

**English Language Development–Elementary
Curriculum Pacing and Planning
Beginning**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Focus Area 1: Listening	1. Use survival listening skills needed for basic social conversations										
	2. Use survival listening strategies in an academic setting (e.g., listen for key words, follow nonverbal cues)										
	3. Demonstrate understanding through the use of nonverbal responses (e.g., draw pictures of simplified statements, commands, questions)										
	4. Follow simple classroom instructions supported by visuals and other nonverbal cues										
	5. Demonstrate comprehension of listening (e.g., chants, songs, nursery rhymes, finger plays, simple short stories with illustrations)										
	6. Respond to basic vocabulary in familiar context										
	7. Respond to simple <i>yes/no</i> and <i>wh</i> questions (e.g., <i>who, what, when, where</i>)										
	8. Dramatize stories by using appropriate gestures										

**English Language Development–Elementary
Curriculum Pacing and Planning
Beginning (continued)**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Focus Area 2: Speaking	1. Engage in introductory conversations and simple, structured greetings										
	2. Begin to participate in classroom communication										
	3. Understand and respond to simple requests and questions										
	4. Communicate basic personal needs nonverbally										
	5. Give personal information (e.g., name, grade, age)										
	6. Participate in oral group activities (e.g., scripted plays, memorized dialogues, songs, chants, story retelling)										
	7. Identify and recognize familiar, in-context vocabulary that is supported by visuals										
	8. Name concrete objects										
	9. Demonstrate an understanding of vocabulary through physical responses										
	10. Begin using correct pronunciation and intonation by repeating words and phrases										
	11. Develop fluency in speaking by using chants, songs, and practicing patterns										
	12. Name descriptive characteristics of people, places, and objects										
	13. Narrate the story of a picture book										
	14. Develop use of English sentence patterns and grammar										
	15. Use oral language to express feelings using visuals and other nonverbal cues										
	16. Express basic personal needs										

English Language Development–Elementary Curriculum Pacing and Planning Beginning (continued)

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Focus Area 3: Reading	1. Track print from left to right and top to bottom										
	2. Use schedules and calendars										
	3. Demonstrate emergent reading skills (e.g., patterns, sequencing, symbols, visual attention to print, capital letters, meaning of punctuation)										
	4. Use basic reading strategies (e.g., pictures, key words, context clues)										
	5. Extend beginning reading comprehension through the use of visuals										
	6. Locate basic sight words in text										
	7. Focus on reading enjoyment										
	8. Identify and use the letters of the English alphabet (e.g., draw pictures, class discussions, read aloud, act out)										
	9. Develop awareness of English phonological system: blends, rhyming, and consonant and vowel patterns (e.g., c-v-c pattern with short vowels, simple long vowel with -e ending)										
	10. Develop a beginning reading vocabulary including basic sight words										
	11. Read and respond appropriately to labels in classroom and school environment										
	12. Identify isolated words from stories generated from personal experiences										
	13. Interact with grade-appropriate English print for meaning										
	14. Respond appropriately to daily survival print (e.g., signs, school forms, calendar)										
	15. Orally participate with predictable books and patterns in books										
	16. Demonstrate text comprehension through illustration, dramatization, and response to simple questions (e.g., <i>yes/no, wh</i>), including nonverbal answers such as pointing or other physical responses										
	17. Use pictures or patterns to retell a story										
	18. Express opinion and/or connection to personal experience when reading										
	19. Respond to picture books, predictable/pattern books, and language experience stories										
	20. Identify story elements (e.g., characters, setting, plot)										
	21. Experience a variety of text (e.g., narrative, expository, content-area reading)										
	22. Use reference books, including picture dictionaries and bilingual dictionaries, to extend English language proficiency										
	23. Demonstrate appropriate book-handling skills										
	24. Locate and identify parts of a book (e.g., title, author, page number)										
	25. Use the library to locate and choose books										
	26. Use alphabetical order to locate references and use dictionaries										

