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| **Grade 5** | **Quarter: 1** | **Level: Beginner/Early Intermediate** | |
| **Themes: Folk Tales** | | | |
| **ELPBO** | **Topic** | **Materials** | **Assessment** |
| **S.1.1, S1.2**  *Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes***.**  **S.2.16, S.2.28**  *Students will comprehend and communicate orally, using spoken English for personal and social purposes.*  **R.1.1a, R.1.1b**  *Students will acquire and English vocabulary and apply knowledge of correct syntax to comprehend written text.*  **R.2.1a, R.2.1c**  *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.* | **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 How to write a question How to write 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 word level Reading at sentence level  Writing a statement, a question and an exclamation Fan mail  Picture album | Reading Basics: lessons: 1 – 40  English to a Beat: Skill Plans; 1,2,3,4  Language charts Language builders Word card Practice book | English to a Beat  *Games:*  Follow the stars Over the Mountain  *Writing:*  Fan mail P T40  Picture album  *Oral language: T28*  *Skill test*  Practice book p. 88, 89 |

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| **Grade 5** | **Quarter: 2** | **Level: Beginner/Early Intermediate** | |
| **Themes: Families** | | | |
| **ELPBO** | **Topic** | **Materials** | **Assessment** |
| **S.1.5, S.1.8** | **Vocabulary:**  Key vocabulary from selections Cognates  **Grammar:**  Complete sentences Subject-verb agreement Verbs  **Listening/Speaking:**  Language fluency : Intonation Retelling a story  Song: Caribbean Band  **Reading/Writing**  Description  Good writing traits Write to inform Drawing Conclusions |  |  |
| *Students will comprehend and* | Avenues - Unit 1 | Avenues Pre-test |
| *communicate orally, using English* | Big Book of Songs | Daily writing |
| *vocabulary for personal, social, and* | Reading Basics lessons: 20- 40 | Oral assessment with |
| *academic purposes*. |  | picture card. |
|  | Picture libraries |  |
| **S.2.17** |  |  |
| *Students will* |  |  |
| *comprehend and* |  |  |
| *communicate orally,* |  |  |
| *using spoken English* |  |  |
| *for personal and social* |  |  |
| *purposes***.** |  |  |
| **R.1.4.a; R.1.5** |  |  |
| *Students will acquire* |  |  |
| *English vocabulary* |  |  |
| *and apply knowledge of* |  |  |
| *correct syntax to* |  |  |
| *comprehend written* |  |  |
| *text.* |  |  |
|  | **Content Connection**  **Science:** Identify inherited traits  **Social Studies:** Compare family traditions **Math:** Write Mayan numbers **Language Arts:** Tell your story |  |  |
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| **Grade 5** | **Quarter: 3** | **Level: Beginner/Early Intermediate** | |
| **Themes: The Earth** | | | |
| **ELPBO** | **Topic** | **Materials** | **Assessment** |
| **S.2.22** | **Vocabulary:** | Avenues - Unit 2 | Language assessment |
| *Students will comprehend and communicate orally, using spoken English for personal and social*  *purposes***.** | Key vocabulary from selections. Plural nouns  Possessive nouns Descriptive words Common and proper nouns Count and non-count nouns | Big Book of Songs  Reading Basics: lessons 40- 60 | Progress test Daily writing  Pair students to locate |
| **S.3.36** |  |  | target words in the |
| *Students will*  *comprehend and communicate orally, using spoken English to* | **Grammar:**  Verb usage.  Subject verb agreement |  | dictionary using the pronunciation. |
| *participate in academic settings.* | **Listening/Speaking:** |  |  |
|  | Message for the day |  |  |
| **R.3.7e**  *Students will read* | Ask and Answer questions Give information |  |  |
| *English fluently and identify facts and evidence in order to interpret and analyze* | **Reading/Writing** Main idea and details Description |  |  |
| *text.* | Good writing traits |  |  |
|  | Write to inform |  |  |
| **W.1.6** | **Content Connection**  **Science:** Track causes and effects **Social Studies:** Map the Ring of Fire **Math:** Draw Earth's layers  **Language Arts:** Write a newspaper account |  |  |
| *Students will plan for* |  |  |
| *writing in English by* |  |  |
| *building on prior* |  |  |
| *knowledge, generating* |  |  |
| *words, and organizing* |  |  |
|  |
| *ideas for a particular* |  |  |
| *audience and purpose* |  |  |

