <p>Describe ailments in speaking and writing</p> <p>Role play nurse’s office/doctor’s visit</p> <p>Explain/write about feelings/emotions</p> <p>Match pictures of ailments/emotions to corresponding pictures</p>	<p><b>Reading</b></p> <p>Unit 7 test Draw a person’s features based on a written description Use context clues to determine appropriate possessive pronouns Variety of content related Scholastic articles and ReadWorks articles</p> <p><b>Writing</b></p> <p>Unit 7 test Label body parts on diagram Write descriptions on a self-portraits/portraits of others Use correct possessive pronoun based on context clues in sentences ReadWorks article responses</p> <p><b>Speaking</b></p> <p>Role-play a drama Role-play a trip to nurse’s office/doctor</p>

							<b>Listening</b> Retell a recorded story Explain another person's feelings
3 Weeks	Unit 8: Brrr! Put Your Coat On	<b>PAELPS</b> 16.1.9-12.3.L 16.1.9-12.3R 16.1.9-12.3S 16.1.9-12.3W 16.2.9-12.3.L 16.2.9-12.3R 16.2.9-12.3S 16.2.9-12.3W 16.3.9-12.4L 16.3.9-12.4R 16.3.9-12.5 16.3.9-12.4W 16.4.9-12.4L 16.4.9-12.4R 16.4.9-12.5 16.4.9-12.4W 16.5.9-12.4L 16.5.9-12.4R 16.5.9-12.5 16.5.9-12.4W  <b>ELA</b> CC.1.2.9-10.G CC.1.2.9-10.J CC.1.2.9-10.K CC.1.2.9-10.L	All students will be able to: <ul style="list-style-type: none"> <li>• Use clothing words in conversation</li> <li>• Use time order words to explain steps/sequence of events</li> <li>• Use Does/Do and Doesn't/Don't to ask and answer questions</li> <li>• Use color/size/texture adjectives to describe clothing</li> <li>• Describe clothing using Here is/Here are and It has/They have sentence structures</li> <li>• Use Which/What to ask preference questions</li> <li>• Use I like this/that/these/those to answer preference questions</li> <li>• Use weather words in conversation</li> <li>• Use I need/I want/I have to sentence structures to express ideas</li> </ul>	Vocabulary <ul style="list-style-type: none"> <li>• Clothing words (belt, socks, shirt)</li> <li>• Time Order words (first, next, then, last)</li> <li>• Clothing adjectives (long sleeve, soft, warm, yellow)</li> <li>• Weather words (sunny, windy, hot, dry)</li> </ul> Grammar <ul style="list-style-type: none"> <li>• Does/Do questions</li> <li>• Does/doesn't, do/don't answers</li> <li>• Demonstrative sentences – Here is/Here are</li> <li>• Describing statements - It has/They have</li> <li>• Preference questions – Which/What</li> <li>• Preference answers with demonstrative pronouns – I like</li> </ul>	<u>What Should I Wear?</u>  Picture Cards  Leveled Readers  Laptops/pow erpoint  Video camera  Inside the USA  Great Writing  Scholastic Action  Readworks.org	Use time order words to give and follow directions  Match clothing/weather words to Spanish translation and pictures  Create a vacation guide  Write directions using time order words  Use Do/Does questions and adjectives with a partner to play 20 questions (describing clothing)  Students create polls  Choose clothing based on weather reports  Write/Record a weather report	<b>Reading</b> Unit 8 test Put directions in order based on time order words PowerPoint weather/clothing quiz Cloze readings Read weather reports and choose appropriate clothing Variety of content related Scholastic articles and ReadWorks articles  <b>Writing</b> Unit 8 test Vacation planning guide power point (Weather, necessary clothes, weather appropriate activities) Write a step-by-step directions for an activity using time order words Students create polls using

				<p>this/that/these/those</p> <ul style="list-style-type: none"> <li>Weather statements – It is/It's</li> <li>I want to/I need to/I have to statements</li> </ul>		<p>Participate in a fashion show</p> <p>Ask and answer weather questions</p>	<p>preference questions (which/what)/answer polls using "I like this/that/these/those"</p> <p>ReadWorks article responses</p> <p><b>Speaking</b> Record a weather report Describe outfit for a fashion show Draw a piece of clothing by playing 20 questions with a partner</p> <p><b>Listening</b> Retell a recorded story Ask and answer weather questions with a friend Listen to a weather report and choose correct clothing based on the report</p>
3 Weeks	Unit 9: Around Town	<p><b>PAELPS</b></p> <p>16.1.9-12.3.L 16.1.9-12.3R 16.1.9-12.3S 16.1.9-12.3W 16.2.9-12.3.L 16.2.9-12.3R 16.2.9-12.3S</p>	<p>All students will be able to</p> <ul style="list-style-type: none"> <li>Use words for community places and workers</li> <li>Use location prepositions/prepositional phrases</li> </ul>	<p>Vocabulary</p> <ul style="list-style-type: none"> <li>Community places and workers (bank teller, firefighter, hospital, nurse)</li> </ul>	<p><u>Getting From Here to There</u></p> <p>City maps</p> <p>Community worker props</p>	<p>Identify community places and workers</p>	<p><b>Reading</b></p> <p>Unit 9 test Read a map Differentiate between singular and plural nouns</p>

