

# WAYNE COUNTY PUBLIC SCHOOLS

## ESL Pacing Guide

### VISION C

#### Unit I: Mysteries

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessment
5 days  Chapter 1  “ The Lockness Monster”	<p><b>Standard 1</b> English language learners <b>communicate</b> for Social and <b>Instructional</b> purposes within the school setting</p> <p><b>Standard 2</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></p> <p><b>Standard 3</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b></p> <p><b>Standard 4</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Science</b></p> <p><b>Standard 5</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Social Studies</b></p>	<p><u><b>Reading, Listening, Speaking, Writing</b></u></p> <ul style="list-style-type: none"> <li>• Discuss facts about the Lockness Monster”. Take notes using the KWL chart.</li> <li>• Teach about informational text and inferences.</li> <li>• Introduce setting of story, read selection and discuss</li> <li>• Write a descriptive paragraph with emphasis on conjunction, punctuation (but, and), read it aloud.</li> <li>• Review length, width</li> </ul>	Activity book  Audio: Unit1;CD1,  Tracks 1-5  Student Handbook  Student CD-ROM: Unit 1  CNN Video: Unit 1  Transparencies  More Grammar Practice  workbook  .	Quizzes and Test  The Heinle Newbury  House Dictionary  /CD-ROM  Formative assessment

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Timeline	Standards	Strategies/Activities/Domains	Resources	Assessment
5 days  Chapter 2  “Mystery of the Cliff Dwellers”	<p><b>Standard 1</b> English language learners <b>communicate</b> for Social and <b>Instructional</b> purposes within the school setting</p> <p><b>Standard 2</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></p> <p><b>Standard 3</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b></p> <p><b>Standard 5</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Social Studies</b></p>	<p><u><b>Reading, Listening, Speaking, Writing</b></u></p> <ul style="list-style-type: none"> <li>• Build vocabulary, identify synonyms</li> <li>• Prior knowledge about cliff dwellers.</li> <li>• Read a population map</li> <li>• Introduce proper nouns to be capitalized.</li> <li>• Read selection and respond to questions</li> <li>• Review length and width</li> <li>• Write an informational text</li> <li>• Review length/width</li> </ul>	Activity book  Audio: Unit1;CD1,  Tracks 1-5  Student Handbook  Student CD-ROM: Unit 1  CNN Video: Unit 1  Transparencies  More Grammar Practice  workbook  .	Quizzes and Test  The Heinle Newbury  House Dictionary  /CD-ROM  Formative assessment

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Timeline	Standards	Strategies/Activities/Domains	Resources	Assessment
5 days Chapter 3 “Yawning”	<p><b>Standard 1</b> English language learners <b>communicate</b> for Social and <b>Instructional</b> purposes within the school setting</p> <p><b>Standard 2</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></p> <p><b>Standard 3</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b></p> <p><b>Standard 4</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Science</b></p>	<p><u><b>Reading, Listening, Speaking, Writing</b></u></p> <ul style="list-style-type: none"> <li>Discuss Yawning. Take a short quiz on yawning</li> <li>Read the selection and compare the text to your own experiences as you read an informational text</li> <li>Use chronology to locate and recall information as you read.</li> <li>Write a paragraph using chronology.</li> <li>Write dependent clauses</li> <li>Use pronouns in proper reference.</li> <li>Read a bar graph</li> </ul>	<p>Activity book</p> <p>Audio: Unit1;CD1, Tracks 1-5</p> <p>Student Handbook</p> <p>Student CD-ROM: Unit 1</p> <p>CNN Video: Unit 1</p> <p>Transparencies</p> <p>More Grammar Practice workbook</p> <p>.</p>	<p>Quizzes and Test</p> <p>The Heinle Newbury House Dictionary</p> <p>/CD-ROM</p> <p>Formative assessment</p>