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| **Grade 5** | **Quarter: 4** | **Level: Beginner/Early Intermediate** | |
| **Themes: The Body** | | | |
| **ELPBO** | **Topic** | **Materials** | **Assessment** |
| **S.3.39** | **Vocabulary** |  |  |
| *Students will comprehend and communicate orally, using spoken English to participate in academic*  *settings.* | Key words Pronouns, Suffixes Body system words Negative words Contractions | Avenues - Unit 3 Big Book  Leveled Books | Language assessment Progress test  Daily writing |
|  | Subject pronouns |  |  |
| **R.1.8, R.1.9** | **Grammar** | Discovery Channel’s “Body | Language function |
| *Students will acquire*  *English vocabulary and apply knowledge of correct syntax to comprehend written text.* | Daily oral language Subject pronouns Pronoun agreement **Listening/Speaking** Big book Song: Dance | Systems” (video)  Reading Basics: Lessons: 60- 80 | Book review  Writing Test (Masters 115 and 117) |
|  | Pantomime |  |  |
| **R.5.11** | Phrasing |  | Comprehension |
| *Students will identify*  *and analyze purposes, structures, and elements of nonfiction English texts.* | Giving information  Role-play a cell phone call **Reading/Writing** Identifying sequences Book review |  | questions Sequence chains |
|  | Writing to inform |  |  |
| **W.4.4, W.4.5** | Revising and editing |  |  |
| *Students will* | Make and support inferences |  |  |
| *understand and* | **Content Connection**  **Science:** Make body systems charts  **Social Studies:** Write about rights and services **Math:** Make an exercise schedule **Language Arts:** Map body system |  |  |
| *apply knowledge of* |  |  |
| *standard English* |  |  |
| *grammar, spelling,* |  |  |
| *and conventions to* |  |  |
| *improve their* |  |  |
|  |
| *writing.* |  |  |

