

Avenues Teacher's Guide			Systematic ELD			ELD Level
Day	Page	Vocabulary	Function	Form	Frame	
Pre	T66-67	Sun Soil Water Aire Leaf Root Stem Bud Flower (etc.)	Relate observable events	Prepositional phrases	After introducing Science Words p. 66: The _____ of the plant grows _____. (The root of the plant grows under the ground.) (The flower of the plant grows on the stem.)	I
Pre	T 67b	Seeds Root Shoot Little plant Leaves Flower bud Sunflower Dig a hole Plant the seed Water the plants Pull the weed Cut the flower Pick the vegetable	Express Cause and Effect	Infinitive clauses	After introducing the Picture Cards: To _____, you need to _____. (To dig a hole, you need a shovel.) (To plant the seed, you need to cover it with dirt.)	I
1	T68e	Carrots Soy beans Spinach	Explain Needs, Likes and Feelings	Because + adjectives	After practicing with the frame from the Message for Today, extend the frame: I like to eat _____ because it is _____.	EI/I

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		Jicama etc.			(I like to eat corn because it is sweet and crunchy.)	
1	T68	Garden Special Beautiful Seed Flower Stem Ugly Vegetable	Seek informaton and clarification	Synonyms	After introducing the key words for "Garden Gifts" have them generate synonyms for as many words as possible: A synonym for _____ is _____. (A synonym for speical is wonderful.)	I
3-4	T70g	Things that are beautiful Things that are ugly	Explain Thoughts, Feelings and Opinions Compare and Contrast	Clause with Because	After the Message for the Day frame, generate a list together of what the students think is beautiful. In pairs, have them justify their ideas: _____ is/are beautiful because _____. (Leaves are beautiful because they have so many shapes.) Do the same for the things that are ugly. _____ is/are ugly because _____. (Worms are ugly because they are slimy.)	I
3-4	T81	Antonyms	Compare and Contrast	Conjunction: But	After making the Antonym chart, have partners generate one antonym sentence with the frame and a set of antonyms previously shared on the board. _____ are _____ but _____ are _____. (Milk is thin but ice cream is thick.)	I
3-4	T95	Student generated	Give and Follow Directions	Command form of verbs	After part one, Model Commands, of Give and Follow Directions, have students work in pairs to generate a three step process and set of commands to explain how to do something. Example: Scoring a basket in basketball. Commands: Dribble the ball. Jump toward	I

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