

Wayne County Public Schools

Second Language Pacing Guide (ESL)

VISIONS INTRO (BASIC)

Chapter A- At School

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessments
1 Week	<p>Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>Standard 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>Standard 3 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</p> <p>Standard 5 English learners communicate information, ideas and concepts necessary for academic success in the content areas of Social Studies</p>	<p>Learn Strategies</p> <ul style="list-style-type: none"> • Look for patterns in language. • Use prior knowledge to understand meaning. • Monitor oral and written language production • Use contrastive analysis to acquire new vocabulary • Use imagery memorization to help learn the alphabet. <p><u>Listening Activities</u></p> <ul style="list-style-type: none"> • Use active listening comprehension to follow directions. • Understand expressions and vocabulary: school, greetings • Recognize and distinguish phonological elements: <i>a, b, g, s, m,</i> and <i>t</i> • Listen to and extract meaning from audio recording • Analyze and evaluate spoken discourse for appropriate audience (causal/formal) • Infer meaning from actions and visual context. 	<p>Student book: pp 2-13 Activity book: pp- 1-8 -Audio: Chapter A Teacher Resource book: Lesson plans pp 1-10 -Teacher Resources pp 148-162 -Teacher made flash cards</p>	<p>-Teacher test -Teacher observations -Rubrics Student work -Formative Assessment</p>

		<ul style="list-style-type: none"> • Infer meaning from prefixes that are used in math, ie:bi, centi; deci; hemi; inter; kilo etc. <p><u>Speaking Activities</u></p> <ul style="list-style-type: none"> • Identify people • Ask for and give information, such as name • Exchange greetings • Produce phonological elements of newly acquired vocabulary <p><u>Reading Activities</u></p> <ul style="list-style-type: none"> • Learn sounds/symbols relationships in the English phonological system • Recognize directionality of words in English • Develop basic sight vocabulary <p><u>Writing Activities</u></p> <ul style="list-style-type: none"> • Distinguish between uppercase and lowercase letters • Use capitalization with reference to proper names and titles 		
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Second Language Pacing Guide (ESL)

VISIONS INTRO (BASIC)

Chapter B- *In the Classroom*

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessments
1 Week	<p>Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>Standard 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>Standard 3 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</p> <p>Standard 5 English learners communicate information, ideas and concepts necessary for academic success in the content areas of Social Studies</p>	<p><u>Learning Strategies</u></p> <ul style="list-style-type: none"> • Look for patterns in language • Monitor oral and written language production • Use contrastive analysis to acquire new vocabulary. • Make connections across content areas <p><u>Listening Activities</u></p> <ul style="list-style-type: none"> • Use active listening comprehension to follow directions • Understand expressions and vocabulary: introductions, school items, colors, and numbers, integers, rational numbers, absolute value, negative and positive numbers, decimals, fractions etc. • Recognize and distinguish phonological elements: <i>c, d, f, n, o, and p.</i> • Listen to and extract meaning from audio recordings • Infer meaning from actions and visual context. <p><u>Speaking Activities</u></p> <ul style="list-style-type: none"> • Identify nationalities, colors and numbers • Ask for and give information, such as 	<p>Student book: pp 14-27 Activity book: pp 9- 16 -Audio: Chapter B Teacher Resource book: Lesson plans pp 11-20, -Teacher Resources pp 148-162 -Teacher made flash cards</p>	<p>-Teacher test -Teacher observations -Rubrics Student work -Formative Assessment</p>

		<p>name and nationality</p> <ul style="list-style-type: none"> • Initiate authentic discourse with peers • Produce phonological elements of newly acquired vocabulary. <p><u>Reading activity</u></p> <ul style="list-style-type: none"> • Learn sound/symbol relationships in the English phonological system • Recognize directionality of words in English • Develop basic sight vocabulary • Participate in shared reading • Read positive and negative numbers on a number line <p><u>Writing Activities</u></p> <ul style="list-style-type: none"> • Distinguish between uppercase and lower case letters • Use capitalization rules with reference to proper names and nationalities • Construct correct sentences • Writing decimals as fractions & fractions as decimals. 		
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Second Language Pacing Guide (ESL)