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| **Grade 5** | **Quarter: 4** | **Level: Beginner/Early Intermediate** | |
| **Themes: Freedom Trail** | | | |
| **ELPBO** | **Topic** | **Materials** | **Assessment** |
|  | **Vocabulary** |  |  |
| **S.2.60, S.2.63, S.2.26**  *Student will* | Key words | Avenues - Unit 4 | Language assessment |
| *comprehend and communicate orally using spoken English for personal and social* | **Grammar**  Present and past tense verbs Commas in a series | Picture Cards  Big Book | Unit 4 Progress test  Daily writing |
| *purposes.* | Idioms |  |  |
| **R.5.7**  *Students will identify and analyze purposes, structures, and elements of nonfiction English texts.* | **Listening/Speaking** Big Book Chant Message for the day  Intonation and expression Making judgments | Leveled Books  Theme-Related Resources  American Independence (video) | Write a time line  Participation in a play  Problem and solution chart |
| **W.2.1; W.2.2** | **Reading/Writing** | Pictures of symbols, freedoms |  |
| *Students will write in*  *English for a variety of purposes with clear focus, coherent organization, and sufficient detail.* | Story Elements Author’s purpose Persuasive writing Problem and solution  Ask for and find information | and leaders  English At your Command |  |
|  | Relate problem and solution |  |  |
|  | Identify fact, opinion and supporting arguments |  |  |
|  | Writing a biography |  |  |
|  | Write to express |  |  |
|  | **Content Connection Science:** Compare climates  **Social Studies:** Compare then and now **Math:** Calculate the value of tea **Language Arts:** Make a rights poster |  |  |
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| **Grade 5** | **Quarter: 1** | **Level: Intermediate/Transitioning** | |
| **Themes: Families** | | | |
| **ELPBO** | **Topic** | **Materials** | **Assessment** |
|  | **Vocabulary:** |  |  |
| **S.1.5, S.1.8** | Key vocabulary from selections | Avenues – Unit 1 | Avenues Pre-test |
| *Students will comprehend and communicate orally, using English vocabulary for*  *personal, social, and* | Cognates  **Grammar:**  Complete sentences Subject-verb agreement | Big Book  Song: *En mi Viejo San Juan* | Daily writing  Oral assessment with picture card. |
| *academic purposes*. | Verbs | Song: *Caribbean Band* |  |
|  |  |  | MEPA/MELA-O |
| **S.2.17**  *Students will comprehend and communicate orally,* | **Listening/Speaking:** Language fluency Intonation  Retelling a story |  | (new students) |
| *using spoken English* |  |  |  |
| *for personal and* |  |  |  |
| *social purposes***.** | **Reading/Writing** |  |  |
|  | Description |  |  |
| **R.1.4.a; R.1.5** | Good writing traits |  |  |
| *Students will acquire English vocabulary and apply knowledge* | Personal narrative Drawing conclusions |  |  |
| *of correct syntax to* |  |  |  |
| **Content Connection**  **Science:** Identify inherited traits  **Social Studies:** Compare family traditions **Math:** Write Mayan numbers **Language Arts:** Tell your story |
| *comprehend written* |  |  |
| *text.* |  |  |
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| **Grade 5** | **Quarter: 1** | **Level: Intermediate/Transitioning** | |
| **Themes: The Earth** | | | |
| **ELPBO** | **Topic** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
|  | **Vocabulary** |  |  |
| **S.2.22** | Key vocabulary from selections. | Avenues – Unit 2 | Language assessment |
| *Students will comprehend and communicate orally, using spoken English for personal and*  *social purposes***.** | Plural nouns Possessive nouns Descriptive words  Common and proper nouns Count and non-count nouns | Big Book Leveled Books | Progress test  Daily writing Dictionary activity |
| **S.3.36** | **Grammar** |  |  |
| *Students will*  *comprehend and communicate orally,* | Verb usage  *Subject verb agreement* |  |  |
| *using spoken English to participate in academic settings.* | **Listening/Speaking**  Message for the day |  |  |
|  | Ask and Answer questions |  |  |
| **R.3.7e** | Give information |  |  |
| *Students will read*  *English fluently and identify facts and evidence in order to* | **Reading/Writing** Main idea and details *Description* |  |  |
| *interpret and analyze text.* | *Good writing traits*  Research report |  |  |
| **W.1.6** | **Content Connection**  **Science:** Track causes and effects **Social Studies:** Map the Ring of Fire **Math:** Draw Earth's layers  **Language Arts:** Write a newspaper account |  |  |
| *Students will plan for* |  |  |
| *writing in English by* |  |  |
| *building on prior* |  |  |
| *knowledge,* |  |  |
| *generating words, and* |  |  |
|  |
| *organizing ideas for a* |  |  |
| *particular audience* |  |  |
| *and purpose***.** |  |  |

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| **Grade 5** | **Quarter: 2** | **Level: Intermediate/Transitioning** | |
| **Themes: The Body** | | | |
| **ELPBO** | **Topic** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.3.39** | **Vocabulary** |  |  |
| *Students will* | Key words | Avenues – Unit 3 | Language assessment |
| *comprehend and*  *communicate orally, using spoken English to participate in academic settings.* | Suffixes  Body system words Negative words Contractions Subject pronouns **Grammar** | Big Book Leveled Books  Body Works | Progress test  Daily writing Language function |
| **R.1.8, R.1.9**  *Students will* | Daily oral language  Pronoun agreement | Theme library | Book review |
| *acquire English vocabulary and apply knowledge of correct syntax to* | **Listening/Speaking** Big book Pantomime | Song: *Dance*  Body Systems (video) | Writing rubric  Writing Test |
| *comprehend written* | Phrasing |  |  |
| *text.* | Giving information |  | Comprehension |
| **R.5.11**  *Students will identify and analyze purposes, structures, and elements of nonfiction English* | Role-play a cell phone call **Reading/Writing** Identifying sequences Book review Informational report Revising and editing  Make and support inferences |  | questions Sequence chains |
| *texts.* |  |  |  |
| **W.4.4, W.4.5** | **Content Connection**  **Science:** Make body systems charts  **Social Studies:** Write about rights and services **Math:** Make an exercise schedule **Language Arts:** Map body system |  |  |
| *Students will* |  |  |
| *understand and* |  |  |
| *apply knowledge of* |  |  |
| *standard English* |  |  |
| *grammar, spelling,* |  |  |
|  |
| *and conventions to* |  |  |
| *improve their* |  |  |
| *writing.* |  |  |

