

Ganado Unified School District #20

(SEI – 7th & 8th Grade)

PACING Guide SY 2018-2019

Resources	English Language Proficiency Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
First Quarter				
Pearson Longman Keys to Learning Units 1-6	Oral English Convention/Vocabulary (<i>Listening & Speaking Domain and Language Strand Standard 2 [vocabulary]</i>): Unit 1: IV-LS-1:L1: distinguishing between individual phonemes in minimal pairs, minimal phrases, and minimal sentences. (e.g., The base is nearby. The vase is nearby.) Unit 2: IV-LS-1:LI-8: offering and justifying opinions and ideas in response to questions and statements in academic discourse. Unit 3: IV-LS-1:LI-7: responding to social conversations by rephrasing/ repeating information, asking questions, offering advice, sharing one’s experiences and expressing one’s thoughts. Unit 4: IV-LS-2: LI-2: reciting poems, chants, and tongue twisters,	What’s your name? What classes do you have? This is a calculator. Where’s the gym? What’s your address? You were late yesterday. What are you doing? I have to work. You came to our party! How much is it? She needs some lettuce. He’s the cutest guy at school.	<i>Oral English/Vocab:</i> Unit 1: Give an introductory presentation about yourself, classes, schedule, and things in backpack, listen to other presentations Unit 2: Give presentation about favorite place in school, community, and your day yesterday, listen to other presentations Unit 3: Present a skit, interview someone and present, give a thank you speech, listen to others Unit 4: Present a fashion show, demonstration, and recite a poem, listen to classmates Unit 5: Give presentation about spending money, newscast, and an interview, listen to others	Unit 1: English, United States, Spanish, sister, brother, Mexico, school, love, class together, almost, calculator, wait, more, here Unit 2: where, next to, across from, listen, other, directions, address, come, all, north, south, maybe, late, take out Unit 3: busy, turn off, burn, cook, work, tonight, excited, miserable, both, introduce, why, say Unit 4: secret, lucky, expensive, casual, formal, hungry,