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#### Unit I: Mysteries

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessment
5 days  Chapter 4  “ The Sneak Thief”	<p><b>Standard 1</b> English language learners <b>communicate</b> for Social and <b>Instructional</b> purposes within the school setting</p> <p><b>Standard 2</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></p> <p><b>Standard 3</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b></p> <p><b>Standard 4</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Science</b></p> <p><b>Standard 5</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Social Studies</b></p>	<p><b><u>Reading, Listening, Speaking, Writing</u></b></p> <ul style="list-style-type: none"> <li>• Name words related to travel, thieves, law and order</li> <li>• Teach problem and resolution</li> <li>• Read selection and determine problem/solution, as well as, chronology to locate answers</li> <li>• Identify simple, compound, complex sentences. Punctuate dialogue</li> <li>• Write a mystery with dialogue</li> <li>• Have students dramatize the dialogues they created</li> <li>• Review reading bar graphs</li> </ul>	Activity book  Audio: Unit1;CD1,  Tracks 1-5  Student Handbook  Student CD-ROM: Unit 1  CNN Video: Unit 1  Transparencies  More Grammar Practice  workbook  .	Quizzes and Test  The Heinle Newbury  House Dictionary  /CD-ROM  Formative assessment

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#### Unit I: Mysteries

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessment
5 days  Chapter 5  “The Legend of Sleepy Hollow”	<p><b>Standard 1</b> English language learners <b>communicate</b> for Social and <b>Instructional</b> purposes within the school setting</p> <p><b>Standard 2</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></p> <p><b>Standard 3</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b></p> <p><b>Standard 5</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Social Studies</b></p>	<p><u><b>Reading, Listening, Speaking, Writing</b></u></p> <ul style="list-style-type: none"> <li>• Identify imagery, legends, hyperboles</li> <li>• Use maps to locate approximately location of Sleepy Hollow.</li> <li>• Read selection - - analyze setting and tone.</li> <li>• Answer comprehension questions</li> <li>• Write a paragraph using hyperboles. Identify subject and object pronoun</li> <li>• Read timelines and interpret</li> </ul>	Activity book  Audio: Unit1;CD1,  Tracks 1-5  Student Handbook  Student CD-ROM: Unit 1  CNN Video: Unit 1  Transparencies  More Grammar Practice  workbook  .	Quizzes and Test  The Heinle Newbury  House Dictionary  /CD-ROM  Formative assessment

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#### Unit 2: Survival

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessment
5 days  Chapter 1  “How I Survived My Summer Vacation”	<p><b>Standard 1</b> English language learners <b>communicate</b> for Social and <b>Instructional</b> purposes within the school setting</p> <p><b>Standard 2</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></p> <p><b>Standard 3</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b></p> <p><b>Standard 5</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Social Studies</b></p>	<p><u><b>Reading, Listening, Speaking, Writing</b></u></p> <ul style="list-style-type: none"> <li>• Use a dictionary to discover word histories, etc</li> <li>• Teach sequential order</li> <li>• Jumble sentences for students to put in order</li> <li>• Read aloud with partner</li> <li>• Discuss facts; analyze characters</li> <li>• Write a realistic fiction story.</li> <li>• Punctuate/capitalize sentences</li> <li>• Identify food groups</li> <li>• Review calculating averages</li> </ul>	Activity book  Audio: Unit1;CD 2,  Tracks 6-10  Student Handbook  Student CD-ROM: Unit 2  CNN Video: Unit 2  Transparencies  More Grammar Practice workbook  Heinle Reading Library  The Swiss Family  .	Quizzes and Test, pp 23-38  The Heinle Newbury House Dictionary  /CD-ROM  Formative assessment

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#### Unit 2: Survival

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessment
5 days  Chapter 2  “ The Voyage of the Frog”	<p><b>Standard 1</b> English language learners <b>communicate</b> for Social and <b>Instructional</b> purposes within the school setting</p> <p><b>Standard 2</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></p> <p><b>Standard 3</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b></p> <p><b>Standard 5</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Social Studies</b></p>	<p><u><b>Reading, Listening, Speaking, Writing</b></u></p> <ul style="list-style-type: none"> <li>• Discuss plot and teach mood and tone</li> <li>• Introduce new vocabulary</li> <li>• Read selection and identify tone/mood</li> <li>• Answer questions</li> <li>• Summarize story on paper. Use sentence strips for sequential order activity.</li> <li>• Students will write a story that solves a problem.</li> <li>• Read a map with appropriate directions</li> <li>• Review averages.</li> </ul>	Activity book  Audio: Unit1;CD 2,  Tracks 6-10  Student Handbook  Student CD-ROM: Unit 2  CNN Video: Unit 2  Transparencies  More Grammar Practice workbook  Heinle Reading Library  The Swiss Family  .	Quizzes and Test, pp 23-38  The Heinle Newbury  House Dictionary  /CD-ROM  Formative assessment

