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| **Grade 4** | **Quarter: 1** | **Level: Beginner/Early Intermediate** | |
| **Themes: Folk Tales** | | | |
| **ELPBO** | **Topic** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.1.1, S.1.2., S.1.4**  *Students will comprehend and communicate orally using English vocabulary for personal, social, and academic purposes.*  **R.1.1, R.1.4**  *Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.*  **W.2.1a**  *Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.* | **Vocabulary**  High frequency words Letters and sounds Clothing  Action words, family words, vegetables Seasons  Community places Community workers Feelings  School places  **Grammar**  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  **Listening/Speaking** Games with words Partner work  Build fluency exercises  Listen and sing from song to speech  **Reading/Writing**  Reading at the word level Reading at the sentence level  Writing a statement, a question and an exclamation Fan mail | Reading Basics: lessons: 1- 40 English to a Beat:  Language charts Language Builders Word cards Practice Book | Games:  Follow the Stars Over the Mountain  Writing:  Fan mail PT40  Picture album  Oral Language: T28  Skill Test  Practice book p. 88, 89 |

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| **Grade 4** | **Quarter: 2** | **Level: Beginner/Early Intermediate** | |
| **Themes: Online with Gary Soto** | | | |
| **ELPBO** | **Topic** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
|  | **Vocabulary** |  |  |
| **S.2.1, S.2.2, S.2.3,**  **S.2.5** | Key Words Context Clues | Avenues - Unit 1 | Avenues Pre-test |
| *Student will comprehend*  *and communicate orally using spoken English for personal and social purposes***.**  **R.4.3a**  *Students will identify and analyze text elements and* | **Grammar** Complete Sentences Sentence Types  **Listening/Speaking** Express Needs and Feelings Ask and Answer Questions | Leveled Books  Theme Related Resources Too Many Tamales (Video) Picture Libraries | Daily writing  Language Function Express Needs and Feeling  Ask and Answer Questions |
| *techniques of written English as used in various literary genres***.** | **Reading/Writing**  Daily Writing  Use **Key Words** to write sentences |  | Grammar  Complete Sentences Statement and |
| **W.2.1d**  *Students will write in English for a variety of purposes with clear focus, coherent* | Write **questions** to ask the main character Reflect on the story in their **Literature Journals**  Express ideas & opinions in their **Literature Journal**  Analyze Story Elements: Characters Distinguish Fact and Opinion |  | Questions  Writing Checklist Biography |
| *organization, and sufficient detail.* |  |  | Writing Rubrics Good Writing Traits |
| **Content Connection Science:** E-mail a Scientist  **Social Studies:** Communicate with Hieroglyphics  **Math:** Determine Shoe Sizes  **Language Arts:** Map a Gary Soto Story |
|  |  | Writing Test |
|  |  | Prompt: Write to |
|  |  | Express |
|  |  | Revising and Editing |

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| **Grade 4** | **Quarter: 3** | **Beginner/Early Intermediate** | |
| **Themes: Native Land** | | | |
| **ELPBO** | **Topic** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
|  | **Vocabulary** |  |  |
| **S.3.14, S.3.15, S.3.21** | Key Words | Avenues - Unit 2 | Avenues Pre-Test |
| *Students will comprehend* |  |  |  |
| *and communicate orally, using spoken English to participate in academic settings***.**  **R.4.3a, R.4.3b**  *Students will identify and analyze text elements and techniques of written English as used in various literary genres***.** | **Grammar**  Nouns  **Listening/Speaking** Express Ideas and Opinion Make Comparisons  **Reading/Writing**  Daily Writing  Use **Key Words** to write sentences Write **captions** for pictures from the play | Leveled Books  Theme Related Resources  The Wonderful World of Houses (Video)  Picture Libraries | Daily writing  Writing Rubric Good Writing Traits  Writing Test Prompt: Write to Express  Revising and Editing |
|  | Reflect on the play in their **Literature Journals** |  |  |
| **W.2.3**  *Students will write in English for a variety of* | Express ideas & opinions in their **Literature Journals**  Analyze Story Elements: Characters Distinguish Fact and Opinion |  |  |
