Roosevelt School District
Federal Programs Department

English Language Proficiency Standards Pacing Guide
ELL Stage II: Grades 1-2

Quarter 1
9 weeks

Listening (19%)	Speaking (21%)	Reading (34%)				Writing (26%)				Language Strand								
Comprehension S1 - 100%	Delivery S2 - 88%	Print Concepts S1	PA/Decoding S2	Fluency S3	Comprehend Text S4 - 56%	Writing Applications S1 - 32%	Standard English Conv. S2 - 68%	Writing Process S3 - 0%	Writing Elements S4- 0%	Adjectives	Nouns	Pronoun	Verbs	Prepositions	Phrase & Clause	Sentence Construc.	Questions	Vocabulary S2
			44%							S1								
HI-1: distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences. Methodology Language Warm-Up	HI-1: articulating the 44 phonemes accurately. Methodology - Language Warm-Ups	B-1: tracking written words read aloud with one-to-one correlation.	HI-1: distinguishing between initial, medial, and final spoken sounds to produce words. Methodology - Language Warm-Ups	HI-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity.	HI-1: identifying the differences between fiction and nonfiction. Methodology - This or That to select fiction and nonfiction	HI-1: writing a narrative or short story that includes a main idea, character, setting and a sequence of events.	HI-1: legibly writing all upper and lower case letters and numerals attending to form and spatial alignment.	HI-1: generating ideas through student-led prewriting activities (e.g., graphic organizers, etc.) & student recording of the ideas.	HI-1: writing student generated text that expresses a main idea.	HI-1: producing a series of adjectives in the correct order.	HI-1: selecting articles (a, an, the)for singular and plural nouns.	HI-1: using personal singular subjective pronouns (I, you, he,she, it) and plural subjective pronouns (we, they).	LI-1: identifying the infinitive form of physical action, mental action, and state of being (to be) verbs.	HI-1: using prepositions of location.	HI-1: using a noun phrase in a complete sentence.	HI-1: selecting a subject (singular or plural) to complete a given sentence.	HI-1: producing questions, using inflection when produced orally.	HI-1: classifying words into conceptual categories and providing rationale.
HI-2: summarizing main ideas and supporting details from read-alouds (fiction and nonfiction) in complete sentences. Methodology- Collaborative Story Retell	HI-2: independently reciting familiar rhymes, songs, chants and text with accurate pronunciation, prosody, voice projection and expression. Methodology- Language Warm-Ups	B-2: distinguishing between printed letters, words, sentences, and paragraphs.	HI-2: orally producing groups of words that begin with the same initial sounds (alliteration).	HI-2: using punctuation, including commas, periods, question marks, and exclamation marks to guide reading for fluency.	HI-2: comparing a prediction about an action or event to what actually occurred within a text.	HI-3: completing a written summary of the key events or ideas of informational text using simple sentences. Methodology - Four-Picture Story Frames	HI-2: using mechanics of writing to organize	HI-2: determining the purpose and intended audience of a writing piece. Methodology - This or That	HI-2: writing relevant details that support the main idea in a student generated text.	HI-5: using demonstrative adjectives. Syntax Rule # 2	Syntax Rule # 1 HI-3: converting a given singular noun into plural noun, including irregular. Methodology - Concept Charts. Refer to The Grammar Guide book.	HI-2: using singular and plural personal objective pronouns (me, you, him, her, it,us, them). Syntax Rule # 4	HI-3: using imperative verbs.	HI-2: using prepositions of direction. Syntax Rule # 5	Syntax Rule # 2 HI-3: using a demonstrative adjective and a noun in a complete sentence.	HI-2: producing sentences using a subject and a verb, with subject-verb agreement. (S-V)	HI-2: using Yes/No questions in the present progressive tense.	HI-2: identifying the meaning of and using sight words.
HI-3: sequencing a series of events from read-alouds, presentations, and conversations using transition words/phrases in complete sentences. Methodology - Four-Picture Story Frames	HI-3: expressing personal/survival needs and emotions in complete sentences. Methodology - Function Junction	B-3: identifying features of a sentence (capitalization, commas, quotation marks, and ending punctuation).	B-3: distinguishing between long and short vowel sounds in orally stated single-syllable words.		HI-3: locating facts and answering questions about text. Methodology - Reverse Questioning	HI-5: creating a variety of functional texts (e.g., letters) using complete sentences.	HI-5: spelling high frequency words.	HI-3: writing a student generated draft with a main idea and supporting details in a logical sequence. Methodology - Four-Picture Story Frames	HI-3: organizing student generated text to include a clear beginning, middle, and end. Methodology - Four-Picture Story Frames			HI-6: producing declarative, negative, and interrogative sentences using present progressive tense verbs with subject-verb agreement. Methodology - Verb Tense Study Syntax Rule # 1		HI-4: using a verb phrase in a complete sentence. Methodology - Vocabulary Frames	Syntax Rule # 1 HI-3: producing sentences with negative S-V construction, with subject-verb agreement.	HI-7: producing interrogative sentences beginning with "What."	HI-3: identifying the meaning of and using high frequency words.
		B-4: locating and identifying the title, author, illustrator, title page, and table of contents of a book.	HI-6: forming words by blending spoken simple onsets (/c/) and rimes (/at/).		HI-4: asking questions to clarify text. Methodology - TextCavation	HI-7: writing a response to a literary selection that identifies the characters, setting, and sequence of events, main idea, problem and solution. Methodology - Four-Picture Story Frames	HI-6: capitalizing the pronoun "I," the first word of a sentence and proper nouns.					HI-12: producing declarative, negative, and interrogative sentences using linking verbs of being with subject-verb agreement. Methodology - Verb Tense Study		HI-7: using an infinitive verb phrase to complete sentence frames.	HI-4: producing sentences with S-V-C construction, using a pronoun as the subject, with subject-verb agreement.	HI-8: producing interrogative sentences beginning with "Where."	HI-4: using grade specific academic vocabulary and symbols within context.
			PE-7: distinguishing letters from numbers and symbols.		HI-5: sequencing a story or event with a beginning, middle and end with transition words/phrases in complete sentences. Methodology - Four-Picture Story Frames		HI-7: using periods, question marks, exclamation points, commas for items in a series and apostrophes.								HI-5: producing sentences with S-V-C construction with a noun as the subject, with subject-verb agreement.		HI-5: applying knowledge of grade-level vocabulary (including content area words) in text.
			LI-8: naming all upper and lower case letters of the alphabet with different fonts out of sequence. Methodology - Language Warm-Ups		HI-6: making connections to text while reading (text-to-text and text-to-self).		HI-10: using subject-verb agreement in sentences in a variety of writing applications with instructional support. Methodology - Syntax Surgery								HI-6: producing sentences with S-V-C construction, with plural nouns as the subject, using with subject-verb agreement.		
			HI-10: producing a new word when a specific grapheme is changed, added, or removed.		HI-7: summarizing the main idea and details from text, using complete sentences. Methodology - Collaborative Story Retell		HI-12: using declarative sentences (S-V,S-V-C, S-V-O), positive (I am tall.) and negative (I am not tall.) sentence construction forms, in a variety of writing applications. Syntax Rule # 1								HI-7: producing sentences with S-V-C construction with an adjective as the complement, with subject-verb agreement.		
					HI-18: interpreting signs, labels, symbols and captions within the environment.		HI-15: using imperative sentences in a variety of writing applications.								HI-15: producing imperative sentences.		