	<p>with appropriate rhythm, rate, phrasing, and expression.</p> <p>Unit 5: IV-LS-2:LI-9: preparing and delivering an expository report on academic content in including clear main ideas, supporting details, and a recognizable conclusion using complete sentences.</p> <p>Unit 6: IV-LS-2: LI-5: sharing a Personal experience/story with descriptive language supported by details and examples in complete sentences.</p> <p>Reading (Reading Domain):</p> <p>Unit 1: IV-R-1:LI-4: alphabetizing a series of words.</p> <p>Unit 2: IV-R-2 (decoding): LI-12: reading high frequency words.</p> <p>Unit 3: IV-R-4 (Non-fiction/Fiction): LI-4: answering literal and personal response questions about text.</p> <p>Unit 4: IV-R-4 (Non-fiction/Fiction): LI-32: differentiating the characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm of poetry).</p> <p>Unit 5: IV-R-2 (decoding): LI-9: locating sequential/chronological order signal words (e.g., first, next, finally, today, now, meanwhile, not long ago) in text.</p> <p>Unit 6: IV-R-4 (Fiction/Non-fiction): LI-3: predicting text content using prior knowledge and text features (e.g., illustrations, titles,</p>		<p>Unit 6: Give presentation about hobby, advice, and perform a play, listen to others</p> <p><i>Reading:</i></p> <p>Unit 1: Personalize, use a graphic organizer, use what you know, sound out</p> <p>Unit 2: Sound out, make predictions, use a graphic organizer, use selective attention, brainstorm</p> <p>Unit 3: Sound out, make inference, brainstorm</p> <p>Unit 4: Sound out, make predictions, brainstorm, use selective attention, use imagery</p> <p>Unit 5: Sound out, Make inferences, brainstorm, use selective attention, personalize</p> <p>Unit 6: Sound out, use what you know, use selective attention, brainstorm, make predictions</p> <p><i>Grammar:</i></p> <p>Unit 1: The alphabet, consonants, alphabetical order, use a dictionary, syllables, word families</p> <p>Unit 2: Short vowel sounds, word families, consonant digraphs, long vowel sounds</p> <p>Unit 3: Long vowel sounds, word families,</p>	<p>finished, anymore, receipt, anymore</p> <p>Unit 5: break, lesson, race, emergency, continue, power line, a couple of, final, exam, review, try</p> <p>Unit 6: practice, coach, especially, typical, chance, terrible, stay, curious, gloomy, expect, wonder, comprehension</p>