**English Language Development–Elementary
Curriculum Pacing and Planning
Beginning (continued)**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Focus Area 4: Writing	1. Use English written communication to communicate meaning										
	2. Use English alphabet and numerals										
	3. Begin to communicate in writing through picture stories, captions, pattern poetry, and repetitive pattern stories										
	4. Use <i>cloze</i> exercises to practice writing										
	5. Comprehend the usage and spelling of basic vocabulary, including sight words										
	6. Label familiar places and objects										
	7. Begin to use basic verb tenses (e.g., simple present, present progressive, simple past, future using <i>going to</i>)										
	8. Begin to write using frequently used verbs (e.g., <i>to be, to have, to go</i>), infinitive, and present participle										
	9. Recognize and begin to use basic English language patterns and structure (e.g., contractions, plurals, noun/pronoun agreement, prepositions of location, basic articles, conjunctions)										
	10. Identify and begin to use basic English sentence patterns (e.g., subject/verb, noun/adjective order; negative sentences; question formation; use of <i>do/does/did</i> in questions, answers, negatives)										
	11. Write simple paragraphs using a single topic and appropriate indenting										
	12. Use standard writing conventions, including spacing, top/bottom, left/right, front/back, appropriate heading, capitalization (e.g., sentence beginning, <i>I</i> , names, days, months, titles), and punctuation (e.g., period, question mark, comma)										
	13. Recognize organizational skills for writing, (e.g., sequence events, graphic aids)										

**English Language Development–Elementary
Curriculum Pacing and Planning
Beginning**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Focus Area 1: Listening	1. Use survival listening skills needed for basic social conversations				
	2. Use survival listening strategies in an academic setting (e.g., listen for key words, follow nonverbal cues)				
	3. Demonstrate understanding through the use of nonverbal responses (e.g., draw pictures of simplified statements, commands, questions)				
	4. Follow simple classroom instructions supported by visuals and other nonverbal cues				
	5. Demonstrate comprehension of listening (e.g., chants, songs, nursery rhymes, finger plays, simple short stories with illustrations)				
	6. Respond to basic vocabulary in familiar context				
	7. Respond to simple <i>yes/no</i> and <i>wh</i> questions (e.g., <i>who, what, when, where</i>)				
	8. Dramatize stories by using appropriate gestures				
Focus Area 2: Speaking	1. Engage in introductory conversations and simple, structured greetings				
	2. Begin to participate in classroom communication				
	3. Understand and respond to simple requests and questions				
	4. Communicate basic personal needs nonverbally				
	5. Give personal information (e.g., name, grade, age)				
	6. Participate in oral group activities (e.g., scripted plays, memorized dialogues, songs, chants, story retelling)				
	7. Identify and recognize familiar, in-context vocabulary that is supported by visuals				
	8. Name concrete objects				
	9. Demonstrate an understanding of vocabulary through physical responses				
	10. Begin using correct pronunciation and intonation by repeating words and phrases				
	11. Develop fluency in speaking by using chants, songs, and practicing patterns				
	12. Name descriptive characteristics of people, places, and objects				
	13. Narrate the story of a picture book				
	14. Develop use of English sentence patterns and grammar				
	15. Use oral language to express feelings using visuals and other nonverbal cues				
	16. Express basic personal needs				