| *purposes with clear* |  |  |  |
| **Content Connection**  **Science:** Create a Native American Meal **Social Studies:** Make a Dream Catcher **Math:** Count the Stars!  **Language Arts:** Respond to a Native American Poem |
| *focus, coherent* |  |  |
| *organization, and* |  |  |
| *sufficient detail.* |  |  |

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| **Grade 4** | **Quarter: 3** | **Level: Beginner/Early Intermediate** | |
| **Themes: Once Upon a Storm** | | | |
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| **ELPBO** | **Topic** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
|  | **Vocabulary** |  |  |
| **R.3.4e**  *Students will read* | Key Words  Context Clues | Avenues – Unit 3 | Avenues Pre-test |
| *English fluently and identify facts and evidence in order to interpret and analyze text.*  **W.2.4**  *Students will write in English for a variety of purposes with clear focus, coherent* | **Grammar**  Verbs  **Listening/Speaking** Express Needs and Feelings Ask and Answer Questions  **Reading/Writing**  Daily Writing | Leveled Books  Theme Related Resources Weather and Climate (Video) Picture Libraries | Daily writing  Grammar Test- Subject-Verb Agreement (action verbs; forms of be)  Writing Checklist: Poem |
| *organization, and* | Use **Key Words** to write sentences |  |  |
| *sufficient detail.* | Write **questions** to ask the main character |  | Writing Test |
|  | Reflect on the story in their **Literature Journals** |  |  |
|  | Express ideas & opinions in their **Literature Journals**  Analyze Story Elements: Plot and Setting |  | Essay – Description |
|  | Summarize |  |  |
|  | Identify Sequence |  |  |
|  | Develop ideas for writing |  |  |
|  | Write a descriptive essay |  |  |
|  | **Content Connection**  **Science:** Experiment With Air Pressure **Social Studies:** Locate weather Extremes **Math:** Model Tornado Problems (internet) **Language Arts:** Describe a Storm Sequence |  |  |
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| **Grade 4** | **Quarter: 4** | **Level: Beginner/Early Intermediate** | |
| **Themes: Watery World** | | | |
| **ELPBO** | **Topic** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.2.6, S.2.9** | **Vocabulary** |  |  |
| *Student will comprehend and* | Key Words  Prefixes and Suffixes | Avenues – Unit 4 | Avenues Pre-test |
| *communicate orally*  *using spoken English for personal and social purposes.* | **Grammar**  Adjectives | Leveled Books  Theme Related Resources | Daily writing  Describe and Elaborate |
| **R.3.1e, R.3.1i,**  **R.3.2, R.2.6**  *Students will read English fluently and identify facts and* | **Listening/Speaking**  Describe Elaborate  **Reading/Writing** | Drive to the Coral Reef (Video) Picture Libraries | Orally  Writing Checklist: Friendly Letter |
| *evidence in order to interpret and analyze* | Daily Writing  Use **Key Words** to write questions and answers |  | Writing Test |
| *text.* | Write **captions** for pictures |  |  |
| **W.4.2, W.4.3** | Reflect on the story in their **Literature Journals**  Express ideas & opinions in their **Literature Journals** |  | Write to Inform |
| *Students will* | Use context to decode unfamiliar words |  |  |
| *understand and apply*  *knowledge of standard English grammar,* | Analyze Story Elements: Characters Relate Main Ideas and Details |  |  |
| *spelling, and* |  |  |  |
| **Content Connection Science:** Compare Animals  **Social Studies:** Create an Intertidal Poster (Internet)  **Math:** Graph Ocean facts  **Language Arts:** Find Water Words |
| *conventions to improve* |  |  |
| *their writing.* |  |  |

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| **Grade 4** | **Quarter: 4** | **Level: Beginner/Early Intermediate** | |
| **Themes: Cultural Ties** | | | |
| **ELPBO** | **Topic** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
|  | **Vocabulary** |  |  |
| **S.3.10, S.3.23**  *Students will* | Key Words from unit | Avenues - Unit 5 | Quilt of Cultures |