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	<p>topic sentences, and key words).</p> <p>Writing (Writing Domain):</p> <p>Unit 1: IV-W-1 (narrative): LI-1: writing one or more narrative paragraphs that include characters, setting, sensory details and logical sequencing to develop the plot.</p> <p>Unit 2: IV-W-1 (expository): LI-3: taking notes using teacher or student selected formats based upon knowledge of oral or written text structures.</p> <p>Unit 3: IV-W-1 (functional): LI-7: writing a formal letter (e.g., business letter, letter to the principal or teacher) that presents information purposefully and follows a conventional format, with instructional support.</p> <p>Unit 4: IV-W-1 (narrative): LI-2: writing simple poetry using rhythm, rhyme, and sensory details.</p> <p>Unit 5: IV-W-2 (capitalization): LI-3: writing sentences and simple paragraphs using appropriate capitalization (e.g., proper nouns, the pronoun “I”, titles, abbreviations, words used as names, historical events).</p> <p>Unit 6: IV-W-1 (literary response): LI-9: writing a book report that identifies the main idea, characters, setting, events, and plot of varied texts.</p> <p>Grammar (Language Strand Standard 2 [vocabulary 2]):</p>		<p>Unit 4: Long vowel sounds, review of long vowels, initial consonant blends</p> <p>Unit 5: Final consonant blends, vowel sounds oo, vowel sounds o, vowel sounds oi</p> <p>Unit 6: Vowel sounds ou, r-controlled vowel sounds, y as a vowel, compound words</p> <p><i>Writing:</i></p> <p>Unit 1: Write a paragraph about yourself, write about your favorite class, write about things in your backpack</p> <p>Unit 2: Write paragraphs about school, personal information form, and a journal about your day</p> <p>Unit 3: Write a skit, write interview questions, write a thank-you note</p> <p>Unit 4: Write a script for a fashion show, write a recipe, write a poem</p> <p>Unit 5: Write an essay about spending money, newspaper report about an accident, and an essay about a goal</p> <p>Unit 6: Write an essay about a hobby, write a letter giving advice, and write a play</p>	
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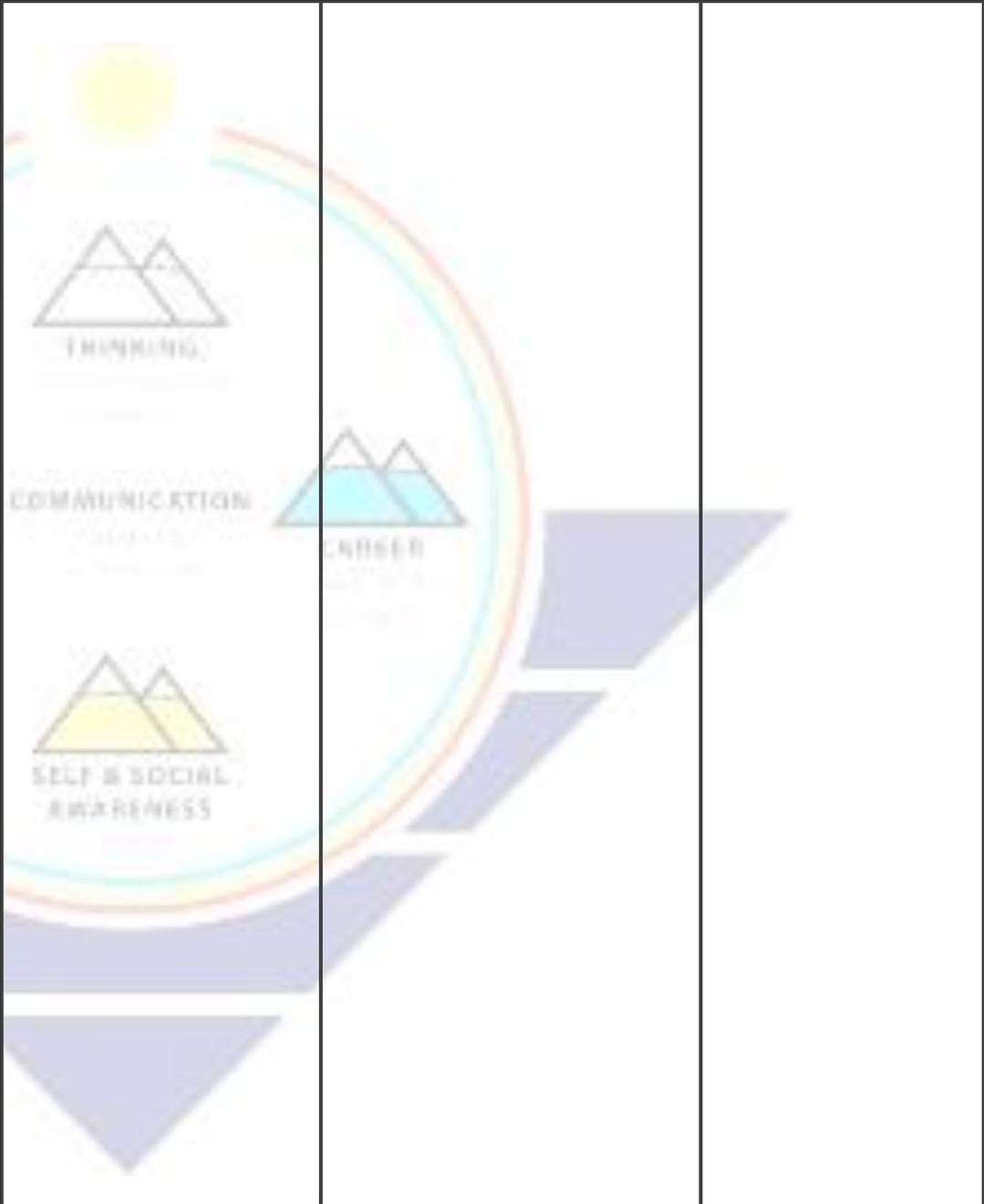
	<p>Unit 1: IV-L-1 (nouns): LI-1: using singular common and proper nouns with definite and indefinite articles as appropriate.</p> <p>Unit 2: IV-L-1 (nouns): LI-2: using singular or plural common and proper nouns with definite and indefinite articles as appropriate.</p> <p>Unit 3: IV-L-1 (verbs): LI-1: defining and classifying the physical action, mental action, and state of being (to be) verbs as the base form.</p> <p>Unit 4: IV-L-1 (verbs): LI-3: using imperative verbs. (e.g., Put the markers in the box.)</p> <p>Unit 5: IV-L-1 (verbs): LI-8: differentiating between the use of simple present and present progressive verb tenses by responding to a prompt.</p> <p>Unit 6: IV-L-1 (verbs): LI-12: producing declarative, negative, and interrogative simple sentences using the simple future tense (will) with subject-verb agreement, and with instructional support.</p>			
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Second Quarter