		<p>16.2.9-12.3W 16.3.9-12.4L 16.3.9-12.4R 16.3.9-12.5 16.3.9-12.4W 16.4.9-12.4L 16.4.9-12.4R 16.4.9-12.5 16.4.9-12.4W 16.5.9-12.4L 16.5.9-12.4R 16.5.9-12.5 16.5.9-12.4W</p> <p><b>ELA</b> CC.1.2.9-10.G CC.1.2.9-10.J CC.1.2.9-10.K CC.1.2.9-10.L</p>	<ul style="list-style-type: none"> <li>• Give directions</li> <li>• Use the plural nouns with –s added</li> <li>• Use words for common products purchased in the community</li> <li>• Express intentions</li> <li>• Use vehicle words</li> <li>• Use personal and possessive pronouns</li> <li>• Describe transportation actions</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositions of location (above, below, between, next to)</li> <li>• Community places and products (hardware store, hammer, fruit stand, apple)</li> <li>• Vehicles (car, motorcycle, subway)</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Giving travel directions (Go..., Turn left at..., The ___ is ___ the ___)</li> <li>• Express intentions (I am going to..., I will...)</li> <li>• Describe actions (They ride..., They take...)</li> <li>• Plural nouns (add –s)</li> <li>• Personal and possessive pronouns (they and their)</li> </ul>	<p>Travel websites</p> <p>Inside the USA Great Writing</p> <p>Scholastic Action</p> <p>Readworks.org</p>	<p>Give directions from one location to another</p> <p>Draw a map with directions</p> <p>Retell a story</p> <p>Label pictures with correct preposition of location</p> <p>Role-play various scenarios in the community</p> <p>Label a map with locations in a community</p> <p>Talk about future plans with a partner</p>	<p>Use a travel website to plan a trip</p> <p>Variety of content related Scholastic articles and ReadWorks articles</p> <p><b>Writing</b> Unit 9 test Apply correct preposition of location to pictures Write the plural form of nouns ending in –s Write travel directions ReadWorks article responses</p> <p><b>Listening</b> Retell a story from a recording Follow map directions given orally</p> <p><b>Speaking</b> Give directions Role play scenarios in community (doctor’s office, hardware store, etc.) Tell a friend about future plans</p>
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3 weeks	Unit 10: All Year Long	<p><b>PAELPS</b>  16.1.9-12.3.L  16.1.9-12.3R  16.1.9-12.3S  16.1.9-12.3W  16.2.9-12.3.L  16.2.9-12.3R  16.2.9-12.3S  16.2.9-12.3W  16.3.9-12.4L  16.3.9-12.4R  16.3.9-12.S  16.3.9-12.4W  16.4.9-12.4L  16.4.9-12.4R  16.4.9-12.S  16.4.9-12.4W  16.5.9-12.4L  16.5.9-12.4R  16.5.9-12.S  16.5.9-12.4W</p> <p><b>ELA</b>  CC.1.2.9-10.G  CC.1.2.9-10.J  CC.1.2.9-10K  CC.1.2.9-10.L</p>	<p>All students will be able to</p> <ul style="list-style-type: none"> <li>• Use season, month, and seasonally appropriate activity words</li> <li>• Say and write dates (using month, day, date, year)</li> <li>• Use month/season words to talk about activities</li> <li>• Use words and phrases for making crafts/completing paper activities</li> <li>• Use personal pronouns</li> <li>• Use activity words/phrases and personal pronouns to talk/write about what other people do on holidays</li> <li>• Use words and phrases for celebration activities</li> <li>• Make requests and ask permission</li> </ul>	<p>Vocabulary</p> <ul style="list-style-type: none"> <li>• Seasons, months, date (spring, summer, January, October, Tuesday)</li> <li>• Seasonal Activities (rake leaves, swim in a lake)</li> <li>• Paper craft activities (cut the paper, write the address, glue, mail a card)</li> <li>• Celebration activities (open a gift, decorate, make a cake)</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Seasonal activity sentence pattern (In *season*, he/she *activity*)</li> <li>• Dated activity sentence pattern (On *day/holiday*, he/she/they *activity*)</li> <li>• Ask permission (May I..., Could I...?)</li> <li>• Make requests (Will you...?, Could you...?)</li> </ul>	<p><u>Jari's Year</u></p> <p>Calendars</p> <p>Laptops</p> <p>PowerPoints</p> <p>Inside the USA</p> <p>Great Writing</p> <p>Scholastic Action</p> <p>Readworks.org</p>	<p>Write about a holiday and the associated activities</p> <p>Create a power point</p> <p>Create activity cards</p> <p>Retell a story</p> <p>Ask permission and make requests with peers</p> <p>Make a chart with information from a recorded story</p>	<p><b>Reading</b>  Unit 10 test  Read about holiday celebrations  Identify story characters based on personal pronouns (he, she, it, they)  Variety of content related Scholastic articles and ReadWorks articles</p> <p><b>Writing</b>  Unit 10 test  Create a power point about a holiday and talk about the activities  Create seasonal activity cards  Design party invitations  ReadWorks article responses</p> <p><b>Speaking</b>  Ask permission/make requests with classmates</p> <p><b>Listening</b>  Retell events from a recorded story</p>