| *comprehend and communicate orally, using spoken English to participate in academic settings***.**  **R.4.1a, R.4.3a, R.4.4**  *Students will identify and analyze text elements and techniques of written English as used in various literary genres***.** | **Grammar**  Daily Oral language Possessive nouns  Subject and object pronouns Nouns and pronouns **Listening/Speaking** Express ideas and feelings  Big Book song “*Where I come from”*  Role-play the future  **Reading/Writing** Write to inform Daily Writing  Write to express your feelings | Leveled Books  Theme Related Resources The Lotus Seed (Video) Picture Cards  Reading Basics  English At Your Command | Close and assess activities  Daily writing  Practice book -Activity 75  Family Interviews Make a seed packet |
|  | Identify sequence |  |  |
|  | Draw Conclusions |  |  |
|  | Distinguish Literary Forms and Purposes |  |  |
|  | Analyze Characters |  |  |
|  | **Content Connections:**  Science: Research Immigrant Scientists  Social Studies: Discover custom words/Family time line Math: Shop at the World Market  Language Arts: Tell a Celebration Story |  |  |

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| **Grade 4** | **Quarter: 1** | **Level: Intermediate/Transitioning** | |
| **Themes: Online with Gary Soto** | | | |
| **ELPBO** | **Topic** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.3.37, S.3.46, S.3.47** | **Vocabulary** |  |  |
| *Student will*  *comprehend and communicate orally using spoken English for personal and social purposes***.**  **R.4**  *Students will identify and analyze text elements and techniques of written English as used in various literary genres***. W.2.3**  *Students will write in English for a variety of purposes with clear* | Key Words Context Clues  **Grammar** Complete Sentences Sentence Types  **Listening/Speaking** Express Needs and Feelings Ask and Answer Questions  **Reading/Writing**  Daily Writing  Use **Key Words** to write sentences  Write **questions** to ask the main character | Avenues – Unit 1 Leveled Books  Theme Related Resources Too Many Tamales (Video) Picture Libraries | Avenues Pre-test  Daily writing  Ask and Answer Questions  Writing Test Prompt: Write to Express |
| *focus, coherent* | Reflect on the story in their **Literature Journals** |  |  |
| *organization, and* | Express ideas & opinions in their **Literature Journal** |  |  |
| *sufficient detail.*  **W.3.2**  *Students will evaluate and revise word* | Revising and Editing  Analyze Story Elements: Characters Distinguish Fact and Opinion |  |  |
| *choice, sentence* |  |  |  |
| **Content Connection Science:** E-mail a Scientist  **Social Studies:** Communicate with Hieroglyphics  **Math:** Determine Shoe Sizes  **Language Arts:** Map a Gary Soto Story |
| *variety, and* |  |  |
| *organization of ideas* |  |  |
| *when writing in* |  |  |
| *English for a particular* |  |  |
| *audience and purpose.* |  |  |

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| **Grade 4** | **Quarter: 1** | **Level: Intermediate/Transitioning** | |
| **Themes: Native Land** | | | |
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| **ELPBO** | **Topic** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
|  | **Vocabulary** |  |  |
| **S.3.14, S.3.15,** | Key Words | Avenues – Unit 2 | Avenues Pre-Test |
| **S.3.21**  *Students will comprehend and* | **Grammar**  Nouns | Leveled Books | Daily writing |
| *communicate orally, using spoken English to participate in academic settings***.** | **Listening/Speaking** Express Ideas and Opinion Make Comparisons | Theme Related Resources  The Wonderful World of Houses (Video) | Grammar Test - Plural Nouns Possessive Nouns |
| **R.4.3**  *Students will identify and analyze text elements and techniques of written English as used in various literary genres***.** | **Reading/Writing**  Daily Writing  Use **Key Words** to write sentences Write **captions** for pictures from the play  Reflect on the play in their **Literature Journals** Express ideas & opinions in their **Literature Journals** Analyze Story Elements: Characters  Distinguish Fact and Opinion | Picture Libraries | Writing Rubric  Writing Test Prompt: Write to Express  Research Article |
| **W.2.2, W.2.3**  *Students will write in English for a variety of* | Organize thought for writing Conduct research  Write a research article |  |  |
| *purposes with clear* |  |  |  |