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#### Unit 2: Survival

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessment
5 days  Chapter 1  “To Risk or Not to risk”	<p><b>Standard 1</b> English language learners <b>communicate</b> for Social and <b>Instructional</b> purposes within the school setting</p> <p><b>Standard 2</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></p> <p><b>Standard 3</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b></p> <p><b>Standard 4</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Science</b></p>	<p><u><b>Reading, Listening, Speaking, Writing</b></u></p> <ul style="list-style-type: none"> <li>• Introduce new vocabulary</li> <li>• Discuss taking risks.</li> <li>• Talk about brain and how it controls movement</li> <li>• Read and answer questions</li> <li>• Do activity with plurals. (spelling)</li> <li>• Review Geometric shapes</li> </ul>	Activity book  Audio: Unit1;CD 2,  Tracks 6-10  Student Handbook  Student CD-ROM: Unit 2  CNN Video: Unit 2  Transparencies  More Grammar Practice workbook  Heinle Reading Library  The Swiss Family  .	Quizzes and Test, pp 23-38  The Heinle Newbury  House Dictionary  /CD-ROM  Formative assessment



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5 days  Chapter 4  “Island of Blue Dolphins”	<p><b>Standard 1</b> English language learners <b>communicate</b> for Social and <b>Instructional</b> purposes within the school setting</p> <p><b>Standard 2</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></p> <p><b>Standard 3</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b></p> <p><b>Standard 4</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Science</b></p> <p><b>Standard 5</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Social Studies</b></p>	<p><u><b>Reading, Listening, Speaking, Writing</b></u></p> <ul style="list-style-type: none"> <li>• Introduce new vocabulary</li> <li>• Activate knowledge of Dolphins- Oceans, Island, etc.</li> <li>• Locate oceans on map</li> <li>• Read selection and answer question</li> <li>• Discuss setting of story, environment, etc.</li> <li>• Create a visual in summary</li> <li>• Review past and past perfect tense</li> <li>• Review averages</li> </ul>	Activity book  Audio: Unit1;CD 2,  Tracks 6-10  Student Handbook  Student CD-ROM: Unit 2  CNN Video: Unit 2  Transparencies  More Grammar Practice workbook  Heinle Reading Library  The Swiss Family  .	Quizzes and Test, pp 23-38  The Heinle Newbury  House Dictionary  /CD-ROM  Formative assessment

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Timeline	Standards	Strategies/Activities/Domains	Resources	Assessment
5 days  Chapter 5  “ The Next Great Dying”	<p><b>Standard 1</b> English language learners <b>communicate</b> for Social and <b>Instructional</b> purposes within the school setting</p> <p><b>Standard 2</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></p> <p><b>Standard 3</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b></p> <p><b>Standard 4</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Science</b></p> <p><b>Standard 5</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Social Studies</b></p>	<p><u><b>Reading, Listening, Speaking, Writing</b></u></p> <ul style="list-style-type: none"> <li>• Introduce new vocabulary</li> <li>• Discuss prior knowledge of Coyotes, climate, pollution, etc.</li> <li>• Read selection, answer questions, discuss</li> <li>• Introduce cause/effect and relate to story</li> <li>• Practice spelling, capitalization, punctuation</li> <li>• Write an informational essay</li> <li>• Review fractions</li> </ul>	Activity book  Audio: Unit1;CD 2,  Tracks 6-10  Student Handbook  Student CD-ROM: Unit 2  CNN Video: Unit 2  Transparencies  More Grammar Practice workbook  Heinle Reading Library  The Swiss Family  .	Quizzes and Test, pp 23-38  The Heinle Newbury House Dictionary  /CD-ROM  Formative assessment

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#### Unit 3: Journeys

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessment
5 days  Chapter 1  “ I have No Address”	<p><b>Standard 1</b> English language learners <b>communicate</b> for Social and <b>Instructional</b> purposes within the school setting</p> <p><b>Standard 2</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></p> <p><b>Standard 3</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b></p> <p><b>Standard 4</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Science</b></p> <p><b>Standard 5</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Social Studies</b></p>	<p><u><b>Reading, Listening, Speaking, Writing</b></u></p> <ul style="list-style-type: none"> <li>• Talk about journeys and title of story.</li> <li>• Introduce new vocabulary.</li> <li>• Review figurative language</li> <li>• Read selection and answer questions</li> <li>• Learn about migration birds</li> <li>• Write a poem using figurative language</li> <li>• Review averages</li> </ul>	Activity book pp 81-120  Audio: Unit1;CD 3,  Tracks 6-10  Student Handbook  Student CD-ROM: Unit 3  CNN Video: Unit 3  Transparencies  More Grammar Practice workbook  Heinle Reading Library: 20,000 Leagues under The Sea .	Quizzes and Test, pp 39-60  The Heinle Newbury  House Dictionary  /CD-ROM  Formative assessment