**English Language Development–Elementary
Curriculum Pacing and Planning
Beginning (continued)**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Focus Area 3: Reading	1. Track print from left to right and top to bottom				
	2. Use schedules and calendars				
	3. Demonstrate emergent reading skills (e.g., patterns, sequencing, symbols, visual attention to print, capital letters, meaning of punctuation)				
	4. Use basic reading strategies (e.g., pictures, key words, context clues)				
	5. Extend beginning reading comprehension through the use of visuals				
	6. Locate basic sight words in text				
	7. Focus on reading enjoyment				
	8. Identify and use the letters of the English alphabet (e.g., draw pictures, class discussions, read aloud, act out)				
	9. Develop awareness of English phonological system: blends, rhyming, and consonant and vowel patterns (e.g., c-v-c pattern with short vowels, simple long vowel with -e ending)				
	10. Develop a beginning reading vocabulary including basic sight words				
	11. Read and respond appropriately to labels in classroom and school environment				
	12. Identify isolated words from stories generated from personal experiences				
	13. Interact with grade-appropriate English print for meaning				
	14. Respond appropriately to daily survival print (e.g., signs, school forms, calendar)				
	15. Orally participate with predictable books and patterns in books				
	16. Demonstrate text comprehension through illustration, dramatization, and response to simple questions (e.g., <i>yes/no</i> , <i>wh</i>), including nonverbal answers such as pointing or other physical responses				
	17. Use pictures or patterns to retell a story				
	18. Express opinion and/or connection to personal experience when reading				
	19. Respond to picture books, predictable/pattern books, and language experience stories				
	20. Identify story elements (e.g., characters, setting, plot)				
	21. Experience a variety of text (e.g., narrative, expository, content-area reading)				
	22. Use reference books, including picture dictionaries and bilingual dictionaries, to extend English language proficiency				
	23. Demonstrate appropriate book-handling skills				
	24. Locate and identify parts of a book (e.g., title, author, page number)				
	25. Use the library to locate and choose books				
	26. Use alphabetical order to locate references and use dictionaries				

**English Language Development–Elementary
Curriculum Pacing and Planning
Beginning (continued)**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Focus Area 4: Writing	1. Use English written communication to communicate meaning				
	2. Use English alphabet and numerals				
	3. Begin to communicate in writing through picture stories, captions, pattern poetry, and repetitive pattern stories				
	4. Use cloze exercises to practice writing				
	5. Comprehend the usage and spelling of basic vocabulary, including sight words				
	6. Label familiar places and objects				
	7. Begin to use basic verb tenses (e.g., simple present, present progressive, simple past, future using going to)				
	8. Begin to write using frequently used verbs (e.g., to be, to have, to go), infinitive, and present participle				
	9. Recognize and begin to use basic English language patterns and structure (e.g., contractions, plurals, noun/pronoun agreement, prepositions of location, basic articles, conjunctions)				
	10. Identify and begin to use basic English sentence patterns (e.g., subject/verb, noun/adjective order; negative sentences; question formation; use of do/does/did in questions, answers, negatives)				
	11. Write simple paragraphs using a single topic and appropriate indenting				
	12. Use standard writing conventions, including spacing, top/bottom, left/right, front/back, appropriate heading, capitalization (e.g., sentence beginning, <i>I</i> , names, days, months, titles), and punctuation (e.g., period, question mark, comma)				
	13. Recognize organizational skills for writing, (e.g., sequence events, graphic aids)				

**English Language Development–Elementary
Curriculum Pacing and Planning
Intermediate**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Focus Area 1: Listening	1. Use language so as to engage in basic social conversation										
	2. Use active listening skills										
	3. Demonstrate comprehension of everyday conversation										
	4. Use and understand idiomatic expressions										
	5. Develop listening strategies in an academic setting										
	6. Listen for specific information and acquire information for a specific purpose										
	7. Listen to a story and demonstrate listening comprehension with expository text										
	8. Follow simple oral directions that require a physical and/or short written response										
	9. Use and understand in-context vocabulary in different genre and content areas										
	10. Draw pictures, maps, and charts after listening to information										
	11. Demonstrate comprehension of listening (e.g., riddles, idioms, plays, nonfiction readings, lessons in content areas, short selections of stories)										
	12. Answer oral and written questions that require simple interpretations										
	13. Understand a content-area lesson presented with visual support										