| **Content Connection**  **Science:** Create a Native American Meal **Social Studies:** Make a Dream Catcher **Math:** Count the Stars! ( Internet )  **Language Arts:** Respond to a Native American Poem |
| *focus, coherent* |  |  |
| *organization, and* |  |  |
| *sufficient detail.* |  |  |

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| **Grade 4** | **Quarter: 2** | **Level: Intermediate/Transitioning** | |
| **Themes: Watery World; Once Upon a Storm** | | | |
| **ELPBO** | **Topic** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.2.24, S.2.54** | **Vocabulary** |  |  |
| *Student will*  *comprehend and communicate orally using spoken English for personal and social purposes.*  **S.3.60**  *Students will comprehend and* | Key Words  Prefixes and Suffixes  **Grammar**  Adjectives  **Listening/Speaking**  Describe | Avenues – Units 3 and 4 Leveled Books  Theme Related Resources  Drive to the Coral Reef (Video) | Daily writing  Describe and Elaborate Orally  Writing Checklist: Friendly Letter |
| *communicate orally,*  *using spoken English to* | Elaborate | Picture Libraries | Writing Test |
| *participate in academic settings****.***  **R.3.1, R.3.2**  *Students will read English fluently and identify facts and* | **Reading/Writing**  Daily Writing  Use **Key Words** to write questions and answers Write **captions** for pictures  Reflect on the story in their **Literature Journals** |  | Write to Inform |
| *evidence in order to* | Express ideas & opinions in their **Literature Journals** |  |  |
| *interpret and analyze* | Use context to decode unfamiliar words |  |  |
| *text.*  **W.4.3**  *Students will* | Analyze Story Elements: Characters Relate Main Ideas and Details |  |  |
| *understand and apply* |  |  |  |
| **Content Connection Science:** Compare Animals  **Social Studies:** Create an Intertidal Poster (Internet)  **Math:** Graph Ocean facts  **Language Arts:** Find Water Words |
| *knowledge of standard* |  |  |
| *English grammar,* |  |  |
| *spelling, and* |  |  |
| *conventions to improve* |  |  |
| *their writing.* |  |  |

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| **Grade 4** | **Quarter: 3** | **Level: Intermediate/Transitioning** | |
| **Themes: Cultural Ties** | | | |
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| **ELPBO** | **Topic** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.2.24**  *Student will comprehend and communicate orally using spoken English for personal and social purposes.*  **R.1.4**  *Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.* | **Vocabulary**  Key Words from unit  **Grammar**  Daily Oral language Possessive nouns  Subject and object pronouns Nouns and pronouns **Listening/Speaking** Express ideas and feelings  Big Book song “*Where I come from”*  Role-play the future | Avenues – Unit 5 Leveled Books  Theme Related Resources The Lotus Seed (Video) Picture Cards  Reading Basics | Quilt of Cultures  Close and assess activities  Daily writing  Practice book -Activity 75  Family Interviews |
| **R.4.1** | **Reading/Writing** | English At Your Command | Make a seed packet |
| *Students will identify and* | Write to inform |  |  |
| *analyze text elements and*  *techniques of written English as used in various literary genres***.** | Daily Writing  Write to express your feelings Identify sequence  Draw Conclusions |  |  |
|  | Distinguish Literary Forms and Purposes |  |  |
|  | Analyze Characters |  |  |
|  | **Content Connections:**  **Science:** Research Immigrant Scientists **Social Studies:** Discover Custom words **Math:** Shop at the World Market **Language Arts:** Tell a Celebration Story |  |  |
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| **GRADE 4** | **Quarter: 3** | **Level: Intermediate/Transitioning** | |
| **Themes: Cultural Ties** | | | |
| **ELPBO** | **Topic** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.2.48, S.2.50** | **Vocabulary** |  |  |
| *Students will comprehend and communicate orally using spoken English for personal and social purposes.*  **S.4.2**  *Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.*  **R.5**  *Students will identify and analyze purposes,* | Key Words from unit  Landform Game Confirm word meaning  **Grammar**  Daily Oral language  Present, past and Future tense verbs modals  **Listening/Speaking**  “In Every State” Big Book Song Ask for and give information Persuade  Report the news | Avenues Unit 6 Leveled Books  Theme Related Resources Picture Cards  Reading Basics  English At Your Command | Ask for and give information  Use language to persuade  Close and Assess activities  Personal dictionary Daily writing |
