

Hueneme School District
Systematic ELD aligned with Avenues

Grade 5 Unit 1 Family Album
Correlates to Houghton Mifflin Reading Theme 1 Nature's Fury

Avenues Teacher's Guide			Systematic ELD			ELD Level
Day	Page	Vocabulary	Function	Form	Frame	
1	T16e	They have a picnic. The family cooks.	Describe People and Events	Dependent clauses	After the Message for Today, expand to include shared musical experiences: We enjoy music at home when _____. (I play the guitar and sing)	I
2	T18c	They celebrate a wedding. The man rows a boat. The women	Describe People and Events	Present and Past Tense (Regular and Irregular)	After B How to Learn Language: Change the present tense list to past tense. Grandma _____ records (plays). → Grandma _____ records. (played). They _____ a song. (hear) → They _____ a song. (heard)	EI
2	T18f	sew. The children play. The women harvest the grain. The girls sing.	Analyze Story Elements Summarize	Prepositional Phrase Past Tense (Regular and Irregular)	After reviewing the Story Map, use these frames to summarize the story using past tense: In the beginning, _____. (the boy visited his grandmother for the summer) In the middle of the story, _____. (the boy and Grandma went to a concert). In the end of the story, _____. (he still heard Grandma's song as he worked)	EI I
3-4	T27a		Make Predictions	Relative Clause Academic Language	As part of Critical Thinking, Make Predictions, add the variety of frames to express their predictions: I predict that _____. (they will enjoy the concert). I would venture a guess that _____. One could say that _____.	I EA
3-4	T30-31		Make a Request	Conditional	Oral Language Development, role-Play Request: Brainstorm various requests in	EI I

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					different contexts: Would you please _____? In a store. (let me try on the pants) In a doctor's office (look at my throat. It's sore). At home at the dinner table. (pass the salad)	
6-10	T36a		Give Directions	Action verbs Adverbs of Time	In pairs, have the students invent or teach a known dance. They may use the vocabulary bank of action verbs: step, hop, turn, skip, jump, etc., then use the frames to explain the steps. First, you _____. Next, you _____. After that, you _____. Then, you _____. Finally, you _____. Add other steps if necessary..	EI I
1	T40f		Express Ideas and Feelings	Adjectives Dependent Clauses: When	After the Teach/Model Words for Feelings: Have students work in pairs to use the following frames: I feel _____ when _____. (happy/I finish my homework)	I
3-4	T42g		Participate in Discussions	Infinitive Phrases	After brainstorming have the students share using the frame: The best way to honor an ancestor is to _____. (keep family pictures/ tell stories about them, etc.)	I
3-4	T46		Express Ideas and Feelings	Dependent Clauses with when	With Share Ideas and Feelings: Have students share ideas with the indicated frame: I was proud of _____ when _____. (my picture/when we did an art project) You can expand the frame to share what the other person said: S/he was proud of _____ when s/he _____ (the trophy/she won the soccer	I

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					game).	
3-4			Express Ideas and Feelings	Complex sentences with Because	Daily Writing: Process the prompt orally in pairs or as a class before having the students write in their journal: The painting I like best is _____ because _____. (on page 51/ it is bright and cheerful)	I
3-4	T52				Have students share in pairs/whole class: I am proud of _____ because _____. (my family/ we help each other) (myself/ I play baseball well).	I
6-10	T59b		Describe using figurative language	Similes and Metaphors	Have them work in pairs/groups to generate a simile: My _____'s _____ are as _____ as _____. (mom's hands/ soft/cotton)	EA