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#### Unit 3: Journeys

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessment
5 days  Chapter 2  “ The Voyage of the Lucky Dragon”	<p><b>Standard 1</b> English language learners <b>communicate</b> for Social and <b>Instructional</b> purposes within the school setting</p> <p><b>Standard 2</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></p> <p><b>Standard 3</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b></p> <p><b>Standard 5</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Social Studies</b></p>	<p><u><b>Reading, Listening, Speaking, Writing</b></u></p> <ul style="list-style-type: none"> <li>• Map study</li> <li>• Introduce new vocabulary</li> <li>• Teach personal pronouns and analyzing characters</li> <li>• Read selection, answer questions and discuss</li> <li>• Complete activity on personal pronouns</li> <li>• Write a character analysis for main character</li> <li>• Review fractions (division, subtraction, multiplication, and addition)</li> </ul>	Activity book pp 81-120  Audio: Unit1;CD 3,  Tracks 6-10  Student Handbook  Student CD-ROM: Unit 3  CNN Video: Unit 3  Transparencies  More Grammar Practice workbook  Heinle Reading Library: 20,000 Leagues under The Sea .	Quizzes and Test, pp 39-60  The Heinle Newbury House Dictionary  /CD-ROM  Formative assessment

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5 days  Chapter 3  “ The Time Bike”	<p><b>Standard 1</b> English language learners <b>communicate</b> for Social and <b>Instructional</b> purposes within the school setting</p> <p><b>Standard 2</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></p> <p><b>Standard 3</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b></p> <p><b>Standard 5</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Social Studies</b></p>	<p><u><b>Reading, Listening, Speaking, Writing</b></u></p> <ul style="list-style-type: none"> <li>• Teach foreshadowing</li> <li>• Review science fiction writing</li> <li>• Talk about different ways to tell time.</li> <li>• Read selection, discuss and answer questions.</li> <li>• Write a science fiction story.</li> <li>• Review fractions</li> </ul>	Activity book pp 81-120  Audio: Unit1;CD 3,  Tracks 6-10  Student Handbook  Student CD-ROM: Unit 3  CNN Video: Unit 3  Transparencies  More Grammar Practice workbook  Heinle Reading Library: 20,000 Leagues under The Sea .	Quizzes and Test, pp 39-60  The Heinle Newbury  House Dictionary  /CD-ROM  Formative assessment

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#### Unit 3: Journeys

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessment
5 days  Chapter 4  “Why we Can’t Get There From Here”	<p><b>Standard 1</b> English language learners <b>communicate</b> for Social and <b>Instructional</b> purposes within the school setting</p> <p><b>Standard 2</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></p> <p><b>Standard 3</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b></p> <p><b>Standard 4</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Science</b></p> <p><b>Standard 5</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Social Studies</b></p>	<p><b><u>Reading, Listening, Speaking, Writing</u></b></p> <ul style="list-style-type: none"> <li>• Introduce new vocabulary</li> <li>• Discuss the variety of modes of travel. Use a Venn Diagram to show likeness/differences</li> <li>• Build vocabulary by using root words</li> <li>• Read selection of information text.</li> <li>• Write a summary and use a timeline to illustrate</li> <li>• Teach analogies; show examples from the story</li> <li>• Write a research report about a planet.</li> <li>• Review fractions (addition/subtraction)</li> </ul>	Activity book pp 81-120  Audio: Unit1;CD 3,  Tracks 6-10  Student Handbook  Student CD-ROM: Unit 3  CNN Video: Unit 3  Transparencies  More Grammar Practice workbook  Heinle Reading Library: 20,000 Leagues under The Sea .	Quizzes and Test, pp 39-60  The Heinle Newbury  House Dictionary  /CD-ROM  Formative assessment