VISIONS INTRO (BASIC)

Chapter C- *Classmates*

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessments
1 Week	<p>Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>Standard 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>Standard 3 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</p> <p>Standard 4 English learners communicate information, ideas and concepts necessary for academic success in the content areas of Science</p>	<p><u>Learning Strategies</u></p> <ul style="list-style-type: none"> • Look for patterns in language • Monitor oral and written language production <p><u>Listening Activities</u></p> <ul style="list-style-type: none"> • Use active listening comprehension to follow directions • Understand expressions and vocabulary: introductions, school items, colors, and numbers • Recognize and distinguish phonological elements: <i>h, j, l, v, x, i,</i> and <i>u.</i> • Listen to and extract meaning from audio recording • Infer meaning from actions and visual context <p><u>Speaking Activities</u></p> <ul style="list-style-type: none"> • Identify clothing, parts of the body, and numbers 11-20 • Ask for and give information, such as age, descriptions, and locations • Initiate authentic discourse with peers. • Produce phonological elements of newly acquired vocabulary (science) • Know the difference between prime and composite numbers. 	<ul style="list-style-type: none"> -Student book: pp 28-39 -Activity book: pp 17-24 -Audio: Chapter C -Teacher Resource book: lesson plans pp 21-30 -Teacher Resources pp 148-162 -Teacher made flash cards 	<ul style="list-style-type: none"> -Teacher test -Teacher observations -Rubrics -Student work -Formative Assessment

		<p><u>Reading Activity</u></p> <ul style="list-style-type: none"> • Learn sound/symbol relationship in the English phonological system. • Develop basic sight vocabulary • Participate in shared reading <p><u>Writing Activity</u></p> <ul style="list-style-type: none"> • Distinguish between uppercase and lowercase letters. • Use capitalization and punctuation rules with reference to sentences and questions. • Construct correct sentences • Construct a factor tree. • Find the LCM 		
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Second Language Pacing Guide (ESL)

VISIONS INTRO (BASIC)

Chapter D- *Around the School*

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessments
1 Week	<p>Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>Standard 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>Standard 3 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</p> <p>Standard 5 English learners communicate information, ideas and concepts necessary for academic success in the content areas of Social Studies.</p>	<p><u>Learning Strategies</u></p> <ul style="list-style-type: none"> • Use inductive reasoning • Use prior knowledge • Look for patterns in language • Monitor oral and written language productions • Understand learning strategies, such as circumlocution. • Use accessible language and learn new and essential language. <p><u>Listening Activities</u></p> <ul style="list-style-type: none"> • Use active listening comprehension to follow directions. (Order of operations). • Understand expressions and vocabulary regarding directions and school building • Recognize and distinguish phonological elements: <i>k, q, r, w, y, z and short e.</i> • Listen to and extract meaning from audio recording • Infer meaning from actions and visual context <p><u>Speaking Activities</u></p> <ul style="list-style-type: none"> • Ask for and give information, such as directions 	<p>-Student book: pp 40-51 -Activity book: pp 25-32 -Audio: Chapter D</p> <p><u>Teacher Resource book:</u> -Lesson plans pp 31-38 -Teacher Resources pp 148-162 -Assessment -Program: pp 9-18 -Teacher made flash cards</p>	<p>-Teacher test - Teacher observations -Rubrics -Students work -Assessment Program: pp 9-18</p>