<p>Pearson Longman Keystone Building Bridges Introduction- Unit 8</p>	<p>Oral English Convention/Vocabulary (<i>Listening & Speaking Domain and Language Strand Standard 2 [vocabulary]</i>): Unit 1: IV-LS-1: LI-4: summarizing the main ideas and key points/details of presentations.</p>	<p>Nomads, Jewel in the Sand, The U.S. Camel Corps, The Trojan Horse, Earthquakes, Oil Drilling and Earthquakes, The Bouncing Ball, Roberto Clemente, My Life in</p>	<p><i>Oral English/Vocab:</i> Unit 1: retell a story Unit 2: retell a legend Unit 3: summarize an informational text Unit 4: retell a folktale, summarize a science text</p>	<p>Unit 1: buffalo, camels, tents, daughter, princess, welcomed Unit 2: attack, palace, soldiers, dangerous, destroy, plates, powerful</p>
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	<p>Unit 2: IV-LS-1:LI-5: IV-LS-1: LI-5: sequencing events from information presented in read-alouds, presentations, and conversations.</p> <p>Unit 3: IV-LS-1:LI-9: summarizing main ideas and supporting details from content area presentations and discussions.</p> <p>Unit 4: IV-LS-2: LI-6: making predictions and inferences about academic content using complete sentences with instructional support.</p> <p>Unit 5: IV-LS-2: LI-10: preparing and delivering an expository report on academic content in including clear main ideas, supporting details, and a recognizable conclusion using complete sentences.</p> <p>Unit 6: IV-LS-2:LI-6: making predictions and inferences about academic content using complete sentences with instructional support.</p> <p>Unit 7: IV-LS-2:LI-2: reciting poems, chants, and tongue twisters, with appropriate rhythm, rate, phrasing, and expression.</p> <p>Unit 8: IV-LS-2: LI-3: expressing personal needs and emotions in complete sentences.</p> <p>Reading (Reading Domain): Unit 1: IV-R-4 (Fiction/Non-fiction): LI-3: predicting text content using prior knowledge and text features (e.g.,</p>	<p>the Desert, The Clever Daughter-in-law, Family Traits, Daytime Curfew, Early Writing, The Great Minu, The Great Society, The Blind Men and the Elephant, Animal Senses, Tiny Giant, Amazing Plants, Apollo and Daphne, The Horse’s Friend, Bessie Coleman: American Flyer, The Big Sky, Aaron’s Gift, Cher Ami-World War 1 Hero, The Goat and the Bee</p> 	<p>Unit 5: summarize a social studies text, retell a story</p> <p>Unit 6: retell a fable, summarize a science text</p> <p>Unit 7: summarize a science text, retell a myth, sing a folk song</p> <p>Unit 8: tell a story</p> <p><i>Reading:</i></p> <p>Unit 1: main ideas, characters, preview, draw conclusions, connect to reading</p> <p>Unit 2: look for problems and solutions, look for causes and effects, connect to reading, main ideas and details</p> <p>Unit 3: ask questions, understand chronological order, connect to reading nonfiction</p> <p>Unit 4: predict, reread, connect to reading opinions and evidence</p> <p>Unit 5: take notes, understand irony, main ideas and details, purpose, speeches</p> <p>Unit 6: make inferences, find main ideas, structure of poetry</p> <p>Unit 7: use diagrams, visualize, motifs, archetypes</p> <p>Unit 8: summarize, author’s purpose, figurative language, genres</p> <p><i>Grammar:</i></p>	<p>Unit 3: artifact, bounce, achievements, supplies, rescue, statue</p> <p>Unit 4: clever, lantern, missed, experiments, members, traits, inherit</p> <p>Unit 5: grain, seeds, symbols, wedges, funeral, sailor, port, village</p> <p>Unit 6: argue, gentle, trunk, tusks, hive, predators, prey, survive</p> <p>Unit 7: absorb, pollen, release, reproduce, stem, bark, bow, forest</p> <p>Unit 8: encouraged, famous, thrilling, broken, leaped, soothed, wounded</p>
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	<p>illustrations, titles, topic sentences, and key words).</p> <p>Unit 2: IV-R-1: 3 (fluency): LI-1: reading aloud passages from familiar content area text, observing phrasing, punctuation and expression.</p> <p>Unit 3: IV-R-4 (fiction): LI-18: comparing and contrasting two settings within a fictional text.</p> <p>Unit 4: IV-R-4 (fiction/non-fiction): LI-9: locating sequential/chronological order signal words (e.g., first, next, finally, today, now, meanwhile, not long ago) in text.</p> <p>Unit 5: IV-R-4 (fiction/non-fiction): LI-12: determining the author's main purpose (e.g., to inform, to persuade, to entertain).</p> <p>Unit 6: IV-R-4 (fiction/non-fiction): LI-32: differentiating the characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm of poetry).</p> <p>Unit 7: IV-R-2 (decoding): LI-12: reading high frequency words.</p> <p>Unit 8: IV-R-4 (fiction): LI-19: identifying the plot and its components (e.g., main events, conflict, rising action, climax, falling action resolution) in a fictional text.</p> <p>Writing (Writing Domain): Unit 1: IV-W-1 (narrative):LI-1: writing one or more narrative paragraphs that</p>		<p>Unit 1: articles, present tense, singular nouns and verbs</p> <p>Unit 2: Simple past tense, regular and irregular verbs, adjectives</p> <p>Unit 3: Information questions, questions in the present, proper nouns, adjectives</p> <p>Unit 4: Single possessive with apostrophes, plural possessives, adverbs</p> <p>Unit 5: Prepositional phrases, combining simple sentences using but, adjectives</p> <p>Unit 6: imperatives, writing dates, dialogue</p> <p>Unit 7: imperatives, writing dates</p> <p>Unit 8: subject-verb agreement; simple present</p> <p><i>Writing:</i></p> <p>Unit 1: writing a journal entry</p> <p>Unit 2: writing a personal narrative</p> <p>Unit 3: writing a biographical narrative</p> <p>Unit 4: writing a personal letter, writing a critique</p> <p>Unit 5: writing a report</p> <p>Unit 6: writing a descriptive paragraph</p> <p>Unit 7: writing a comparison, writing a script for a short play</p> <p>Unit 8: writing a short story</p>	
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	<p>include characters, setting, sensory details and logical sequencing to develop the plot.</p> <p>Unit 2: IV-W-2 (penmanship): LI-1: legibly and independently writing cursive sentences (e.g., notes messages).</p> <p>Unit 3: IV-W-2: capitalization): LI-3: writing sentences and simple paragraphs using appropriate capitalization (e.g., proper nouns, the pronoun “I”, titles, abbreviations, words used as names, historical events).</p> <p>Unit 4: IV-W-1 (persuasive): LI-8: writing multiple paragraphs of persuasive text which state a clear position and relevant evidence.</p> <p>Unit 5: IV-W-1 (expository): LI-4: writing simple reports, based on research, using topic sentences, main ideas, relevant facts, details, and concluding statements.</p> <p>Unit 6: IV-W-1 (functional): LI-7: writing a formal letter (e.g., business letter, letter to the principal or teacher) that presents information purposefully and follows a conventional format, with instructional support.</p> <p>Unit 7: IV-W-1 (narrative): LI-2: writing simple poetry using rhythm, rhyme, and sensory details.</p> <p>Unit 8: IV-W-5 (research): LI-2: organizing student collected data (e.g., facts they learn, procedures</p>			
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they conduct) in appropriate format.