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| **Grade 5** | **Quarter: 2** | **Level: Intermediate/Transitioning** | |
| **Themes: Freedom Trail** | | | |
| **ELPBO** | **Topic** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
|  | **Vocabulary** |  |  |
| **S.2.60, S.2.63, S.2.26**  *Student will comprehend and communicate orally using spoken English for personal* | Key words  **Grammar**  Present and past tense verbs Commas in a series  Idioms | Avenues – Unit 4  Big Book Leveled Books | Language assessment  Progress test Daily writing |
| *and social purposes.* | **Listening/Speaking** | Theme-Related Resources: | Write a time line |
| **R.5.7**  *Students will identify and analyze purposes,* | Big Book Chant  Message for the day Intonation and expression Making judgments | American Independence (video) Pictures of symbols, freedoms | Participation in a play Problem and solution |
| *structures, and* |  | and leaders | chart |
| *elements of* | **Reading/Writing** |  |  |
| *nonfiction English*  *texts.* | Story elements Author’s purpose | Accelerating English Language Learning (Scott Foresman) |  |
| **W.2.1, W.2.2**  *Students will write in English for a variety of purposes with clear focus, coherent organization, and* | Persuasive writing Problem and solution  Ask for and find information Relate problem and solution  Identify fact, opinion and supporting arguments Writing a biography  Write to express | English At Your Command Cartoon and Comic Strips Poems |  |
| *sufficient detail.* |  |  |  |
| **Content Connection Science:** Compare climates  **Social Studies:** Compare then and now **Math:** Calculate the value of tea **Language Arts:** Make a rights poster |

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| **Grade 5** | **Quarter: 3** | **Level: Intermediate/Transitioning** | |
| **Themes: Places in the US** | | | |
| **ELPBO** | **Topic***(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.3.41**  *Students will comprehend and communicate orally, using spoken English* | **Vocabulary**  Key words  Synonyms and antonyms Prefixes | Avenues – Unit 5  Big Book | MEPA/ MELA-O |
| *to participate in academic settings***. R.1.2a, R.1.2e, R.1.3b**  *Students will acquire English vocabulary* | **Grammar**  Adjectives  Comparatives and superlatives Adverbs | Leveled books Theme Library  My America: A Poetry Atlas of |  |
| *and apply knowledge of correct syntax to comprehend written text.* | **Listening/Speaking**  Big Book song: *This Land is your Land*  Summarize a story | the United States (video) |  |
| **R.3.7e**  *Students will read* | **Reading/Writing** |  |  |
| *English fluently and*  *identify facts and evidence in order to interpret and analyze text.*  **W.3.11** | Main idea and Details Voice  Focus, purpose, audience in writing Write a tall tale  Editing for spelling |  |  |
| *Students will evaluate* |  |  |  |
| *and revise word* |  |  |  |
| *choice, sentence* |  |  |  |
| *variety, and* |  |  |  |
| *organization of ideas* |  |  |  |
| *when writing in* |  |  |  |
| *English for a* |  |  |  |
| *particular audience* |  |  |  |
| *and purpose.* |  |  |  |
| **W.4.5** |  |  |  |
| *Students will* |  |  |  |
| **Content Connection**  **Science:** Show how geysers work **Social Studies:** Design a community **Math:** Write US math problems **Language Arts:** Write a folk tale |
| *understand and apply* |  |  |
| *knowledge of* |  |  |
| *standard English* |  |  |
| *grammar, spelling,* |  |  |
| *and conventions to* |  |  |
| *improve their writing.* |  |  |