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#### Unit 3: Journeys

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessment
5 days  Chapter 5  “The California Gold Rush”	<p><b>Standard 1</b> English language learners <b>communicate</b> for Social and <b>Instructional</b> purposes within the school setting</p> <p><b>Standard 2</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></p> <p><b>Standard 3</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b></p> <p><b>Standard 4</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Science</b></p> <p><b>Standard 5</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Social Studies</b></p>	<p><u><b>Reading, Listening, Speaking, Writing</b></u></p> <ul style="list-style-type: none"> <li>• Introduce new vocabulary</li> <li>• Explore prior knowledge about California and the gold rush. Use a KWL chart to take notes.</li> <li>• Teach comparison/contrasting</li> <li>• Read selection and discuss pioneers and the outcome of the gold rush. Compare/contrast life.</li> <li>• Answer questions about the story</li> <li>• Write a story about a journey</li> <li>• Review fractions (multiplication/division)</li> </ul>	Activity book pp 81-120  Audio: Unit1;CD 3,  Tracks 6-10  Student Handbook  Student CD-ROM: Unit 3  CNN Video: Unit 3  Transparencies  More Grammar Practice workbook  Heinle Reading Library: 20,000 Leagues under The Sea  .	Quizzes and Test, pp 39-60  The Heinle Newbury House Dictionary  /CD-ROM  Formative assessment

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#### Unit 4: Cycles

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessment
5 days  Chapter 1  “Water Dance”	<p><b>Standard 1</b> English language learners <b>communicate</b> for Social and <b>Instructional</b> purposes within the school setting</p> <p><b>Standard 2</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></p> <p><b>Standard 3</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b></p> <p><b>Standard 4</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Science</b></p> <p><b>Standard 5</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Social Studies</b></p>	<p><u><b>Reading, Listening, Speaking, Writing</b></u></p> <ul style="list-style-type: none"> <li>• View the picture in the book about the stages of metamorphosis.</li> <li>• Analyze what you see</li> <li>• Introduce new vocabulary</li> <li>• Discuss water cycle.</li> <li>• Read poem and analyze main points.</li> <li>• Illustrate each stanza</li> <li>• Teach personification and relate to poem.</li> <li>• Write a poem.</li> <li>• Review decimals</li> </ul>	Activity book pp 121-152  Audio: Unit1;CD 4  Tracks 7-10  Student Handbook  Student CD-ROM: Unit 4  CNN Video: Unit 4  Teacher resource book  Lesson plans  Transparencies  More Grammar Practice workbook  The Swiss Family Robinson  .	Quizzes and Test, pp 61-74  Assessment CD Rom  The Heinle Newbury House Dictionary /CD-ROM  Formative assessment



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#### Unit 4: Cycles

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessment
5 days  Chapter 2  “Persephone and The Seasons”	<p><b>Standard 1</b> English language learners <b>communicate</b> for Social and <b>Instructional</b> purposes within the school setting</p> <p><b>Standard 2</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></p> <p><b>Standard 3</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b></p> <p><b>Standard 4</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Science</b></p> <p><b>Standard 5</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Social Studies</b></p>	<p><u><b>Reading, Listening, Speaking, Writing</b></u></p> <ul style="list-style-type: none"> <li>• Share experiences about the seasons</li> <li>• Share information about gods/goddesses and Greek Mythology</li> <li>• Use a KWL chart to record information</li> <li>• Introduce new vocabulary</li> <li>• Read selection and discuss; answer questions</li> <li>• Review past/ past perfect tense and identify examples</li> <li>• Create a myth and write about an event</li> <li>• Review decimals.</li> </ul>	Activity book pp 121-152  Audio: Unit1;CD 4  Tracks 7-10  Student Handbook  Student CD-ROM: Unit 4  CNN Video: Unit 4  Teacher resource book  Lesson plans  Transparencies  More Grammar Practice workbook  The Swiss Family Robinson  .	Quizzes and Test, pp 61-74  Assessment CD Rom  The Heinle Newbury House Dictionary  /CD-ROM  Formative assessment