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				<ul style="list-style-type: none"> <li>Use personal pronouns (I/you/he/she/it /we/they)</li> <li>Make nouns plural by adding -s</li> </ul>			List activities and celebrations from a story
2 weeks	WH- Questions	<p><b>PAELPS</b></p> <p>16.1.9-12.3.L 16.1.9-12.3R 16.1.9-12.3S 16.1.9-12.3W 16.2.9-12.3.L 16.2.9-12.3R 16.2.9-12.3S 16.2.9-12.3W 16.3.9-12.4L 16.3.9-12.4R 16.3.9-12.5 16.3.9-12.4W 16.4.9-12.4L 16.4.9-12.4R 16.4.9-12.5 16.4.9-12.4W 16.5.9-12.4L 16.5.9-12.4R 16.5.9-12.5 16.5.9-12.4W</p> <p><b>ELA</b></p> <p>CC.1.2.9-10.G CC.1.2.9-10.J CC.1.2.9-10K CC.1.2.9-10.L</p>	All students will be able to <ul style="list-style-type: none"> <li>Ask and answer questions using wh- words (who, what, when, where, why)</li> <li>Determine who, what, where, when, why information in a news article or informational text</li> </ul>	<p>Vocabulary</p> <ul style="list-style-type: none"> <li>Who, What, When, Where, Why</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Write Wh- questions</li> </ul>	<p>Cloze readings</p> <p>Laptops</p> <p>Newspapers, non-fiction texts, informational readings</p> <p>Inside the USA</p> <p>Great Writing</p> <p>Scholastic Action</p> <p>Readworks.org</p>	<p>Read newspaper articles and other informational texts</p> <p>Write interview questions using wh- words</p> <p>Write an informational essay and create a power point</p> <p>Ask and answer interview questions with a partner</p> <p>Present research information about a famous person</p>	<p><b>Reading</b></p> <p>Read informational texts</p> <p>Research a famous person</p> <p>Variety of content related Scholastic articles and Read Works articles</p> <p><b>Writing</b></p> <p>Write wh- questions</p> <p>Write an informational essay and create a power point</p> <p>Cloze readings</p> <p>ReadWorks article responses</p> <p><b>Listening</b></p> <p>Answer wh- questions in an interview</p> <p><b>Speaking</b></p> <p>Interview a classmate</p> <p>Oral presentation</p>

2 Weeks	Past Tense Verbs	<p><b>PAELPS</b>  16.1.9-12.3.L  16.1.9-12.3R  16.1.9-12.3S  16.1.9-12.3W  16.2.9-12.3.L  16.2.9-12.3R  16.2.9-12.3S  16.2.9-12.3W  16.3.9-12.4L  16.3.9-12.4R  16.3.9-12.S  16.3.9-12.4W  16.4.9-12.4L  16.4.9-12.4R  16.4.9-12.S  16.4.9-12.4W  16.5.9-12.4L  16.5.9-12.4R  16.5.9-12.S  16.5.9-12.4W</p> <p><b>ELA</b>  CC.1.2.9-10.G  CC.1.2.9-10.J  CC.1.2.9-10K  CC.1.2.9-10.L</p>	<p>All students will be able to:</p> <ul style="list-style-type: none"> <li>Identify and use common irregular past tense verbs</li> <li>Identify and use common –ed ending past tense verbs</li> <li>Identify and use past tense of –to be</li> </ul>	<p>Vocabulary</p> <ul style="list-style-type: none"> <li>Irregular past tense verbs (became, kept, thought, wore, hit, paid, etc.)</li> <li>Common –ed ending past tense verbs (talk, play, look, help, call, work, etc.)</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Personal pronoun + Was/were sentences (I was, you were, he/she/it was, we were, they were)</li> </ul>	<p>Cloze readings</p> <p>PowerPoints</p> <p>Verb lists</p> <p><u>English at Your Command</u></p> <p>Great Writing</p> <p>Scholastic Action</p> <p>Readworks.org</p>	<p>Read and write about events in the past.</p> <p>Have conversations about past events.</p> <p>Replace present tense verbs with past tense.</p> <p>Match irregular present tense verb with past tense form.</p> <p>Use irregular past tense verbs in reading, writing, and speaking.</p>	<p><b>Reading</b>  Read present tense paragraph and replace verbs with past tense  Variety of content related Scholastic articles and ReadWorks articles</p> <p><b>Writing</b>  Write about an event that happened in the past  ReadWorks article responses</p> <p><b>Speaking</b>  Use conversation cards to ask and answer questions with a partner about past activities</p> <p><b>Listening</b>  Answer questions about past activities</p>
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