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| **Grade 1** | **Quarter: 1** | **Level: Beginner/Early Intermediate** |
| **Themes: What’s New With You?** |
| **ELPBO** | **Topic** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.1.1, S.1.2** | **Vocabulary** |  |  |
| *Students will comprehend and**communicate orally using English* | ShapesSeasons | Avenues - Unit 1 | Avenues pretest |
| *vocabulary for personal, social, and academic purposes.* | Weather Days | Big Book: Fall Is Not Easy | End of Unit Test |
| **R.1.1, R.1.3***Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.* | Months Colors Numbers **Grammar** NounsDescribing words“The is .” | Leveled books | Language AssessmentMEPA/MELA-O(new students) |
| **R.2.1, R.2.2***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.* | **Listening/Speaking** Message for today Make an announcementGenerate rhyming words Sing along with teacher **Reading/Writing** Concepts of printMatch print to spoken word Cause and effect |  |  |
| **W.1***Students will plan for writing in English by building on prior knowledge, generating words,* | Classify detailsExpress ideas and opinions in Literature Journals Reflect on the story in their **Literature Journals** Write sentences |  |  |
| *and organizing ideas for a* |  |  |  |
| **Content Connections Science:** Make a season sack**Social Studies:** Create a new faces collage **Math:** Count and sort season symbols **Language Arts:** Sort pictures by letter |  |
| *particular audience and purpose***.** |  |

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| **Grade 1** | **Quarter: 2** | **Level: Beginner/Early Intermediate** |
| **Themes: Here Come the Animals!** |
| **ELPBO** | **Topic** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.1.1., S.1.2, S.1.3, S.1.4**Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.**S.2.1, S.2.2, S.2.5**Students will comprehend and communicate orally, using spoken English for personal and social purposes.**R.1.1; R.1.3; R.1.4; R.1.5**Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.**R.2.1, R.2.2, R.2.3**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.**R.3.1; R.3.2; R.3.3; R.3.6**Students will read English fluently and identify facts and evidence in order to interpret and analyze text.**W.1.2, W.1.3**Students will plan for written English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose. | **Vocabulary** Animal parts Animal coverings *Numbers**Colors Shapes* **Grammar** Verbs Has/haveAsk questions with do/does **Listening/Speaking** Message for TodayGive information – declarative sentences Find and use patterns in languageTell about the animals Syllable blending **Reading/Writing**Capital and lowercase letters Use punctuation in reading Intonation and phrasing Genre: Fact BookText feature – labelsReflect on the story in their **Literature Journals** Express ideas & opinions in their **Literature Journal** Animal Poster**Content Connection****Science:** Look closely at animals **Social Studies:** Help find the animals **Math:** Draw a petting zoo **Language Arts:** Name that cat | Avenues – Unit 2Big Book: Mama Cat Has Three KittensLeveled books | End of unit test Language Assessment Animal Poster |

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| **Grade 1** | **Quarter: 3** | **Beginner/Early Intermediate** |  |
| **Themes: Families on the Go** |
| **ELPBO** | **Topic** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.1.1, S.1.2***Students will comprehend and communicate orally using English vocabulary for personal, social, and academic purposes.***S.3***Students will comprehend and communicate orally, using spoken English to participate in academic settings***.****R.1.1, R.1.3***Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.***R.2.1, R.2.2***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.***W.1***Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose***.****W.2***Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.* | **Vocabulary**FamilyFavorite Activities Time**Grammar**Subject pronounsPlural Nouns with –s and –es “I like to .” **Listening/Speaking** Message for TodayExpress likes and dislikes Express needs and wants Make comparisons Participate in a choral reading Blend syllablesBlend onsets and rimes **Reading/Writing** Interactive writing DirectionalityGenre: Realistic FictionStory elements: Character and Setting Identify sequenceMain idea and details Make a photo book Write directions**Content Connection****Science:** Make an ancestor book **Social Studies:** Compare holidays **Math:** Make a clock pendant **Language Arts:** Write a family poem | Avenues - Unit 3Big Book: Tortillas and LullabiesLeveled books | End of Unit Test Language Assessment MEPA/MELA-O |