		<ul style="list-style-type: none"> • Initiate authentic discourse with peers • Produce phonological elements of newly acquired vocabulary • Explain an algebraic expression/problem to a classmate <p><u>Reading Activities</u></p> <ul style="list-style-type: none"> • Learn sound/symbol relationships in the English phonological system • Develop basic sight vocabulary • Participate in shared reading <p><u>Writing Activity</u></p> <ul style="list-style-type: none"> • Distinguish between uppercase and lowercase letters • Introduce orthographic rules, such as writing “qu” together • Use capitalization and punctuation rules with reference to sentences and questions • Construct correct sentence • Construct Algebraic expressions using the rules for Order of Operations- “Please excuse my dear aunt Sally.” Or “Gary’s Parents Rarely Make Dinner After Seven.” 		
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Second Language Pacing Guide (ESL)

VISIONS INTRO (BASIC)

Chapter 1- *In the School Office*

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessments
<p>1 ½ Weeks</p>	<p>Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>Standard 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>Standard 3 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</p> <p>Standard 4 English learners communicate information, ideas and concepts necessary for academic success in the content areas of Science</p>	<p><u>Learning Strategies</u></p> <ul style="list-style-type: none"> • Look for patterns in language • Monitor oral language production • Make connections across content areas: Mathematics, Science, Social Studies. <p><u>Listening Activities</u></p> <ul style="list-style-type: none"> • Use active listening comprehension to follow directions • Understand expressions and vocabulary: days of the week, months of the year, ordinal numbers, subject pronouns, and possessive adjectives. • Recognize and distinguish phonological elements: short vowels • Listen to and extract meaning from audio recording • Infer meaning from actions and visual context. <p><u>Speaking Activities</u></p> <ul style="list-style-type: none"> • Identify ordinal numbers, days of the week, months of the year • Ask for and give information 	<p>-Student book: pp 40-51 -Activity book: pp 25-32 -Audio: Chapter D</p> <p><u>Teacher Resource Book:</u> -Lesson plans pp 41-48 -Reading fluency: pp 126</p> <p><u>Resource Masters:</u> -Personal dictionary pp 136 -Student information form pp 137 -Web pp 138 -Venn Diagram p 139 -Numerals 1-20, pp 161-162 -Calendar p 163 -Assessment Program: pp 19-22 -Teacher made flash cards</p>	<p>-Teacher test -Teacher observations -Rubrics -Student work -Assessment Program: pp 19-22 -Formative Assessment</p>

	<p>Standard 5 English learners communicate information, ideas and concepts necessary for academic success in the content areas of Social Studies</p>	<p><u>Reading Activities</u></p> <ul style="list-style-type: none"> • Read authentic documents such as a Student information Form • Learn sound/symbol relationships in the English phonological system: short vowels • Develop basic sight vocabulary • Participate in shared reading <p><u>Writing Activities</u></p> <ul style="list-style-type: none"> • Complete a form • Use capitalization and punctuation rules with reference to days of the week, months of the year, and abbreviations. • Employ complex grammatical structures such as nominative and possessive cases. 		
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VISIONS INTRO (BASIC)

Chapter 2- *About My Family*

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessments
<p>1 ½ Weeks</p>	<p>Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>Standard 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>Standard 3 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</p> <p>Standard 4 English learners communicate information, ideas and concepts necessary for academic success in the content areas of Science</p>	<p><u>Learning Strategies</u></p> <ul style="list-style-type: none"> • Explain repertoire of learning strategies • Look for patterns in language • Monitor oral and written language production • Employ self-corrective techniques • Use semantic mapping to acquire new vocabulary • Use accessible language and learn new essential language <p><u>Listening Activity</u></p> <ul style="list-style-type: none"> • Use active listening comprehension to follow directions • Understand basic expressions and vocabulary • Recognize and distinguish phonological elements: long vowels a, I, o, u • Listen to and extract meaning from audio recording • Infer meaning from actions and visual context. <p><u>Speaking Activities</u></p> <ul style="list-style-type: none"> • Identify people by the use of descriptive adjectives • Ask for and give information such as 	<p>Student book: pp 66-79 Activity book: pp 41-48 Audio: Chapter 2</p> <p><u>Teacher Resource Book:</u> Lesson plans pp 49-56</p> <p><u>Resource Masters:</u> Personal dictionary pp 136 Game instructions pp 164</p> <p><u>Assessment Program:</u> pp 23- 26 Teacher made flash cards</p>	<ul style="list-style-type: none"> -Teacher test -Teacher observations -Rubrics -Student work -Assessment Program: pp 23-26 -Formative Assessment