Grammar (Language Strand Standard 2 [vocabulary 2]):

Unit 1: IV-L-1 (verbs): LI-18: producing sentences using modal auxiliary verbs (e.g., will, can, could, may, might, must, should, would) and negative modal auxiliary verbs (e.g., cannot, should not) with subject-verb agreement and with instructional support.

Unit 2: IV-L-1 (verbs): LI-22: producing declarative, negative, and interrogative simple sentences using irregular present perfect tense verbs with subject-verb agreement and with instructional support.

Unit 3: IV-L-1 (PRO): LI-1: using personal subjective pronouns.

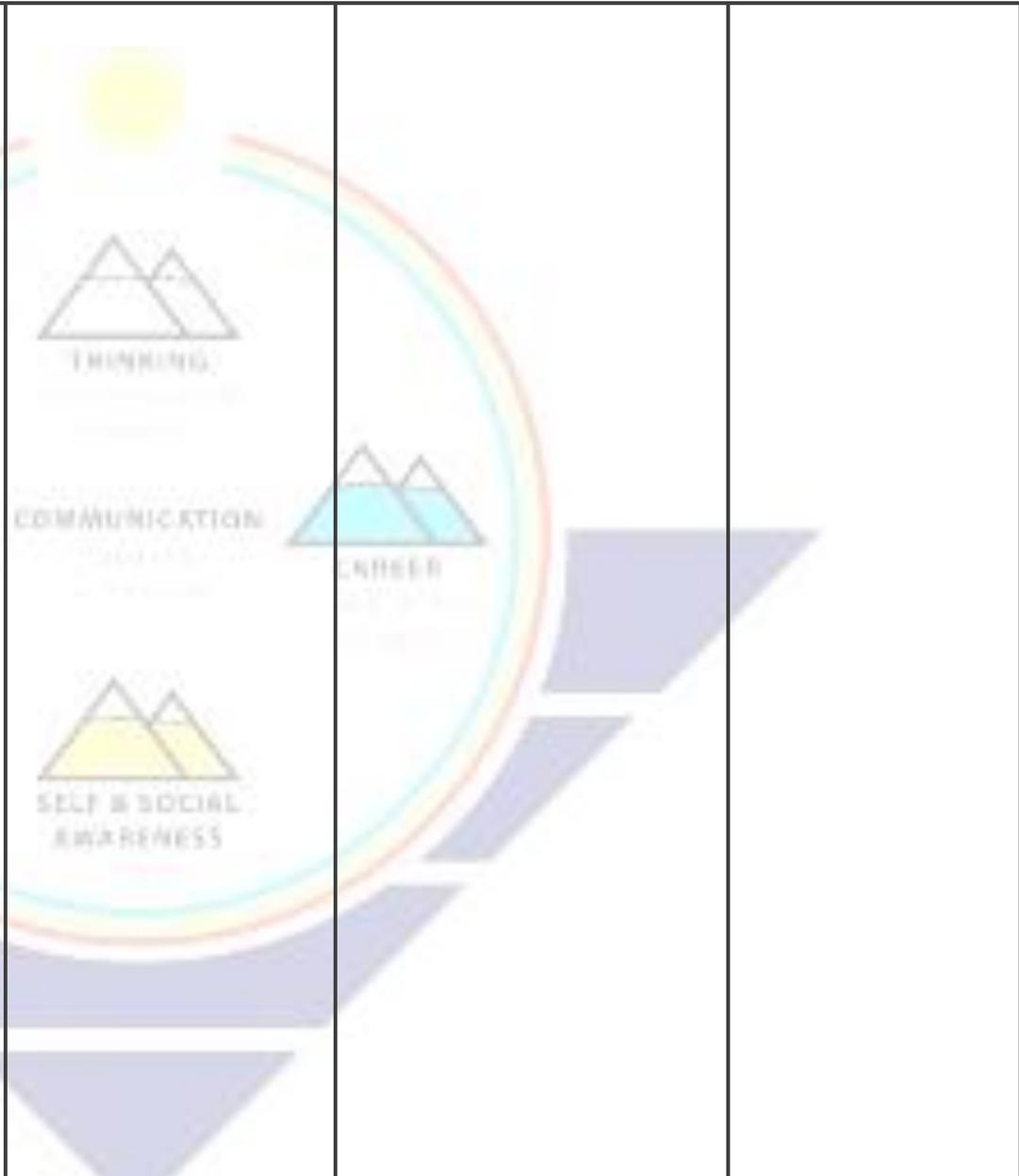
Unit 4: IV-L-1 (PRO): LI-2: stating when to use personal objective versus personal subjective pronouns; using personal objective pronouns.

Unit 5: IV-L-1 (PRO): LI-9: stating when to use relative pronouns and using relative pronouns.

Unit 6: IV-L-1 (ADJ): LI-1: producing a series of adjectives in the correct order (i.e., quantity/size/shape/ color).

Unit 7: IV-L-1 (ADJ)-LI-2: using possessive adjectives.

Unit 8: IV-L-1 (ADJ): LI-6: using indefinite adjectives.