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| **Grade 1** | **Quarter: 4** | **Level: Beginner/Early Intermediate** |
| **Themes: Everyone Needs a Home, Wings and Things** |
| **ELPBO** | **Topic** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.1.1, S.1.2., S.1.3., S.1.4, S.1.5**Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.**S.2.1, S.2.2, S.2.5, S2..6**Students will comprehend and communicate orally, using spoken English for personal and social purposes.**S.3.1, S.3.2, S.3.3, S.3.4,**Students will comprehend and communicate orally, using spoken English to participate in academic settings.**R.1.1; R.1.3; R.1.4; R.1.5**Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.**R.2.1; R.2.2; R.2.3**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.**W.1.2, W.1.3**Students will plan for written English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.**W.2.1**Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail. | **Vocabulary** Houses Sequence words**Grammar**Question WordsPronouns: I/my, we/our, you/your Sentences, questions and exclamations Pronouns: his, her, theirPresent Tense Verbs Modal: canSubject-Verb Agreement Past-Tense Verbs: was, were Verb endings: –ing and –s**Listening/Speaking**Message for TodayAsk and Answer Questions Make comparisonsMatch and isolate final sounds Participate in a shared reading Sequential statements **Reading/Writing**Reflect on the story in their **Literature Journals** Express ideas & opinions in their **Literature Journals** Write sentencesVisualizingProblem and solution Identify sequenceUse graphic organizers Sequence events **Content Connection****Science:** Make a safety book; Show a life cycle**Social Studies:** Learn about countries; make a field guide**Math:** Build a house; Solve the egg riddles **Language Arts:** Make a dream house poster; Draw an imaginary animal | Avenues – Unit 4Big Book: All Kinds of ChildrenAvenues – Unit 5Big Book: Waiting for Wings | End of Unit Test Language Assessments Avenues Post-test |

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| **Grade 1** | **Quarter: 1** | **Level: Intermediate/Transitioning** |
| **Themes: What’s New With You?, Here Come the Animals** |
| **ELPBO** | **Topic** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.1.1, S.1.2** | **Vocabulary** |  |  |
| *Students will comprehend**and communicate orally* | ShapesSeasons and Weather | Avenues - Unit 1 | End of Unit Test |
| *using English vocabulary for personal, social, and* | Days and Months Colors | Big Book: Fall Is Not Easy | Language Assessments |
| *academic purposes.* | NumbersAnimal parts/coverings | Avenues – Unit 2 | Animal Poster |
| **R.1.1, R.1.3***Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.* | **Grammar** Nouns Describing words VerbsHas/haveAsk questions with do/does | Big Book: Mama Cat Has Three Kittens | MEPA/MELA-O(new students) |
| **R.2.1, R.2.2***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.* | **Listening/Speaking** Message for today Make an announcementGenerate rhyming wordsGive information – declarative sentences Syllable blending**Reading/Writing**Express ideas and opinions in Literature Journals Reflect on the story in their **Literature Journals** |  |  |
| **W.1***Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and* | Concepts of printMatch print to spoken word Cause and effectWrite sentencesCapital and lowercase letters Use punctuation in reading |  |  |
| **Content Connections****Science:** Make a season sack; Look closely at animals **Social Studies:** Create a new faces collage; Help find the animals**Math:** Count and sort season symbols; Draw a petting zoo**Language Arts:** Sort pictures by letter; Name that cat |  |
| *purpose***.** |  |

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| **Grade 1** | **Quarter: 2** | **Level: Intermediate/Transitioning** |
| **Themes: Families on the Go** |
| **ELPBO** | **Topic** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.1.1, S.1.2** | **Vocabulary** |  |  |
| *Students will comprehend and communicate orally using* | FamilyFavorite Activities | Avenues - Unit 3 | End of Unit Test |
| *English vocabulary for personal,**social, and academic purposes.***S.3***Students will comprehend and communicate orally, using spoken English to participate in academic settings***.****R.1.1, R.1.3***Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.* | Time **Grammar** Subject pronounsPlural Nouns with –s and –es “I like to .” **Listening/Speaking** Message for TodayExpress likes and dislikes Express needs and wants Make comparisons Participate in a choral reading | Big Book: Tortillas and Lullabies | Language Assessment MEPA/MELA-O |
| **R.2.1, R.2.2***Using the foundations of oral languages and previous reading* | Blend syllablesBlend onsets and rimes**Reading/Writing** |  |  |
| *experience, students will* | Interactive writing |  |  |
| *understand the nature of written**English and the relationships of letters to the sounds of English speech.***W.1***Students will plan for writing in English by building on prior knowledge, generating words,* | DirectionalityGenre: Realistic FictionStory elements: Character and Setting Identify sequenceMain idea and details Make a photo book Write directions |  |  |
| *and organizing ideas for a* |  |  |  |
| *particular audience and* |  |  |  |
| *purpose***.** |  |  |  |
| **Content Connection****Science:** Make an ancestor book **Social Studies:** Compare holidays **Math:** Make a clock pendant **Language Arts:** Write a family poem |  |
| **W.2** |  |
| *Students will write in English for* |  |
| *a variety of purposes with clear* |  |
| *focus, coherent organization,* |  |
| *and sufficient detail.* |  |