* Percentages are presented according to ADE's AZELLA Blueprint Document
* High Intermediate performance indicators are used. Scaffolding back to lower PI is recommended based on student's prof. level.

Revised 7/01/2014

Roosevelt School District
Federal Programs Department

English Language Proficiency Standards Pacing Guide
ELL Stage II: Grades 1-2

Quarter 2
10 weeks

Listening (19%)

Comprehension
S1 - 100%

HI-4: summarizing the main idea and key points/details of a presentation using complete sentences. Methodology - Collaborative Story Retell

HI-5: responding to social conversations by rephrasing and repeating information, asking questions, and expressing one's thoughts. Methodology - Function Junction

Speaking (21%)

Delivery
S2 - 88%

HI-4: initiating conversations using formal and informal socio-functional communication in complete sentences. (e.g., greetings, courtesies, farewells, apologies, and invitations, etc.). Methodology - Function Junction

HI-5: asking and responding to academic questions using complete sentences. (e.g., expressing probabilities, and hypothetical questions, etc.). Methodology - Reverse Questioning

HI-6: asking and responding to social questions using complete sentences. Methodology Reverse Questioning

Reading (34%)

Print Concepts
S1
44%

HI-5: alphabetizing a series of words to the second letter with instructional support.

PA/Decoding
S2

HI-4: segmenting multi-syllable words into syllables.

HI-5: blending syllables to form multi-syllable words, using r-controlled vowel sounds, digraphs, and diphthongs.

HI-9: reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea,ie, ee) and r-controlled vowels. Methodology - Language Warm-Up

HI-12: identifying inflectional endings (-s, -ed, -ing) and their functions (tense, plurality, comparison and part of speech).

HI-13: reading high frequency words and irregular sight words fluently.