Third Quarter

<p>Pearson Longman Keystone B</p>	<p>Oral English Convention/Vocabulary (<i>Listening & Speaking Domain and Language Strand Standard 2 [vocabulary]</i>): Unit 1: IV-LS-1: LI-3: summarizing main ideas and supporting details from read-alouds (nonfiction and fiction) in complete sentences. Unit 2: IV-LS-1:LI-4: summarizing the main ideas and key points/details of presentations. Unit 3: IV-LS-1: LI-7: responding to social conversations by rephrasing/ repeating information, asking questions, offering advice, sharing one’s experiences and expressing one’s thoughts. Unit 4: IV-LS-1: LI-9: summarizing main ideas and supporting details from content area presentations and discussions. Unit 5: IV-LS-2: LI-6: making predictions and inferences about academic content using complete sentences with instructional support. Unit 6: IV-LS-2: LI-10: preparing and delivering an expository report on academic content in including clear main ideas, supporting details, and a recognizable conclusion using complete sentences. Reading (Reading Domain): Unit 1: IV-R-4 (fiction/non-fiction): LI-3: predicting text content using prior knowledge and text features</p>	<p>Project Mulberry, All, Child of the Desert, Desert Woman, Tales From the Odyssey, Magnets in Animals, Success Stories, The Marble Champ, Changing Earth, Through My Eyes, Harlem: Then and Now, Dreams, The Intersection, River to Tomorrow, River Song, Morning Prayer Song, Maps and Compasses, How Glooskap Found Summer, Early Astronomers, The War of the Worlds</p>	<p>English Conversation/Vocab: Unit 1: dramatic reading, retell, presentation Unit 2: retell, personal narrative Unit 3: retell, interview Unit 4:retell, speech Unit 5: retell, team presentation Unit 6: retell, play Reading: Unit 1: predict, preview, visualize Unit 2: identify problems and solutions, use visuals, make inferences, identify cause and effect Unit 3: connect ideas, distinguish fact from opinion, ask questions Unit 4: scan, draw conclusions, identify author’s purpose Unit 5: make generalizations, take notes, skim, summarize Unit 6: compare and contrast, evaluate new information, analyze text structure, evaluate written information Grammar: Unit 1: Adjectival phrases, appositives, subject-verb agreement Unit 2: simple past, active and passive voice, complex sentences</p>	<p>Unit 1: Nonliving, nutrients, heed, cycle, process, imagery, setting Unit 2: civilizations, herd, journey, abandon, expand, approaches, plot, simile, metaphor Unit 3:enterprise, famine, robotics, aid, commitment, displayed, affect, design, repetition, stanza, suspense Unit 4: hybrid, hub, location, alternative, brief, impact, injured, conflict, theme Unit 5: elevation, relief, settlers, sharecroppers, accompany, locate, unique, ultimate, dialogue, hyperbole Unit 6: constellations, telescope, DNA, testify, despite, role, theory, myth, hero, stage directions</p>