**English Language Development–Elementary
Curriculum Pacing and Planning
Intermediate (continued)**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Focus Area 2: Speaking	1. Ask for directions										
	2. Use appropriate language in social situations										
	3. Participate in classroom communication by asking and answering questions (e.g., <i>yes/no, wh</i> questions, specific details), asking for clarification, and asking for help										
	4. Practice and present short oral reports										
	5. Discuss previously covered material (e.g., state information about a topic; participate in plays, programs, other group activities)										
	6. Develop and use vocabulary including basic idiomatic expressions										
	7. Demonstrate understanding of vocabulary through oral response in social and classroom situations										
	8. Develop and use clear pronunciation and intonation (e.g., recite dialogues, role-play, read aloud)										
	9. Use appropriate oral descriptions of people, actions, places, and objects										
	10. Increase fluency in spontaneous speaking situations										
	11. Retell or tell a story with connected phrasing, sentences, and transition words (e.g., <i>then, later, finally</i>)										
	12. Use complex sentence patterns and appropriate tenses										
	13. Orally express feelings, observations, and experiences										

**English Language Development–Elementary
Curriculum Pacing and Planning
Intermediate (continued)**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Focus Area 3: Reading	1. Identify story elements (e.g., characters, setting, plot)										
	2. Experience a variety of text (e.g., narrative, expository, content-area reading)										
	3. Use reading strategies to extend text comprehension (e.g., prior knowledge, cognates, graphic organizers, visual cues)										
	4. Use previewing, scanning, and predicting to increase ability to interact with text and gain content-area knowledge										
	5. Choose appropriate level for independent reading										
	6. Monitor and self-correct for meaning										
	7. Build reading skills in English (e.g., fluency in read aloud and silent reading, intonation)										
	8. Build awareness of English phonological system (e.g., identify word families, recognize syllables, associate sounds with letters, recognize and use root words)										
	9. Recognize patterns of English letter-sound correspondence (e.g., consonant and vowel patterns: long vowel patterns, vowel combinations [oa/ea/ui])										
	10. Use decoding and word-analysis skills including root words, basic affixes (e.g., <i>un-</i> , <i>pre-</i> , <i>-ing</i> , <i>-ed</i>), and homonyms, antonyms, and synonyms										
	11. Develop attention to marked aspects of English sound-symbol correspondence (e.g., short and long vowels, blends, silent letters, digraphs, diphthongs)										
	12. Build reading vocabulary including more high-frequency words and content-area vocabulary										
	13. Respond appropriately to classroom print (e.g., written directions, schedules)										
	14. Retell a story orally with a beginning, middle, and end, using a variety of sentence structures										
	15. Demonstrate text comprehension through identifying details and main idea, sequencing events, and describing characters and events										
	16. Recognize and express emotions and attitudes reflected in text										
	17. Distinguish between fact and fiction										
	18. Draw conclusions and make predictions requiring inference										
	19. Read and respond to a variety of literature (e.g., nonfiction, poetry, drama, folktales, magazines, essays, short stories, novels)										
	20. Identify story elements (e.g., character development, theme, conflict)										
	21. Use research materials (e.g., dictionary, thesaurus, encyclopedia, atlas, map, Internet, film, recordings)										
	22. Identify parts of a book and use for research (e.g., illustrator, publisher, copyright date, table of contents, glossary, index, guide words)										
	23. Develop research skills (e.g., use the library to locate books, periodicals, references)										
	24. Choose a research question and locate relevant information										

**English Language Development–Elementary
Curriculum Pacing and Planning
Intermediate (continued)**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Focus Area 4: Writing	1. Write simple paragraphs using a single topic and appropriate indenting										
	2. Use standard writing conventions, including spacing, top/bottom, left/right, front/back, appropriate heading, capitalization (e.g., sentence beginning, I, names, days, months, titles), and punctuation (e.g., period, question mark, comma)										
	3. Recognize organizational skills for writing, (e.g., sequence events, graphic aids)										
	4. Develop written communication (e.g., stories; short reports, including introduction, body, conclusion, bibliography, new story endings; descriptive writing; friendly letters; thank-you notes; autobiographies; poetry)										
	5. Refine fluency and legibility of writing										
	6. Comprehend and appropriately use English vocabulary in written communication										
	7. Use correct spelling of English vocabulary including content-area vocabulary										
	8. Use and understand English verbs (e.g., past progressive, simple future tenses; irregular verbs; subject/verb agreement; modal [<i>can, should, might</i>])										
	9. Use English language patterns and structures (e.g., parts of speech, contractions, plurals, possessives, noun/pronoun agreement)										
	10. Use basic sentence patterns, including question formation (e.g., <i>if-then, how</i> , tag questions), compound sentences, exclamations, commands, subject/verb agreement, and elimination of run-on sentences										
	11. Develop personal expression and organize ideas (e.g., paragraphs with topic sentences, supporting details, conclusions)										
	12. Understand and use standard writing conventions using appropriate punctuation (e.g., apostrophe, exclamation mark, quotation mark) and capitalization (e.g., proper noun, salutations, closing of letters, quotations)										
	13. Develop organizational skills for writing (e.g., take notes from printed materials, map stories, graphic organizers, outline)										
	14. Use the writing process (e.g., plan, proofread, edit)										