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## ESL Pacing Guide

### VISION C

#### Unit 4: Cycles

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessment
5 days Chapter 3 “The Circuit”	<p><b>Standard 1</b> English language learners <b>communicate</b> for Social and <b>Instructional</b> purposes within the school setting</p> <p><b>Standard 2</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></p> <p><b>Standard 3</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b></p> <p><b>Standard 5</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Social Studies</b></p>	<p><u><b>Reading, Listening, Speaking, Writing</b></u></p> <ul style="list-style-type: none"> <li>• Obtain prior knowledge about circuit, talk about moving</li> <li>• Build new vocabulary and discuss “autobiography”</li> <li>• Have students do partner reading”</li> <li>• Have students compare the story with their moving experience.</li> <li>• Teach the characteristics of an autobiography, especially the “first person point of view”</li> <li>• Write an autobiography</li> <li>• Review decimals</li> </ul>	<p>Activity book pp 121-152</p> <p>Audio: Unit1;CD 4</p> <p>Tracks 7-10</p> <p>Student Handbook</p> <p>Student CD-ROM: Unit 4</p> <p>CNN Video: Unit 4</p> <p>Teacher resource book</p> <p>Lesson plans</p> <p>Transparencies</p> <p>More Grammar Practice workbook</p> <p>The Swiss Family Robinson</p> <p>.</p>	<p>Quizzes and Test, pp 61-74</p> <p>Assessment CD Rom</p> <p>The Heinle Newbury House Dictionary /CD-ROM</p> <p>Formative assessment</p>

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#### Unit 4: Cycles

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessment
5 days  Chapter 4  “The Elements of Life”	<p><b>Standard 1</b> English language learners <b>communicate</b> for Social and <b>Instructional</b> purposes within the school setting</p> <p><b>Standard 2</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></p> <p><b>Standard 3</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b></p> <p><b>Standard 4</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Science</b></p> <p><b>Standard 5</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Social Studies</b></p>	<p><u><b>Reading, Listening, Speaking, Writing</b></u></p> <ul style="list-style-type: none"> <li>• Students will brainstorm living/non-living thing. Then students list characteristics of each.</li> <li>• Discuss informational text.</li> <li>• Introduce new vocabulary</li> <li>• Read selection, summarize and locate main ideas within selection.</li> <li>• Students will take the summary and make a visual. (story-bound, timeline, etc.)</li> <li>• Compare/contrast text with this selection and Persephone and the seasons.</li> <li>• Review decimals</li> </ul>	Activity book pp 121-152  Audio: Unit1;CD 4  Tracks 7-10  Student Handbook  Student CD-ROM: Unit 4  CNN Video: Unit 4  Teacher resource book  Lesson plans  Transparencies  More Grammar Practice workbook  The Swiss Family Robinson .	Quizzes and Test, pp 61-74  Assessment CD Rom  The Heinle Newbury House Dictionary /CD-ROM  Formative assessment

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#### Unit 5: Freedom

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessment
5 days  Chapter 1  “Rosa Parks”	<p><b>Standard 1</b> English language learners <b>communicate</b> for Social and <b>Instructional</b> purposes within the school setting</p> <p><b>Standard 2</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></p> <p><b>Standard 3</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b></p> <p><b>Standard 5</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Social Studies</b></p>	<p><u><b>Reading, Listening, Speaking, Writing</b></u></p> <ul style="list-style-type: none"> <li>• Write the word <u>freedom</u> on the board, Brainstorm words associated with freedom.</li> <li>• View the picture on p. 283 of the Statue of Liberty. How does that represent freedom?</li> <li>• Assess fair/unfair situations.</li> <li>• Introduce facts about Rosa Parks and new vocabulary.</li> <li>• Read, orally the selection, discuss and answer questions.</li> <li>• Make inferences about Rosa Parks. Was she brave? Was she treated fair/unfair?</li> <li>• Discuss biography and write a biography</li> <li>• Review reading math problems and solve problems.</li> </ul>	Activity book pp 153-184  Audio: Unit1;CD 5  CD 2- track 1-5  Student Handbook  Student CD-ROM: Unit 5  CNN Video: Unit 5  Teacher resource book  Lesson plans  Transparencies  More Grammar Practice workbook  Heinle Reading Library  Little Women .	Quizzes and Test, pp 75-88  Assessment CD Rom  The Heinle Newbury House Dictionary /CD-ROM  Formative assessment