		<p>personal appearance</p> <ul style="list-style-type: none"> • Initiate authentic discourse with peers • Produce phonological elements of newly acquired vocabulary: long vowels <i>a, i, o, y</i>; <i>voiced th</i> <p><u>Reading Activities</u></p> <ul style="list-style-type: none"> • Read authentic literature • Participate in shared reading of a poem p 72, <u>My Baby Brother</u> • Develop basic cueing strategies <p><u>Writing Activities</u></p> <ul style="list-style-type: none"> • Use graphic organizers to understand grammar • Demonstrate knowledge of the verb to be • Demonstrate knowledge of negative and contractions • Construct correct sentences using present tense of the verb to be • Use a pre-writing activity to prepare to write • Edit writing toward standard grammar 		
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Second Language Pacing Guide (ESL)

VISIONS INTRO (BASIC)

Chapter 3- *After School*

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessments
<p>1 ½ Weeks</p>	<p>Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>Standard 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>Standard 3 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</p> <p>Standard 4 English learners communicate information, ideas and concepts necessary for academic success in the content areas of Science</p>	<p><u>Learning Strategies</u></p> <ul style="list-style-type: none"> • Look for patterns in language • Monitor oral and written language production • Employ self-corrective techniques • Use semantic mapping to acquire new vocabulary <p><u>Listening Activities</u></p> <ul style="list-style-type: none"> • Understand basic expressions and vocabulary • Recognize and distinguish phonological elements: long vowel <i>e</i> • Listen to and extract meaning from audio recording • Understand the Properties of Math. <p><u>Speaking Activities</u></p> <ul style="list-style-type: none"> • Ask for and give information about favorite activities • Initiate authentic discourse with peers • Produce phonological elements of newly acquired vocabulary: long vowel <i>e</i> • Ask and give information on temperature differences in home country and USA 	<p>Student book: pp 80-93 Activity book: pp 49-56 Audio: Chapter 3</p> <p><u>Teacher Resource book:</u> Lesson plans pp 57-64</p> <p><u>Resource Masters:</u> -Personal Dictionary pp 136 -Web p 138 -Game instructions pp 164</p> <p>Assessment Program: pp 27-30 -Teacher made flash cards</p>	<p>-Teacher test -Teacher observations -Rubrics -Student work -Assessment Program: pp 27-30 -Formative Assessment</p>

		<p><u>Reading Activities</u></p> <ul style="list-style-type: none">• Read authentic literature• Participate in shared reading of free verse poem p 86 <u>74th Street</u>• Develop basic sight vocabulary• Use verbal cueing strategies such as pauses and exaggerated intonation <p><u>Writing Activities</u></p> <ul style="list-style-type: none">• Use graphic organizers to understand grammar• Demonstrate knowledge of the simple present tense of verbs• Demonstrate knowledge of negative and contractions• Construct correct sentences using present tense of verbs• Use a pre-writing activity to prepare to write• Edit writing toward standard grammar• Demonstrate the Commutative Associative, and Distributive properties.		
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Wayne County Public Schools

Second Language Pacing Guide (ESL)

VISIONS INTRO (BASIC)