| *structures, and elements of* |  |  | Class newspaper |
| *nonfiction English texts.* | **Reading/Writing** |  |  |
| **W.2** | Write a personal narrative |  |  |
| *Students will write in* | Using and identifying voice |  |  |
| *English for a variety of*  *purposes with clear focus, coherent organization, and sufficient detail.* | Relate steps in a process Relate cause and effect  Determine author’s purpose, point of view and logic |  |  |
|  | **Content Connections:**  **Science:** Describe your Community  **Social Studies**: Design the ideal community **Math:** Calculate population changes **Language Arts**: Write a State Poem |  |  |
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| **GRADE 4** | **Quarter: 4** | **Level: Intermediate/Transitioning** | |
| **Themes: What’s It Worth?** | | | |
| **ELPBO** | **Topic** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.4.8** | **Vocabulary** |  |  |
| *Students will present information orally and* | Key Words from unit  Prefixes and suffixes | Avenues Unit 7 | Avenues test |
| *participate in*  *performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.* | **Grammar**  Daily Oral language Helping verbs Complete sentences  **Listening/Speaking**  Big Book song “Many Pennies” | Leveled Books  Theme Related Resources Lemonade for Sale (video)  Picture Cards | Close and Assess activities  Daily writing  Research Product Origins |
| **R.3.4**  *Students will read* | Role-play a conversation | Reading Basics | Map goals and |
| *English fluently and identify facts and evidence in order to interpret and analyze text.*  **W.2.2**  *Students will write in* | **Reading/Writing**  Letter to an advice column Write to persuade  Relate goal and outcomes Relate problem and solution | English At Your Command Index cards  Magazines, scissors, and glue | outcomes  Prediction chart (Teachers Resource Book- Master 52) |
| **Content Connections: Science**: Rank US Coins  **Social Studies:** Balance a checkbook  **Math:** Make Forty Cents  **Language Arts:** Searching product origins |
| *English for a variety of* |  |  |
| *purposes with clear* |  |  |
| *focus, coherent* |  |  |
| *organization, and* |  |  |
| *sufficient detail.* |  |  |
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| **GRADE 4** | **Quarter: 4** | **Level: Intermediate/Transitioning** | |
| **Themes: Rocky Tales** | | | |
| **ELPBO** | **Topic** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.4.2** | **Vocabulary** |  |  |
| *Students will present*  *information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and* | Key Words from unit Name that rock Multiple meaning words  **Grammar**  Daily Oral language Adverbs  Comparative Adverbs | Avenues – Unit 8 Leveled Books  Theme Related Resources  Picture Cards | Tell an original story  Define and explain vocabulary words  Close and Assess activities |
| *the information to be conveyed.*  **R.3.4**  *Students will read English fluently and identify facts and* | Compound and complex sentences  **Listening/Speaking** Song: Found a Pebble Report the news | Reading Basics  English at your Command | Daily writing Literature journals |
| *evidence in order to interpret and analyze text.*  **R.4.7**  *Students will identify* | **Reading/Writing**  Writing Check lists  Analyze story elements: Characters Make inferences and predictions |  | Theme Theater  tableaux (T455a) |
| *and analyze text* | Interpret graphic aids |  |  |
| *elements and* |  |  |  |
| *techniques of written* |  |  |  |
| **Content Connections:**  Science: Explore volcanoes/ Research meteorites Social Studies: Make a rock garden  Math: Calculate rock use Language Arts: Advertise a rock house |
| *English as used in* |  |  |
| *various literary genres***.** |  |  |
| **W.1.1** |  |  |
| *Students will plan for* |  |  |
| *writing in English by* |  |  |
| *building on prior* |  |  |
|  |
| *knowledge, generating* |  |  |
| *words, and organizing* |  |  |
| *ideas for a particular* |  |  |
| *audience and purpose***.** |  |  |