**English Language Development–Elementary
Curriculum Pacing and Planning
Intermediate**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Focus Area 1: Listening	1. Use language so as to engage in basic social conversation				
	2. Use active listening skills				
	3. Demonstrate comprehension of everyday conversation				
	4. Use and understand idiomatic expressions				
	5. Develop listening strategies in an academic setting				
	6. Listen for specific information and acquire information for a specific purpose				
	7. Listen to a story and demonstrate listening comprehension with expository text				
	8. Follow simple oral directions that require a physical and/or short written response				
	9. Use and understand in-context vocabulary in different genre and content areas				
	10. Draw pictures, maps, and charts after listening to information				
	11. Demonstrate comprehension of listening (e.g., riddles, idioms, plays, nonfiction readings, lessons in content areas, short selections of stories)				
	12. Answer oral and written questions that require simple interpretations				
	13. Understand a content-area lesson presented with visual support				
Focus Area 2: Speaking	1. Ask for directions				
	2. Use appropriate language in social situations				
	3. Participate in classroom communication by asking and answering questions (e.g., <i>yes/no</i> , <i>wh</i> questions, specific details), asking for clarification, and asking for help				
	4. Practice and present short oral reports				
	5. Discuss previously covered material (e.g., state information about a topic; participate in plays, programs, other group activities)				
	6. Develop and use vocabulary including basic idiomatic expressions				
	7. Demonstrate understanding of vocabulary through oral response in social and classroom situations				
	8. Develop and use clear pronunciation and intonation (e.g., recite dialogues, role-play, read aloud)				
	9. Use appropriate oral descriptions of people, actions, places, and objects				
	10. Increase fluency in spontaneous speaking situations				
	11. Retell or tell a story with connected phrasing, sentences, and transition words (e.g., <i>then</i> , <i>later</i> , <i>finally</i>)				
	12. Use complex sentence patterns and appropriate tenses				
	13. Orally express feelings, observations, and experiences				

**English Language Development–Elementary
Curriculum Pacing and Planning
Intermediate (continued)**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Focus Area 3: Reading	1. Identify story elements (e.g., characters, setting, plot)				
	2. Experience a variety of text (e.g., narrative, expository, content-area reading)				
	3. Use reading strategies to extend text comprehension (e.g., prior knowledge, cognates, graphic organizers, visual cues)				
	4. Use previewing, scanning, and predicting to increase ability to interact with text and gain content-area knowledge				
	5. Choose appropriate level for independent reading				
	6. Monitor and self-correct for meaning				
	7. Build reading skills in English (e.g., fluency in read aloud and silent reading, intonation)				
	8. Build awareness of English phonological system (e.g., identify word families, recognize syllables, associate sounds with letters, recognize and use root words)				
	9. Recognize patterns of English letter-sound correspondence (e.g., consonant and vowel patterns: long vowel patterns, vowel combinations [oa/ea/ui])				
	10. Use decoding and word-analysis skills including root words, basic affixes (e.g., <i>un-</i> , <i>pre-</i> , <i>-ing</i> , <i>-ed</i>), and homonyms, antonyms, and synonyms				
	11. Develop attention to marked aspects of English sound-symbol correspondence (e.g., short and long vowels, blends, silent letters, digraphs, diphthongs)				
	12. Build reading vocabulary including more high-frequency words and content-area vocabulary				
	13. Respond appropriately to classroom print (e.g., written directions, schedules)				
	14. Retell a story orally with a beginning, middle, and end, using a variety of sentence structures				
	15. Demonstrate text comprehension through identifying details and main idea, sequencing events, and describing characters and events				
	16. Recognize and express emotions and attitudes reflected in text				
	17. Distinguish between fact and fiction				
	18. Draw conclusions and make predictions requiring inference				
	19. Read and respond to a variety of literature (e.g., nonfiction, poetry, drama, folktales, magazines, essays, short stories, novels)				
	20. Identify story elements (e.g., character development, theme, conflict)				
	21. Use research materials (e.g., dictionary, thesaurus, encyclopedia, atlas, map, Internet, film, recordings)				
	22. Identify parts of a book and use for research (e.g., illustrator, publisher, copyright date, table of contents, glossary, index, guide words)				
	23. Develop research skills (e.g., use the library to locate books, periodicals, references)				
	24. Choose a research question and locate relevant information				