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#### Unit 5: Freedom

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessment
5 days  Chapter 2  “The Gettysburg Address”	<p><b>Standard 1</b> English language learners <b>communicate</b> for Social and <b>Instructional</b> purposes within the school setting</p> <p><b>Standard 2</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></p> <p><b>Standard 3</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b></p> <p><b>Standard 4</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Science</b></p> <p><b>Standard 5</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Social Studies</b></p>	<p><u><b>Reading, Listening, Speaking, Writing</b></u></p> <ul style="list-style-type: none"> <li>• Review prior knowledge of “Gettysburg Address” and Abraham Lincoln.</li> <li>• Introduce vocabulary</li> <li>• Look at picture on page 303 and share thoughts.</li> <li>• Read silently and orally the selection.</li> <li>• Discuss the narrative and answer questions</li> <li>• Write a speech</li> <li>• Review how to solve math problems</li> </ul>	Activity book pp 153-184  Audio: Unit1;CD 5  CD 2- track 1-5  Student Handbook  Student CD-ROM: Unit 5  CNN Video: Unit 5  Teacher resource book  Lesson plans  Transparencies  More Grammar Practice workbook  Heinle Reading Library  Little Women  .	Quizzes and Test, pp 75-88  Assessment CD Rom  The Heinle Newbury House Dictionary  /CD-ROM  Formative assessment

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### VISION C

#### Unit 5: Freedom

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessment
5 days  Chapter 3  “So Far From The Bamboo Grove”	<p><b>Standard 1</b> English language learners <b>communicate</b> for Social and <b>Instructional</b> purposes within the school setting</p> <p><b>Standard 2</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></p> <p><b>Standard 3</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b></p> <p><b>Standard 4</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Science</b></p> <p><b>Standard 5</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Social Studies</b></p>	<p><u><b>Reading, Listening, Speaking, Writing</b></u></p> <ul style="list-style-type: none"> <li>• Introduce new vocabulary</li> <li>• What can you infer about the picture on page 319?</li> <li>• Have students research bamboo</li> <li>• Where is bamboo located? Locate on map</li> <li>• Read selection and discuss after each section. Who are main characters, where is the setting of the story.</li> <li>• Teach proper noun capitalization</li> <li>• Discuss main ideas in selection</li> <li>• Write a fiction story</li> <li>• Review word problems.</li> </ul>	Activity book pp 153-184  Audio: Unit1;CD 5  CD 2- track 1-5  Student Handbook  Student CD-ROM: Unit 5  CNN Video: Unit 5  Teacher resource book  Lesson plans  Transparencies  More Grammar Practice workbook  Heinle Reading Library  Little Women .	Quizzes and Test, pp 75-88  Assessment CD Rom  The Heinle Newbury House Dictionary /CD-ROM  Formative assessment

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#### Unit 5: Freedom

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessment
5 days  Chapter 4  “Samantha’s Story”	<p><b>Standard 1</b> English language learners <b>communicate</b> for Social and <b>Instructional</b> purposes within the school setting</p> <p><b>Standard 2</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></p> <p><b>Standard 3</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b></p> <p><b>Standard 4</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Science</b></p> <p><b>Standard 5</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Social Studies</b></p>	<p><u><b>Reading, Listening, Speaking, Writing</b></u></p> <ul style="list-style-type: none"> <li>• Introduce new vocabulary and compare/contrast.</li> <li>•</li> <li>• Discuss strengths/weakness, make a chart summarizing our strengths/weakness.</li> <li>• Read silently and orally the selection. Have students answer comprehension questions</li> <li>• Compare/contrast parts of the poem</li> <li>• Write a poem</li> <li>• Review- ratios in math</li> </ul>	Activity book pp 153-184  Audio: Unit1;CD 5  CD 2- track 1-5  Student Handbook  Student CD-ROM: Unit 5  CNN Video: Unit 5  Teacher resource book  Lesson plans  Transparencies  More Grammar Practice workbook  Heinle Reading Library  Little Women  .	Quizzes and Test, pp 75-88  Assessment CD Rom  The Heinle Newbury House Dictionary /CD-ROM  Formative assessment

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#### Unit 6: Visions

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessment
5 days  Chapter 1  “Mr. Scrooge Finds Christmas”	<p><b>Standard 1</b> English language learners <b>communicate</b> for Social and <b>Instructional</b> purposes within the school setting</p> <p><b>Standard 2</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></p> <p><b>Standard 3</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b></p> <p><b>Standard 4</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Science</b></p> <p><b>Standard 5</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Social Studies</b></p>	<p><u><b>Reading, Listening, Speaking, Writing</b></u></p> <ul style="list-style-type: none"> <li>• Share Christmas ideas</li> <li>• Make a list of likenesses/ differences in cultures.</li> <li>• Locate new vocabulary words</li> <li>• Discuss features of a play</li> <li>• Read play in parts and analyze Scrooge.</li> <li>• Discuss play dialogue punctuation</li> <li>• Students will write a dialogue and others will read it.</li> <li>• Review math ratio.</li> </ul>	Activity book pp 153-184  Audio: Unit1;CD 5  CD 2- track 1-5  Student Handbook  Student CD-ROM: Unit 5  CNN Video: Unit 5  Teacher resource book  Lesson plans  Transparencies  More Grammar Practice workbook  Heinle Reading Library  Little Women  .	Quizzes and Test, pp 75-88  Assessment CD Rom  The Heinle Newbury House Dictionary  /CD-ROM  Formative assessment