Chapter A- At School

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessments
1 ½ Weeks	<p>Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>Standard 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>Standard 3 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</p> <p>Standard 5 English learners communicate information, ideas and concepts necessary for academic success in the content areas of Social Studies</p>	<p><u>Learning Strategies</u></p> <ul style="list-style-type: none"> • Expand repertoire of learning strategies through inductive reasoning • Look for patterns in language such as in compound words • Use nonverbal cues to acquire new vocabulary • Use accessible language and learn new essential language <p><u>Listening Activities</u></p> <ul style="list-style-type: none"> • Understand basic expressions and vocabulary • Recognize and distinguish phonological patterns: -s/ es/ -ies ending • Listen to and extract meaning from audio recordings • Infer meaning from actions and visual context • Infer the difference between Mean, Median and Mode. <p><u>Speaking Activities</u></p> <ul style="list-style-type: none"> • Identify places by the use of descriptive adjectives • Ask for and give information such as immediate surroundings • Initiate authentic discourse with peers 	<p>Student book: pp 94-107 Activity book: pp 57-64 Audio: Chapter 4</p> <p><u>Teacher Resource book:</u> -Lesson plans pp 65-72</p> <p><u>Resource Masters:</u> Cluster Map p. 140 Web, p 138 Sense chart p 143</p> <p><u>Assessment Program:</u> pp 31-34 Teacher made flash cards</p>	<p>-Teacher test -Teacher observations -Rubrics -Student work -Assessment Program: pp 31-34 -Formative Assessment</p>

		<ul style="list-style-type: none"> • Describe immediate surroundings such as: classroom, home, school. <p><u>Reading Activities</u></p> <ul style="list-style-type: none"> • Read authentic literature: vignette, p 100 <u>A House of My Own</u> • Develop basic sight vocabulary • Decode words by identification of cognates in compound words • Use verbal cueing strategies such as pauses and exaggerated information <p><u>Writing Activities</u></p> <ul style="list-style-type: none"> • Use graphic organizers as pre-writing activity • Apply spelling rules such as: -s/- es/ -ies endings • Construct correct sentences using subject-verb agreement • Edit writing toward standard grammar. 		
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Wayne County Public Schools

Second Language Pacing Guide (ESL)

VISIONS INTRO (BASIC)

Chapter 5- *The Community*

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessments
<p>1 ½ Weeks</p>	<p>Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>Standard 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>Standard 3 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</p> <p>Standard 5 English learners communicate information, ideas and concepts necessary for academic success in the content areas of Social Studies</p>	<p><u>Learning Strategies</u></p> <ul style="list-style-type: none"> • Monitor oral and written language production • Employ self-corrective techniques • Use contrastive analysis to acquire new vocabulary <p><u>Listening Activities</u></p> <ul style="list-style-type: none"> • Understand basic expressions and vocabulary • Recognize and distinguish phonological elements: diagraphs <i>ch, sh, th, wh, ng</i> • Listen to and extract meaning from audio recording • Understand the Elements of Geometric Figure <p><u>Speaking Activities</u></p> <ul style="list-style-type: none"> • Identify places and the use of prepositions with transportation vehicles • Ask for and give information, such as time • Initiate authentic discourse with peers in interviews • Produce phonological elements of newly acquired vocabulary: <i>ch, sh, th, wh, ng.</i> 	<p>Student book: pp 108-121 Activity book: pp 65-72 Audio: Chapter 5</p> <p><u>Teacher Resource book:</u> -Lesson plans pp 73-80</p> <p><u>Resource Masters:</u> -Web, p 138 -Sunshine organizer p. 141 -Games Instructions, p 164</p> <p><u>Assessment Program:</u> pp 35-46 -Teacher made flash cards</p>	<p>-Teacher test -Teacher observations -Rubrics -Student work -Assessment Program: pp 35-46 -Formative Assessment</p>

		<p><u>Reading Activities</u></p> <ul style="list-style-type: none">• Read authentic literature (newspaper articles)• Participate in shared reading of a newspaper article• Develop basic sight vocabulary• Use reading strategies such as scanning.• Read and explain angles to a peer. <p><u>Writing Activities</u></p> <ul style="list-style-type: none">• Use graphic organizers as a pre-writing tool• Construct correct sentences using the present continuous tense• Edit writing toward standard grammar.		
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Wayne County Public Schools