**English Language Development–Elementary
Curriculum Pacing and Planning
Intermediate (continued)**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Focus Area 4: Writing	1. Write simple paragraphs using a single topic and appropriate indenting				
	2. Use standard writing conventions, including spacing, top/bottom, left/right, front/back, appropriate heading, capitalization (e.g., sentence beginning, I, names, days, months, titles), and punctuation (e.g., period, question mark, comma)				
	3. Recognize organizational skills for writing, (e.g., sequence events, graphic aids)				
	4. Develop written communication (e.g., stories; short reports, including introduction, body, conclusion, bibliography, new story endings; descriptive writing; friendly letters; thank-you notes; autobiographies; poetry)				
	5. Refine fluency and legibility of writing				
	6. Comprehend and appropriately use English vocabulary in written communication				
	7. Use correct spelling of English vocabulary including content-area vocabulary				
	8. Use and understand English verbs (e.g., past progressive, simple future tenses; irregular verbs; subject/verb agreement; modal [<i>can, should, might</i>])				
	9. Use English language patterns and structures (e.g., parts of speech, contractions, plurals, possessives, noun/pronoun agreement)				
	10. Use basic sentence patterns, including question formation (e.g., <i>if-then, how</i> , tag questions), compound sentences, exclamations, commands, subject/verb agreement, and elimination of run-on sentences				
	11. Develop personal expression and organize ideas (e.g., paragraphs with topic sentences, supporting details, conclusions)				
	12. Understand and use standard writing conventions using appropriate punctuation (e.g., apostrophe, exclamation mark, quotation mark) and capitalization (e.g., proper noun, salutations, closing of letters, quotations)				
	13. Develop organizational skills for writing (e.g., take notes from printed materials, map stories, graphic organizers, outline)				
	14. Use the writing process (e.g., plan, proofread, edit)				

**English Language Development–Elementary
Curriculum Pacing and Planning
Advanced**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Focus Area 1: Listening	1. Engage in and comprehend complex social conversation										
	2. Comprehend rapid speech and intonation that changes meaning										
	3. Respond appropriately to most nuances and humor										
	4. Select and use appropriate listening strategies in an academic setting (e.g., listen for main idea, problem/solution, viewpoint)										
	5. Follow complex oral directions related to classroom tasks										
	6. Understand and respond to advanced vocabulary in different genre and content areas										
	7. Demonstrate comprehension of listening to fictional stories, poems, nonfiction reading, oral presentations in the content areas, and other grade-level genre										
	8. Answer questions requiring interpretation (e.g., compare and contrast, <i>what if</i>)										
	9. Understand presentations of new concepts in content areas										
Focus Area 2: Speaking	1. Demonstrate social conversation and interaction skills in a variety of situations										
	2. Participate in advanced classroom communication (e.g., respond to complex questions, express and defend an opinion)										
	3. Discuss the pros and cons of actions and issues										
	4. Create and deliver oral presentations, reports, and debates										
	5. Participate in classroom discussions of challenging topics and increasingly abstract concepts										
	6. Develop and use advanced vocabulary including idiomatic expressions and precise content-area terms										
	7. Refine pronunciation and intonation (e.g., role-play, recite poems, make oral presentations)										
	8. Demonstrate increased fluency and intelligibility in academic and social situations										
	9. Participate in spontaneous dialogues										
	10. Refine oral descriptions of people, actions, and places by using more sophisticated adjectives and adverbs										
	11. Use metaphors, similes, and analogies										
	12. Increase usage of a wide variety of sentence structures with multiple tenses and refine use of standard English grammar										
	13. Express feelings, observations, experiences, and opinions										