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### VISION C

#### Unit 6: Visions

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessment
5 days  Chapter 2  “The House on Mango Street”	<p><b>Standard 1</b> English language learners <b>communicate</b> for Social and <b>Instructional</b> purposes within the school setting</p> <p><b>Standard 2</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></p> <p><b>Standard 3</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b></p> <p><b>Standard 4</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Science</b></p> <p><b>Standard 5</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Social Studies</b></p>	<p><b><u>Reading, Listening, Speaking, Writing</u></b></p> <ul style="list-style-type: none"> <li>• Discuss the various meanings of home</li> <li>• Build background information on Chicago and populations; locate on map</li> <li>• Introduce new vocabulary</li> <li>• Read selection orally and silently. Analyze points of view as you read.</li> <li>• Analyze characters in story</li> <li>• Write a characterization</li> <li>• Review square roots.</li> </ul>	Activity book pp 185-216  Audio: Unit1;CD 6  CD 2- track 6-9  Student Handbook  Student CD-ROM: Unit 6  CNN Video: Unit 6  Teacher resource book  Lesson plans  Transparencies  More Grammar Practice workbook  .	Quizzes and Test, pp 89-108  Assessment CD Rom  The Heinle Newbury House Dictionary  /CD-ROM  Formative assessment

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#### Unit 6: Visions

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessment
5 days  Chapter 3  “The Pearl”	<p><b>Standard 1</b> English language learners <b>communicate</b> for Social and <b>Instructional</b> purposes within the school setting</p> <p><b>Standard 2</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></p> <p><b>Standard 3</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b></p> <p><b>Standard 4</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Science</b></p> <p><b>Standard 5</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Social Studies</b></p>	<p><u><b>Reading, Listening, Speaking, Writing</b></u></p> <ul style="list-style-type: none"> <li>• Draw a cluster map and place “pearl” in the center. Gather information from students.</li> <li>• Research information on pearl</li> <li>• Introduce new vocabulary</li> <li>• Read the selection and draw inferences from reading</li> <li>• Discuss pictures with selection and make inferences.</li> <li>• Write a fictional story</li> <li>• Review square roots.</li> </ul>	Activity book pp 185-216  Audio: Unit1;CD 6  CD 2- track 6-9  Student Handbook  Student CD-ROM: Unit 6  CNN Video: Unit 6  Teacher resource book  Lesson plans  Transparencies  More Grammar Practice workbook  .	Quizzes and Test, pp 89-108  Assessment CD Rom  The Heinle Newbury House Dictionary  /CD-ROM  Formative assessment

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Timeline	Standards	Strategies/Activities/Domains	Resources	Assessment
5 days  Chapter 4  “What will our Town Look Like?”	<p><b>Standard 1</b> English language learners <b>communicate</b> for Social and <b>Instructional</b> purposes within the school setting</p> <p><b>Standard 2</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></p> <p><b>Standard 3</b> English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b></p> <p><b>Standard 4</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Science</b></p> <p><b>Standard 5</b> English learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content areas of <b>Social Studies</b></p>	<p><b><u>Reading, Listening, Speaking, Writing</u></b></p> <ul style="list-style-type: none"> <li>• What are natural resources-create a listing. Divide the list and let students research. Share information later. Use a KWL chart to record information.</li> <li>• Build new vocabulary</li> <li>• Discuss characteristics of informational text.</li> <li>• Read selection, answer comprehension questions.</li> <li>• Students will create an interview on paper and interview someone and summarize findings.</li> <li>• Review square roots</li> </ul>	Activity book pp 185-216  Audio: Unit1;CD 6  CD 2- track 6-9  Student Handbook  Student CD-ROM: Unit 6  CNN Video: Unit 6  Teacher resource book  Lesson plans  Transparencies  More Grammar Practice workbook  .	Quizzes and Test, pp 89-108  Assessment CD Rom  The Heinle Newbury House Dictionary  /CD-ROM  Formative assessment