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| **Grade 1** | **Quarter: 3** | **Level: Intermediate/Transitioning** |
| **Themes: Everyone Needs a Home, Wings and Things** |
| **ELPBO** | **Topic** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.1.1, S.1.2., S.1.3.,** | **Vocabulary** |  |  |
| **S.1.4**Students will comprehend and | HousesSequence words | Avenues – Unit 4 | End of Unit Tests |
| communicate orally, using English vocabulary for personal, social, and academic purposes.**S.2.1, S.2.2, S.2.5, S2..6**Students will comprehend and communicate orally, using spoken English for personal and social purposes.**S.3.1, S.3.2, S.3.3, S.3.4** | **Grammar**Question WordsPronouns: I/my, we/our, you/your, his, her, their Sentences, questions and exclamationsPresent Tense Verbs Modal: canSubject-Verb Agreement Past-Tense Verbs: was, were | Big Book: All Kinds of ChildrenAvenues – Unit 5Big Book: Waiting for Wings | Language Assessments |
| Students will comprehend andcommunicate orally, using | Verb endings: –ing and –s |  |  |
| spoken English to participate in academic settings.**R.1.1, R.1.3, R.1.4, R.1.5**Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend | **Listening/Speaking**Message for TodayAsk and Answer Questions Make comparisonsMatch and isolate final sounds Participate in a shared reading |  |  |
| written text. |  |  |  |
| **R.2.1, R.2.2, R.2.3** | **Reading/Writing** |  |  |
| Using the foundations of oral | Reflect on the story in their **Literature Journals** |  |  |
| language and previous reading | Express ideas & opinions in their **Literature Journal** |  |  |
| experience, students willunderstand the nature of written English and the relationships of letters to the sounds of English speech.**R.3.1, R.3.2,** | Write sentencesUse word order and context Find problem and solution Use graphic organizers Sequence events |  |  |
| **R.3.3,R.3.6** |  |  |  |
| *Students will read English* |  |  |  |
| *fluently and identify facts and* |  |  |  |
| *evidence in order to interpret* |  |  |  |
| **Content Connection****Science:** Make a safety book; Show a life cycle**Social Studies:** Learn about countries; make a field guide **Math:** Build a house; Solve the egg riddles **Language Arts:** Make a dream house poster; Draw an imaginary animal |  |
| *and analyze text.* |  |
| **W.2.1** |  |
| Students will write in English |  |
| for a variety of purposes with |  |
| clear focus, coherent |  |
| organization, and sufficient |  |
| detail. |  |

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| **Grade 1** | **Quarter: 4** | **Level: Intermediate/Transitioning** |
| **Themes: Hello, World!** |
| **ELPBO** | **Topic** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.1.1, S.1.2., S.1.3., S.1.4, S.1.5**Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.**S.2.1, S.2.2, S.2.5, S2..6**Students will comprehend and communicate orally, using spoken English for personal and social purposes..**R.2.1; R.2.2; R.2.3**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.**R.3.1; R.3.2; R.3.3; R.3.6***Students will read English fluently and identify facts and evidence in order to interpret and analyze text.***W.1.2; W.1.3**Students will plan for written English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.**W.2.1**Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.**W.4.1**Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing. | **Vocabulary** Neighborhood Words Occupations Compound Words**Grammar**Past-Tense Verbs: **was, were**Prepositions Proper NamesContractions with **not** Titles and Abbreviations Proper Names of Places**Listening/Speaking** Message for Today Express feelingsAsk for and give information Participate in a shared reading**Reading/Writing**Reflect on the story in their **Literature Journals**Express ideas & opinions in their **Literature Journals** Analyze story elements: characters and settingIdentify character traits Use graphic organizers Write a story**Content Connection Science:** Create a poster**Social Studies:** Compare neighborhoods **Math:** Sort by neighborhood place **Language Arts:** Tell about your world | Avenues – Unit 6Big Book: From Here to There | End of Unit Test Language Assessments Avenues Post-test |