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| **Grade 5** | **Quarter: 3** | **Level: Intermediate/Transitioning** | |
| **Themes: Electricity** | | | |
| **ELPBO** | **Topic** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
|  | **Vocabulary** |  |  |
| **S.1.12** | Key words | Avenues – Unit 6 | Language assessment |
| *Students will comprehend and communicate orally* | Multiple meaning words Play vocabulary | English at your Command | Progress test |
| *using English vocabulary for personal, social, and academic purposes.* | **Grammar**  Subject-verb agreement  Helping verbs and modals | All About Electricity (video)  Big Book | Daily writing  Play |
| **S.3.36**  *Students will comprehend and communicate orally, using spoken English to participate in* | The apostrophe  **Listening/Speaking**  Listen for information  **Reading/Writing** | Theme Library Leveled Books | Interview in partners (T336)  Make a magnet boat |
| *academic settings*. | Voice |  |  |
|  | Figurative language |  |  |
|  | Play: use of dialogue |  |  |
| **R.4.7** | Make comparisons |  |  |
| *Students will identify* | Relate cause and effect |  |  |
| *and analyze text*  *elements and techniques of written English as used in* | Relate steps in a process Formulate a hypothesis Write a news report |  |  |
| *various literary* |  |  |  |
| *genres***.** |  |  |  |
| **R.5.6*,* R.5.11** | **Content area connections Science:** Test static charges  **Social Studies:** Make bumper stickers  **Math:** Calculate lighting cost  **Language Arts:** Make electricity word maps |  |  |
| *Students will identify* |  |  |
| *and analyze purposes,* |  |  |
| *structures, and* |  |  |
| *elements of nonfiction* |  |  |
| *English texts.* |  |  |

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| **Grade 5** | **Quarter: 4** | **Level: Intermediate/Transitioning** | |
| **Themes: Civil Rights Leaders** | | | |
| **ELPBO** | **Topic** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.2.70**  *Student will comprehend and* | **Vocabulary**  Key words | Avenues – Unit 7 | Language assessment |
| *communicate orally using spoken English for personal and social purposes***.**  **S.3.65**  *Students will* | **Grammar**  Future tense verbs Helping verbs  Compound and complex sentences Present progressive verbs | Picture cards  English at Your Command  Big Book | Progress test  Daily writing Role-play scenes |
| *comprehend and communicate orally, using spoken English to participate in academic settings*.  **R.1.10**  *Students will acquire English vocabulary* | Future tense verbs Past progressive verbs  **Listening/Speaking** Message for today Free to go chart Justify | Leveled Books Theme Library  Martin Luther King, Jr. (video) | Students’ personal dictionaries |
| *and apply knowledge of correct syntax to* | Role play a conversation |  |  |
| *comprehend written text.*  **R.3.2b**  *Students will read English fluently and* | **Reading/Writing** Analyze story elements Summarize  Author purpose, perspective and point of view |  |  |
| *identify facts and evidence in order to interpret and analyze text.*  **W.2.5** | Goal and outcomes Paraphrasing text  Internal consistency in stories Write a persuasive letter |  |  |
| *Students will write in* |  |  |  |
| *English for a variety* |  |  |  |
| *of purposes with clear* | **Content area connections Science:** Sense a special Place **Math:** Make a march budget  **Social Studies:** Design a Rosa Parks statue  **Language Arts**: Map a story |  |  |
| *focus, coherent* |  |  |
| *organization, and* |  |  |
| *sufficient detail.* |  |  |

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| **Grade 5** | **Quarter: 4** | **Level: Intermediate/Transitioning** | |
| **Themes: A Nation of Immigrants** | | | |
| **ELPBO** | **Topic** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.2.38, S.2.48** | **Vocabulary**  Key words | Avenues – Unit 8 | Language assessment |
| *Student will* |  |  |  |
| *comprehend and communicate orally using spoken English for personal and social purposes*. | **Grammar**  *Present tense verbs Past tense verbs* Present and past perfect Modals | Picture Cards  Big Book Leveled Books | Progress test |
| **R.3.9, R.3.10**  *Students will read* | **Listening/Speaking** | Theme Library |  |
| *English fluently and*  *identify facts and evidence in order to interpret and analyze text.* | Message for Today Immigrant’s chant Describe  Give information  Interpret figurative language | Watch the Stars Come Out *Reading Rainbow* #29 (video) |  |
| **W.2.1; W.2.2**  *Students will write in* | Making inferences Classify |  |  |
| *English for a variety of purposes with clear* | Draw conclusions and form generalizations |  |  |
| *focus, coherent organization, and sufficient detail.* | **Reading/Writing** Write a letter (fictional) Personal narrative |  |  |
|  | Evaluate illustrations |  |  |
|  | **Content area connections Science:** Choose healthy foods  **Social Studies:** Make a multicultural calendar  **Math:** Graph countries of origin  **Language Arts:** Create a new Poem |  |  |