Second Language Pacing Guide (ESL)

VISIONS INTRO (BASIC)

Chapter 6- *Food*

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessments
<p>1 ½ Weeks</p>	<p>Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>Standard 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>Standard 3 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</p> <p>Standard 4 English learners communicate information, ideas and concepts necessary for academic success in the content areas of Science</p>	<p><u>Learning Strategies</u></p> <ul style="list-style-type: none"> • Look for patterns in language • Use prior knowledge to understand meaning • Use contrastive analysis to acquire new vocabulary • Make connections across content areas • Use accessible language and learn new essential language. <p><u>Listening Activities</u></p> <ul style="list-style-type: none"> • Use active listening comprehension to follow directions • Understand basic expressions and vocabulary • Listen to and extract meaning from audio recording <p><u>Speaking Activities</u></p> <ul style="list-style-type: none"> • Identify objects such as food • Share prior knowledge with peers to foster respect for others • Ask for and give information • Initiate authentic discourse with peers • Express ideas, opinions, and needs 	<p>Student book: pp 122-135 Activity book: pp 73-80 Audio: Chapter 6</p> <p><u>Teacher Resource book:</u> -Lesson plans pp 81-88 Reading Fluency, P 130</p> <p><u>Resource Masters:</u> Paragraph, p 144 -Web, p 138 -Step-by-step Instructions, p 146</p> <p><u>Assessment Program:</u> pp 47-50 -Teacher made flash cards</p>	<p>-Teacher text -Teacher observations -Rubrics -Student work -Assessment Program: pp 47-50 -Formative Assessment</p>

	<p>Standard 5 English learners communicate information, ideas and concepts necessary for academic success in the content areas of Social Studies</p>	<p><u>Reading Activities</u></p> <ul style="list-style-type: none"> • Read authentic text • Participate in shared reading • Develop basic sight vocabulary • Read silently <p>• Use print from environment to derive meaning</p> <p><u>Writing Activities</u></p> <ul style="list-style-type: none"> • Use graphic organizers to gather new information • Demonstrate knowledge of plural forms • Construct correct sentences • Edit writing toward standard grammar. 		
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Wayne County Public Schools

Second Language Pacing Guide (ESL)

VISIONS INTRO (BASIC)

Chapter 7- Money

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessments
<p>1 ½ Weeks</p>	<p>Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>Standard 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>Standard 3 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</p> <p>Standard 5 English learners communicate information, ideas and concepts necessary for academic success in the content areas of Social Studies.</p>	<p><u>Learning Strategies</u></p> <ul style="list-style-type: none"> • Use contrastive analysis • Use accessible language to acquire new vocabulary • Make connection across content areas <p><u>Listening Activities</u></p> <ul style="list-style-type: none"> • Listen to and extract meaning from audio recording • Infer meaning <p><u>Speaking Activities</u></p> <ul style="list-style-type: none"> • Ask for and give information • Share prior knowledge with peers • Initiate authentic discourse with peers • Express feelings and opinions <p><u>Reading Activities</u></p> <ul style="list-style-type: none"> • Read authentic literature • Retell or role-play the order for events • Develop basic sight vocabulary <p><u>Writing Activities</u></p> <ul style="list-style-type: none"> • Use graphic organizers as a pre-writing tool • Construct correct sentences using comparative objectives. • Edit writing toward standard grammar. 	<p>Student book: pp 136-149 Activity book: pp 81-88 Audio: Chapter 7</p> <p><u>Teacher Resource book:</u> -Lesson plans pp 87-94 Reading Fluency, p. 131</p> <p><u>Resource Masters:</u> -Web, p 138 -Paragraph p 144</p> <p><u>Assessment program: pp</u> 51-54 -Teacher made flash cards</p>	<p>-Teacher text -Teacher observations -Rubrics -Student work -Assessment Program: pp 51-54 -Formative Assessment</p>