Comprehend Text
S4 - 56%

HI-8: extracting and interpreting specific information from external text features of text.

HI-9: identifying the author's purpose for writing a book.

HI-10: identifying cause and effect of specific events in a literary selection. Methodology - What We Know

HI-11: describing characters from a literary selection.

Syntax Rule # 2

HI-12: describing the setting from a literary selection.

HI-14: identifying and describing the plot in a literary selection. Methodology - Collaborative Story

HI-15: locating information from a completed graphic organizer.

HI-17: identifying a variety of sources (e.g., trade books,encyclopedias,magazine, electronic sources, and textbooks) that may be used to answer specific questions and/or gather information.

Writing (26%)

Writing Applications
S1 - 32%

HI-2: writing simple rhymes, chants and poetry.

HI-4: creating expository text (e.g.,labels, lists observations, and journals) using simple sentences based on research, observation, and/or experience.

HI-6: writing a friendly letter or thank-you note that is organized and uses a proper format (e.g., heading, greeting, body, closing, etc.)

Standard English Conv.
S2 - 68%

HI-3: using common spelling patterns, simple prefixes (re-,un-), suffixes and regular inflectional endings (-ed) to spell words. Methodology - Morph House

HI-4: using resources to spell words. Grammar

HI-9: using verb tenses (i.e., simple-present, past, future; present and past progressive) in a variety of writing.

HI-11: using noun, adverbial and/or prepositional phrases in

Syntax Rule # 5

HI-13: using interrogative sentences in a variety of writing applications.

HI-14: using exclamatory sentences in a variety of writing applications.

Writing Process
S3 - 0%

HI-4: re-reading a student generated draft orally for clarity and changing or adding relevant details as needed. Methodology - Four-Picture Story Frames

HI-5: evaluating a student generated draft for the use of word choice and organization with the assistance of teacher, peer, a checklist, or a rubric.

Writing Elements
S4- 0%

HI-4: organizing a student generated text using transitional words to indicate a beginning, middle, and end. Methodology -

HI-5: organizing a student generated text in a selected format (e.g., friendly letter, narrative, expository text, etc.).

HI-7: using expressive or descriptive phrases/sentences in student generated text.

HI-8: using the appropriate interjections in student generated text.

Research
S5 - 0%

HI-2: gathering information to answer questions about a topic or event for a report. Methodology TextCavation

Language Strand

Adjectives

Syntax Rule # 2

HI-2: using nouns as modifiers.

HI-3: using sensory/personality adjectives.

Nouns

HI-2: explaining differences between common and proper nouns in context (singular and plural).

Pronoun

HI-3: using singular and plural personal possessive pronouns (mine, yours, his, hers, its, ours, theirs)

Syntax Rule # 4

HI-4: differentiating between subjective, objective, possessive pronouns, and their placement in sentences.

Verbs

HI-4: using simple present tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences. Methodology - Verb Tense Study

HI-5: producing declarative, negative, and interrogative sentences using simple present tense verbs with subject-verb agreement. Methodology - Verb Tense Study

HI-7: producing declarative, negative, and interrogative sentences using simple past tense regular verbs with subject-verb agreement. Methodology - Verb Tense Study

HI-8: using simple past tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences (subject-verb agreement). Methodology - Verb Tense Study

HI-9: producing declarative, negative, and interrogative sentences using irregular simple past tense verbs with subject-verb agreement. Methodology - Verb Tense Study

HI-13: producing declarative, negative, and interrogative sentences using the past progressive tense with subject-verb agreement. Methodology - Verb Tense Study

Adverbs

HI-4: using "how/degree" adverbs.

Syntax Rule # 6

Prepositions
S1

HI-3: using prepositions of time.

Syntax Rule # 5

HI-4: using prepositions of action and movement.

Conjunction

HI-1: using coordinating conjunctions.

Syntax Rule # 12

Interjections

HI-1: using interjections in appropriate context.

Phrase & Clause

HI-2: using a joined noun phrase in a complete sentence.

Syntax Rule # 12

HI-5: using a joined verb phrase in a complete sentence.

HI-6: using a prepositional phrase in a complete sentence.

Syntax Rule # 5

Sentence Construc.

HI-8: producing sentences in the negative (S-V-C) construction, with a subject, "to be" and adjective as a complement, with subject-verb agreement.

HI-9: producing sentences using a subject + "to be" + prepositional phrase, with subject-verb agreement.

HI-10: producing sentences using a subject, verb, and prepositional phrase, with subject-verb agreement. (S-V-P)

HI-11: producing sentences using "There", "to be," subject, and prepositional phrase, with subject-verb agreement.

