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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* | Shapes  Seasons | 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** Nouns  Describing words  “The is .” | Leveled books | Language Assessment  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 announcement  Generate rhyming words Sing along with teacher **Reading/Writing** Concepts of print  Match print to spoken word Cause and effect |  |  |
| **W.1**  *Students will plan for writing in English by building on prior knowledge, generating words,* | Classify details  Express 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/have  Ask questions with do/does **Listening/Speaking** Message for Today  Give information – declarative sentences Find and use patterns in language  Tell about the animals Syllable blending **Reading/Writing**  Capital and lowercase letters Use punctuation in reading Intonation and phrasing Genre: Fact Book  Text feature – labels  Reflect 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 2  Big Book: Mama Cat Has Three Kittens  Leveled 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**  Family  Favorite Activities Time  **Grammar**  Subject pronouns  Plural Nouns with –s and –es “I like to .” **Listening/Speaking** Message for Today  Express likes and dislikes Express needs and wants Make comparisons Participate in a choral reading Blend syllables  Blend onsets and rimes **Reading/Writing** Interactive writing Directionality  Genre: Realistic Fiction  Story elements: Character and Setting Identify sequence  Main 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 3  Big Book: Tortillas and Lullabies  Leveled 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 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  **Listening/Speaking**  Message for Today  Ask and Answer Questions Make comparisons  Match 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 sentences  Visualizing  Problem and solution Identify sequence  Use 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 4  Big Book: All Kinds of Children  Avenues – Unit 5  Big 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* | Shapes  Seasons 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.* | Numbers  Animal 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 Verbs  Has/have  Ask 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 announcement  Generate rhyming words  Give 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 print  Match print to spoken word Cause and effect  Write sentences  Capital 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* | Family  Favorite 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 pronouns  Plural Nouns with –s and –es “I like to .” **Listening/Speaking** Message for Today  Express 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 syllables  Blend 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,* | Directionality  Genre: Realistic Fiction  Story elements: Character and Setting Identify sequence  Main 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 | Houses  Sequence 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 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 | | Big Book: All Kinds of Children  Avenues – Unit 5  Big Book: Waiting for Wings | Language Assessments |
| Students will comprehend and  communicate 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 Today  Ask and Answer Questions Make comparisons  Match 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 will  understand the nature of written English and the relationships of letters to the sounds of English speech.  **R.3.1, R.3.2,** | Write sentences  Use 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 Names  Contractions with **not** Titles and Abbreviations Proper Names of Places  **Listening/Speaking** Message for Today Express feelings  Ask 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 setting  Identify 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 6  Big Book: From Here to There | End of Unit Test Language Assessments Avenues Post-test |