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	<p>(e.g., illustrations, titles, topic sentences, and key words).</p> <p>Unit 2: IV-R-4(fiction/non-fiction): LI-6: retelling a literary selection by sequencing events using transition words.</p> <p>Unit 3: IV-R-4 (fiction/non-fiction): LI-7: connecting information and events in text to life experiences and to related text and sources (text-to-self, text-to-text).</p> <p>Unit 4: IV-R-4 (fiction/non-fiction): LI-8: summarizing the main idea and supporting details from text using academic vocabulary.</p> <p>Unit 5: IV-R-4 (fiction/non-fiction): LI-13: determining the cause and effect relationship between two related events in a literary selection.</p> <p>Unit 6: IV-R-4 (fiction/non-fiction): LI-1: comparing and contrasting fiction with nonfiction.</p> <p>Writing (Writing Domain):</p> <p>Unit 1: IV-W-4 (writing elements): LI-1: writing clearly focused text that incorporates relevant details.</p> <p>Unit 2: IV-W-1 (narrative): LI-1: writing one or more narrative paragraphs that include characters, setting, sensory details and logical sequencing to develop the plot.</p> <p>Unit 3: IV-W-1 (expository): LI-4: writing simple reports, based on research, using topic sentences, main ideas, relevant facts, details, and concluding statements.</p>		<p>Unit 3: complex sentences, gerunds, infinitives, expressions of quantity and subject-verb agreement</p> <p>Unit 4: present perfect, compound sentences, possessive nouns, future with will or won't</p> <p>Unit 5: past perfect, imperatives, adjectival phrases, compound and complex sentences</p> <p>Unit 6: reported speech, participle adjectives, punctuation, conjunctive adverbs</p> <p>Writing:</p> <p>Unit 1: write a descriptive essay</p> <p>Unit 2: write a short story</p> <p>Unit 3: write an expository essay</p> <p>Unit 4: write a persuasive essay</p> <p>Unit 5: write an instructional essay</p> <p>Unit 6: write a research report</p>	
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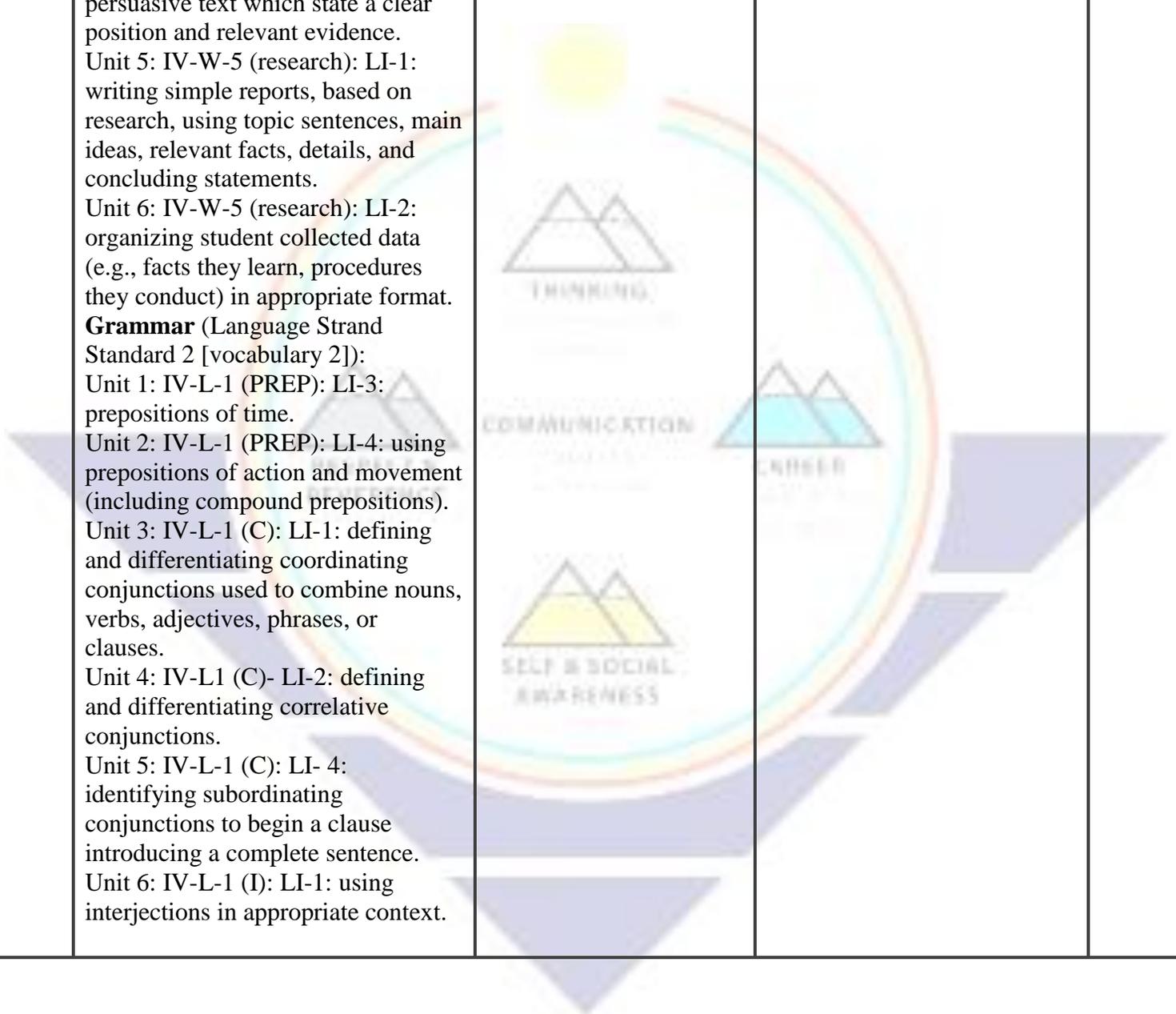
	<p>Unit 4: IV-W-1 (expository): LI-5: recording hypotheses, reflections, questions, speculations, decisions, and conclusions structured around scientific investigations with instructional support.</p> <p>Unit 5: IV-W-1 (persuasive): LI-8: writing multiple paragraphs of persuasive text which state a clear position and relevant evidence.</p> <p>Unit 6: IV-W-5 (research): LI-1: writing simple reports, based on research, using topic sentences, main ideas, relevant facts, details, and concluding statements.</p> <p>Grammar (Language Strand Standard 2 [vocabulary 2]):</p> <p>Unit 1: IV-L-1 (ADV): LI-1: using "when" adverbs.</p> <p>Unit 2: IV-L-1 (ADV): LI-2: using "frequency" adverbs.</p> <p>Unit 3: IV-L-1 (ADV): LI-3: using "how" adverbs.</p> <p>Unit 4: IV-L-1 (ADV): LI-4: using "where" adverbs.</p> <p>Unit 5: IV-L-1 (PREP): LI-1: using prepositions of location.</p> <p>Unit 6: IV-L-1 (PREP): LI-2: using prepositions of direction.</p>			
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Fourth Quarter