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VISIONS INTRO (BASIC)

Chapter 8- Job

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessments
1 ½ week	<p>Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>Standard 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>Standard 3 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</p> <p>Standard 4 English learners communicate information, ideas and concepts necessary for academic success in the content areas of Science</p>	<p><u>Learning Strategies</u></p> <ul style="list-style-type: none"> • Use prior knowledge • Use learning strategies such as circumlocution • Make connections across content areas <p><u>Listening Activities</u></p> <ul style="list-style-type: none"> • Use active listening comprehension to follow directions • Listen to and extract meaning from audio recording • Infer meaning from actions and visual context <p><u>Speaking Activities</u></p> <ul style="list-style-type: none"> • Identify people, places, and basic concepts such as occupations • Discuss economic trends and job availability • Initiate authentic discourse with peers • Express ideas and feelings such as gratitude, needs, and opinions • Arrange phrases, clauses, and sentences into correct and meaningful patterns. 	<p>Student book: pp 150-163 Activity book: pp 89-96 Audio: Chapter 8</p> <p><u>Teacher Resource book:</u> -Lesson plans pp 95-102 -Reading Fluency p. 132</p> <p><u>Resource Masters:</u> -Step-by step Instructions, p 146 -Friendly letters, p 147</p> <p><u>Assessment Program:</u> pp 55-58 -Teacher made flash cards</p>	<p>-Teacher text -Teacher observations -Rubrics -Student work -Assessment Program: pp 55-58 -Formative Assessment</p>

	<p>Standard 5 English learners communicate information, ideas and concepts necessary for academic success in the content areas of Social Studies</p>	<p><u>Reading Activities</u></p> <ul style="list-style-type: none"> • Read authentic text • Participate in shared reading of a “How-to” narration • Develop basic sight vocabulary • Use a combination of skills to decode words such as identification of root words and suffixes • Read silently with increasing ease for longer periods <p><u>Writing Activities</u></p> <ul style="list-style-type: none"> • Use graphic organizers as a prewriting tool • Edit writing toward standard grammar • Demonstrate knowledge of object pronouns • Demonstrate knowledge and understanding of Ratio, proportions, & percent. • Construct correct sentences 		
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Wayne County Public Schools

Second Language Pacing Guide (ESL)

VISIONS INTRO (BASIC)

Chapter 9- *Holiday*

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessments
<p>1 ½ Weeks</p>	<p>Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>Standard 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>Standard 3 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</p> <p>Standard 4 English learners communicate information, ideas and concepts necessary for academic success in the content areas of Science</p>	<p><u>Learning Strategies</u></p> <ul style="list-style-type: none"> • Look for patterns in language • Use prior knowledge • Use contrastive analysis to acquire new vocabulary • Make connections across content areas <p><u>Listening Activities</u></p> <ul style="list-style-type: none"> • Use active listening comprehension to follow directions • Recognize and distinguish phonological elements such as consonant clusters • Listen to and extract meaning from audio recording • Infer meaning from actions and visual context. <p><u>Speaking Activities</u></p> <ul style="list-style-type: none"> • Share prior knowledge with peers to foster respect for others • Initiate authentic discourse with peers • Express ideas and feelings such as opinions • Arrange phrases, clauses, and sentences into correct and meaningful patterns. 	<p>Student book: pp 164-77 Activity book: pp 97-104 Audio: chapter 9</p> <p><u>Teacher Resource book:</u> -Lesson plans pp 103-110 -Reading Fluency, p 132</p> <p><u>Resource Masters:</u> Dictionary, p 136 -Venn Diagram, p 139 -Cluster Map p. 140 Timelines, p 142</p> <p><u>Assessment Program:</u> pp 59-62 -Teacher made flash cards</p>	<p>-Teacher text -Teacher observations -Rubrics -Student work -Assessment Program: pp 59-62 -Formative Assessment</p>