**English Language Development–Elementary
Curriculum Pacing and Planning
Advanced (continued)**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Focus Area 3: Reading	1. Develop and use advanced reading strategies (e.g., skim, infer, compare and contrast)										
	2. Use context cues and prior knowledge to refine comprehension										
	3. Comprehend advanced, precise vocabulary including specialized vocabulary in content areas										
	4. Increase familiarity with and appropriate use of root words, prefixes (e.g., <i>pre-</i> , <i>ex-</i>), and word endings (e.g., <i>-able</i> , <i>-ment</i> , <i>-tion</i>)										
	5. Use information from reading to increase vocabulary										
	6. Demonstrate advanced reading comprehension (e.g., interpret, summarize, evaluate, paraphrase, cause and effect)										
	7. Distinguish between fact and opinion										
	8. Identify point of view										
	9. Demonstrate comprehension of complex written directions including textbook and test directions										
	10. Locate and cite evidence from the text to support opinions and conclusions										
	11. Read and respond to a variety of challenging literature (e.g., biography, newspapers, science fiction, historical fiction, mystery, speeches)										
	12. Identify story elements (e.g., character analysis, mood, motivation)										
	13. Recognize different types of writing (e.g., narrative, expository, persuasive, descriptive)										
	14. Choose to read a variety of genres independently										
	15. Use a variety of research materials independently (e.g., computer software, Internet, films, recordings)										
	16. Refine use of the reference sections of books (e.g., glossary, index, table of contents)										
	17. Research a topic independently using a variety of information sources and including appropriate citations and a simple bibliography										

**English Language Development–Elementary
Curriculum Pacing and Planning
Advanced (continued)**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Focus Area 4: Writing	1. Create written communication through varied genre of writing (e.g., narrative, expository, descriptive, persuasive, correspondence, dialogue, research papers, biography, editorials)										
	2. Use advanced and varied English vocabulary appropriately in written communication										
	3. Refine use of English verbs (e.g., all tenses including the perfect tense, past participles), use of irregular verbs, and subject/verb agreement										
	4. Refine use of English language patterns and structures in all forms of writing (e.g., sophisticated use of adjectives and adverbs in descriptions, comparatives, count, non-count nouns)										
	5. Understand and use complex sentence patterns to increase clarity and variety in writing (e.g., passive sentences, compound and complex sentences)										
	6. Refine personal expression and organize ideas in writing through use of paragraphs, chronological order, examples, and comparison and contrast										
	7. Expand and use standard writing conventions by refining the use of appropriate punctuation (e.g., parentheses, hyphen, colon, semicolon) and capitalization in various forms of communication										
	8. Refine advanced organizational skills in writing (e.g., take notes from oral presentations, outline to organize writing)										
	9. Refine independent use of the writing process (e.g., plan, proofread, revise, edit, publish various types of writing)										

