

Avenues Teacher's Guide			Systematic ELD			ELD Level
Day	Page	Vocabulary	Function	Form	Frame	
Pre	T122-123	Picture Cards Soccer Basketball Running Dancing Field hockey Baseball Swimming Hiking Gymnastics Stretching Tennis Skating Bicycling Skateboarding Volleyball <hr/> Key Words Audience Energy Expression Improve Movement performance	Express Feelings and Opinions	Adjectives Auxiliary verb: can	After learning the vocabulary cards, use the frame (in pairs): _____ is _____ because you can _____. (Soccer/amazing/ kick the ball all the way down the field)	I
1	T124f		Formal communication	Auxiliary Verbs: will/ would	As part of Practice/Apply, have pairs generate a sentence to introduce a performance to parents with the frame: Ladies and Gentlemen, we would like to introduce _____ who will _____. (the Juanito Mariachi band/ play selections from the region of Jalisco).	I/EA
2	T126f		Express time relationships and sequence Summarize	Compound/ Complex sentences + conjunctions	After generating the sequence review with students, use frames to create more interesting sentences: _____ and _____. (Mary was born with spina bifida in the 1950's and she wore leg braces). OR _____ so _____. (Mary was born with spina bifida in the 1950's so she wore leg braces). _____ so that _____. (Devin and Jenny practiced so that they could dance in the fall performance)	I/EA
3-4	T130		Compare and Contrast	Adverb phrases: Before, During	Do "Before you move on", then use these frames: Before the performance, _____. (dancers put on their makeup). Whereas, during the performance,	I

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					_____.(the dancers move to the music) You may want to add: What do you think happens after the performance? After the performance, I believe _____. (the dancers take a bow)	
3-4	T134-135		Compare and Contrast	Complex sentences using conjunctions: but, yet	After the Build Comprehension segment, extend the discussion to include what Mary can not and can do. Use the frames: Mary couldn't _____ but she was able to _____. (walk/ dance in a wheelchair). Extend to students' lives. Use a similar frame to describe what you could and couldn't do at one time. I couldn't _____ yet I was able to _____. (do backstroke in swimming/ do freestyle and come in first place).	I/EA
3-4	T137		Manage conversations	Prounouns: anyone, nobody to create a positive or negative statement	After Teach/Model, Practice/Apply and Homework Option, use these frames to practice correct use of pronouns: _____ can write a paragraph.(Anyone/ nobody).	

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