	<p>Standard 5 English learners communicate information, ideas and concepts necessary for academic success in the content areas of Social Studies</p>	<ul style="list-style-type: none"> • Produce phonological elements of newly acquired vocabulary such as consonant cluster; <i>s</i> blends <p><u>Reading Activities</u></p> <ul style="list-style-type: none"> • Read authentic text. • Participate in shared reading of a biography words and suffixes • Read silently with increasing ease for longer periods • Retell the order of events <p><u>Writing Activities</u></p> <ul style="list-style-type: none"> • Use basic capitalization and punctuation correctly • Use graphic organizers as a prewriting activity. • Write with more proficient use of orthographic patterns; consonant doubling, dropping final <i>g</i>, and changing <i>y</i> to <i>i</i> • Edit writing toward standard grammar • Demonstrate knowledge of past tense and auxiliary <i>do</i> • Construct correct sentences • Develop a draft by categorizing ideas, organizing them into sentences, paragraph, and larger units. 		
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Wayne County Public Schools

Second Language Pacing Guide (ESL)

VISIONS INTRO (BASIC)

Chapter 10- *Feelings*

Timeline	Standards	Strategies/Activities/Domains	Resources	Assessments
<p>1 ½ Weeks</p>	<p>Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>Standard 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>Standard 3 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</p> <p>Standard 4 English learners communicate information, ideas and concepts necessary for academic success in the content areas of Science</p>	<p><u>Learning Strategies</u></p> <ul style="list-style-type: none"> • Look for patterns in language • Use prior knowledge • Monitor oral and written production and use self-corrective techniques • Use contrastive analysis to acquire new vocabulary • Use learning strategies such as synonyms and non-verbal cues • Make connections across content areas. <p><u>Listening Activities</u></p> <ul style="list-style-type: none"> • Use active listening comprehension to follow directions • Listen to and extract meaning from audio recording • Analyze and evaluate discourse for appropriateness of purpose with a variety of audiences • Infer meaning from actions and visual context • Evaluate and analyze probability and odds of an event happening. <p><u>Speaking Activities</u></p> <ul style="list-style-type: none"> • Identify people, places, and events • Share prior knowledge with peers to foster respect for others 	<p>Student book: pp 178-191 Activity book: pp 105-112 Audio: Chapter 10</p> <p><u>Teacher Resource book:</u> -Lesson plans pp 111-118 -Reading Fluency, p 134</p> <p><u>Resource Masters:</u> -Venn Diagram, p 139 -Web map, p 138 -Friendly letter, p 147 -Games Instructions, p 164</p> <p><u>Assessment program:</u> pp 63-74 Teacher made flash cards</p>	<p>-Teacher text -Teacher observations -Rubrics -Student work -Assessment Program: pp 63-74 -Formative Assessment</p>

		<ul style="list-style-type: none"> • Express ideas and feelings • Arrange phrases, clauses, and sentences into correct and meaningful patterns. • Produce phonological elements of vocabulary such as long and short vowels. <p><u>Reading Activities</u></p> <ul style="list-style-type: none"> • Read authentic text • Participate in shared reading • Read silently with increasing ease for longer periods • Use graphic organizers as pre-reading activity. • Use verbal cueing strategies and non-verbal cueing strategies such as facial expressions, and gestures to enhance the reading experience • Retell, role-play, or visually illustrate the order of events <p><u>Writing Activities</u></p> <ul style="list-style-type: none"> • Use basic capitalization and punctuation correctly in the format of a personal letter • Edit writing toward standard grammar • Demonstrate knowledge of negatives and contractions • Construct correct sentences 		
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1. English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.
2. English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**
3. English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**.
4. English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**.
5. English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**.