**English Language Development–Elementary
Curriculum Pacing and Planning
Advanced**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Focus Area 1: Listening	1. Engage in and comprehend complex social conversation				
	2. Comprehend rapid speech and intonation that changes meaning				
	3. Respond appropriately to most nuances and humor				
	4. Select and use appropriate listening strategies in an academic setting (e.g., listen for main idea, problem/solution, viewpoint)				
	5. Follow complex oral directions related to classroom tasks				
	6. Understand and respond to advanced vocabulary in different genre and content areas				
	7. Demonstrate comprehension of listening to fictional stories, poems, nonfiction reading, oral presentations in the content areas, and other grade-level genre				
	8. Answer questions requiring interpretation (e.g., compare and contrast, <i>what if</i>)				
	9. Understand presentations of new concepts in content areas				
Focus Area 2: Speaking	1. Demonstrate social conversation and interaction skills in a variety of situations				
	2. Participate in advanced classroom communication (e.g., respond to complex questions, express and defend an opinion)				
	3. Discuss the pros and cons of actions and issues				
	4. Create and deliver oral presentations, reports, and debates				
	5. Participate in classroom discussions of challenging topics and increasingly abstract concepts				
	6. Develop and use advanced vocabulary including idiomatic expressions and precise content-area terms				
	7. Refine pronunciation and intonation (e.g., role-play, recite poems, make oral presentations)				
	8. Demonstrate increased fluency and intelligibility in academic and social situations				
	9. Participate in spontaneous dialogues				
	10. Refine oral descriptions of people, actions, and places by using more sophisticated adjectives and adverbs				
	11. Use metaphors, similes, and analogies				
	12. Increase usage of a wide variety of sentence structures with multiple tenses and refine use of standard English grammar				
	13. Express feelings, observations, experiences, and opinions				

**English Language Development–Elementary
Curriculum Pacing and Planning
Advanced (continued)**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Focus Area 3: Reading	1. Develop and use advanced reading strategies (e.g., skim, infer, compare and contrast)				
	2. Use context cues and prior knowledge to refine comprehension				
	3. Comprehend advanced, precise vocabulary including specialized vocabulary in content areas				
	4. Increase familiarity with and appropriate use of root words, prefixes (e.g., <i>pre-</i> , <i>ex-</i>), and word endings (e.g., <i>-able</i> , <i>-ment</i> , <i>-tion</i>)				
	5. Use information from reading to increase vocabulary				
	6. Demonstrate advanced reading comprehension (e.g., interpret, summarize, evaluate, paraphrase, cause and effect)				
	7. Distinguish between fact and opinion				
	8. Identify point of view				
	9. Demonstrate comprehension of complex written directions including textbook and test directions				
	10. Locate and cite evidence from the text to support opinions and conclusions				
	11. Read and respond to a variety of challenging literature (e.g., biography, newspapers, science fiction, historical fiction, mystery, speeches)				
	12. Identify story elements (e.g., character analysis, mood, motivation)				
	13. Recognize different types of writing (e.g., narrative, expository, persuasive, descriptive)				
	14. Choose to read a variety of genres independently				
	15. Use a variety of research materials independently (e.g., computer software, Internet, films, recordings)				
	16. Refine use of the reference sections of books (e.g., glossary, index, table of contents)				
	17. Research a topic independently using a variety of information sources and including appropriate citations and a simple bibliography				

**English Language Development–Elementary
Curriculum Pacing and Planning
Advanced (continued)**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Focus Area 4: Writing	1. Create written communication through varied genre of writing (e.g., narrative, expository, descriptive, persuasive, correspondence, dialogue, research papers, biography, editorials)				
	2. Use advanced and varied English vocabulary appropriately in written communication				
	3. Refine use of English verbs (e.g., all tenses including perfect tense, past participles), use of irregular verbs, and subject/verb agreement				
	4. Refine use of English language patterns and structures in all forms of writing (e.g., sophisticated use of adjectives and adverbs in descriptions, comparatives, count, non-count nouns)				
	5. Understand and use complex sentence patterns to increase clarity and variety in writing (e.g., passive sentences, compound and complex sentences)				
	6. Refine personal expression and organize ideas in writing through use of paragraphs, chronological order, examples, and comparison and contrast				
	7. Expand and use standard writing conventions by refining the use of appropriate punctuation (e.g., parentheses, hyphen, colon, semicolon) and capitalization in various forms of communication				
	8. Refine advanced organizational skills in writing (e.g., take notes from oral presentations, outline to organize writing)				
	9. Refine independent use of the writing process (e.g., plan, proofread, revise, edit, publish various types of writing)				