<p>Pearson Longman Keystone C</p>	<p>Oral English Convention/Vocabulary (<i>Listening & Speaking Domain and Language Strand Standard 2 [vocabulary]</i>):</p>	<p>Riding Freedom, Early Interventions, Seedfolks, The Train to Freedom, Quilt, The Great Fever, Sowing the Seeds of</p>	<p>English Conversation/Vocab: Unit 1: team presentation Unit 2: personal narrative Unit 3: how-to demonstration Unit 4: radio commercial</p>	<p>Unit 1: designer, invention, uniforms, attitudes, goal, focus, plot, setting</p>
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	<p>Unit 1: IV-LS-1:LI-3: summarizing main ideas and supporting details from read-alouds (nonfiction and fiction) in complete sentences.</p> <p>Unit 2: IV-LS-1: LI-9: summarizing main ideas and supporting details from content area presentations and discussions.</p> <p>Unit 3: IV-LS-1:LI-8: responding to questions and statements in an academic discussion by using key vocabulary in complete sentences.</p> <p>Unit 4: IV-LS-1: LI-10: summarizing the tone and/or attitudinal nuances of an oral presentation in a complete sentence.</p> <p>Unit 5: IV-LS-2:LI-4: participating in formal and informal conversation tasks using complete sentences.</p> <p>Unit 6: IV-LS-2: LI-8: providing an appropriate response to given formal and informal situations.</p> <p>Reading (Reading Domain):</p> <p>Unit 1: IV-R-4 (fiction/non-fiction): LI-8: summarizing the main idea and supporting details from text using academic vocabulary.</p> <p>Unit 2: IV-R-4 (fiction/non-fiction): LI-11: locating signal words in text that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since).</p> <p>Unit 3: IV-R-4 (fiction/non-fiction): LI-5: generating clarifying questions about text.</p>	<p>Peace, Blue Willow, The Ladybirds and the Wildflowers, 97 Orchard Street, Somebody’s Son, Listen Up, The Scholarship Jacket, Starry Nights, Return to the Moon, Solar Energy-Help from the Sky</p> <p>THINKING</p> <p>COMMUNICATION</p> <p>SELF & SOCIAL AWARENESS</p>	<p>Unit 5: tv news show</p> <p>Unit 6: oral report</p> <p>Reading:</p> <p>Unit 1: analyze historical context, visualize, preview</p> <p>Unit 2: skim, predict, recognize cause and effect</p> <p>Unit 3: compare and contrast, classify, identify with a character</p> <p>Unit 4: use visuals, summarize, monitor comprehension</p> <p>Unit 5: distinguish fact from opinion, draw inferences, read aloud, identify main ideas</p> <p>Unit 6: read for enjoyment, take notes, connect ideas</p> <p>Grammar:</p> <p>Unit 1: sequences words, simples past, comparison structure</p> <p>Unit 2: prepositions, gerunds, passive voice</p> <p>Unit 3: imperatives, complex sentences, transitions, more about antecedents</p> <p>Unit 4: adjectival clauses, adjectives, factual conditional in the present and future</p> <p>Unit 5: punctuation, present perfect, present perfect progressive</p> <p>Unit 6: punctuations, semicolons, colons,</p>	<p>Unit 2: fugitive, shelter, virus, aid, challenge, characters, external conflict</p> <p>Unit 3: barriers, enemies, nature, oxygen, positive, focus, role, irony, legend</p> <p>Unit 4: exhibit, rare, refuge, benefit, source, route, suspense, symbol</p> <p>Unit 5: chemicals, strike, obstacle, founded, policy, prior, dialogue, drama</p> <p>Unit 6: base, lunar, crater, solar, analyze, issues, located, stanza, myth, personification</p>
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	<p>Unit 4: IV-R-4 (fiction/non-fiction): LI-12: determining the author's main purpose (e.g., to inform, to persuade, to entertain).</p> <p>Unit 5: IV-R-4 (fiction/non-fiction): LI-27: locating information from an organizational feature of a book for a specific purpose.</p> <p>Unit 6: IV-R-4 (fiction/non-fiction): LI-24: interpreting information from external text within nonfiction text for a specific purpose.</p> <p>Writing (Writing Domain):</p> <p>Unit 1: IV-W-1 (narrative): LI-1: writing one or more narrative paragraphs that include characters, setting, sensory details and logical sequencing to develop the plot.</p> <p>Unit 2: IV-W-2 (punctuation): LI-4: writing sentences and simple paragraphs using appropriate punctuation (e.g., ending punctuation; periods: abbreviations; colons: time, business letters; commas: items in a series, introductory words, friendly letters; apostrophes: contractions, possessives; semi-colons; quotation marks: dialogue, titles).</p> <p>Unit 3: IV-W-1 (expository): LI-4: writing simple reports, based on research, using topic sentences, main ideas, relevant facts, details, and concluding statements.</p> <p>Unit 4: IV-W-1 (persuasive): LI-8: writing multiple paragraphs of</p>		<p>capitalization, parentheses, quoting</p> <p>Writing:</p> <p>Unit 1: write a descriptive essay</p> <p>Unit 2: write a fictional narrative</p> <p>Unit 3: write an expository essay</p> <p>Unit 4: write and expository essay</p> <p>Unit 5: write a persuasive essay</p> <p>Unit 6: write a research report</p>	
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	<p>persuasive text which state a clear position and relevant evidence.</p> <p>Unit 5: IV-W-5 (research): LI-1: writing simple reports, based on research, using topic sentences, main ideas, relevant facts, details, and concluding statements.</p> <p>Unit 6: IV-W-5 (research): LI-2: organizing student collected data (e.g., facts they learn, procedures they conduct) in appropriate format.</p> <p>Grammar (Language Strand Standard 2 [vocabulary 2]):</p> <p>Unit 1: IV-L-1 (PREP): LI-3: prepositions of time.</p> <p>Unit 2: IV-L-1 (PREP): LI-4: using prepositions of action and movement (including compound prepositions).</p> <p>Unit 3: IV-L-1 (C): LI-1: defining and differentiating coordinating conjunctions used to combine nouns, verbs, adjectives, phrases, or clauses.</p> <p>Unit 4: IV-L1 (C)- LI-2: defining and differentiating correlative conjunctions.</p> <p>Unit 5: IV-L-1 (C): LI- 4: identifying subordinating conjunctions to begin a clause introducing a complete sentence.</p> <p>Unit 6: IV-L-1 (I): LI-1: using interjections in appropriate context.</p>			
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