Questions

HI-2: producing Yes/No questions in the simple present tense using "to do."

HI-5: producing Yes/No questions in the simple past tense.

HI-6: producing Yes/No questions in the simple future tense.

HI-9: producing interrogative sentences beginning with "Who." Methodology - Reverse Questioning

HI-10: producing interrogative sentences beginning with "When." Methodology Reverse Questioning

Vocabulary
S2

HI-6: determining the eaning of compound words using knowledge of individual words.

HI-7: reading contractions.

HI-8: constructing meaning by applying knowledge of prefixes. Methodology - Morph House

HI-9: constructing meaning by applying knowledge of suffixes. Methodology - Morph House

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English Language Proficiency Standards Pacing Guide
ELL Stage II: Grades 1-2

Quarter 3
10 weeks

Listening (19%)	Speaking (21%)	Reading (34%)		Writing (26%)					Language Strand									
Comprehension S1 - 100%	Delivery S2 - 88%	PA/Decoding S2 - 44%	Comprehend Text S4 - 56%	Writing Applications S1 - 32%	Standard English Conv. S2 - 68%	Writing Process S3 - 0%	Writing Elements S4- 0%	Research S5 - 0%	Adjectives	Nouns	Pronoun	Verbs	Adverbs S1	Prepositions	Phrase & Clause	Sentence Construc.	Questions	Vocabulary S2
HI-6: following multiple-step directions which include	HI-7: stating multi-step directions or commands that the listener can follow. Methodology - Language Warm-Ups	HI-11: reading multi-syllabic words, using syllabication rules.	HI-13: summarizing the key events from a literary selection. Methodology - Collaborative Story Retell	HI-8: writing a short response to a literary selection that connects text to self, text to world, or text to	HI-8: using various subjects (common nouns, singular and plural proper nouns, pronouns, possessive nouns and pronouns) in sentences in a variety of writing applications. Methodology - Vocabulary Frames	HI-6: using simple resources (e.g., word walls, primary dictionaries, conventions checklists, etc.) for reviewing and correcting conventions in a student generated draft. Grammar Wall	HI-6: using a variety of words in a student generated text to create a picture in the reader's mind and to convey the intended meaning (e.g., shades of meaning/big, large, enormous, etc.). Methodology - Vertical Sentences	HI-1: formulating and writing questions about a topic or event in order to gather research for a report. Methodology - Reverse	HI-4: using singular and plural possessive adjectives (my, your, his, her, its, our,their). Methodology - Syntax Surgery	HI-4: using singular possessive nouns. Concept Charts	HI-5: using interrogative pronouns (i.e., who, what, which). Methodology - TextCavation	HI-2: differentiating between past, present, present progressive, and future verb tenses.	HI-3: using "where" adverbs (i.e., here, there).	HI-5: using prepositions of opposition.	HI-8: using adverbial phrases in a complete sentence.	HI-12: producing sentences using subject, verb, and direct object (noun), with subject-verb agreement. (S-V-O)	HI-3: producing Yes/No questions beginning with "to be" and containing a complement in a variety of verb tenses.	HI-10: associating common abbreviations with words.
Syntax Rule # 5		HI-14: reading contractions fluently. Methodology - Language Warm-Ups	HI-16: following multiple-step positive and negative written directions which include prepositions.			All Syntax Rules		HI-3: writing a three paragraph report including a title and three facts based on collected data about objects, people or events. Methodology - Four-Picture Story Frames	HI-5: using plural possessive nouns.	HI-6: using demonstrative pronouns (i.e., this, that).	HI-10: producing declarative, negative, and interrogative sentences using the simple future tense (will, going to) with subject-verb agreement. Methodology - Verb Tense Study	Syntax Rule # 6	Syntax Rule # 5	HI-9: using auxiliary and/or modal auxiliary verb phrases in a complete sentence. Methodology - Function Junction	Syntax Rule # 9	HI-11: producing interrogative sentences beginning with "Why." Methodology - Reverse	HI-11: clarifying word meaning by applying knowledge of synonyms and antonyms to enhance vocabulary. Methodology - Vertical Sentences
HI-7: responding to academic discussions by sharing one's view on facts, ideas, and/or events using academic vocabulary. Methodology - This or That		HI-15: using knowledge of word order (syntax) and context to confirm decoding of text.	HI-19: locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.			HI-7: finalizing a student generated piece legibly and accurately for sharing with an intended audience.						HI-11: producing declarative, negative, and interrogative sentences using linking verbs of sensation with subject-verb agreement. Methodology - Verb Tense Study	HI-5: using adjectival adverbs.	HI-6: differentiating among prepositions of location, direction and time.		HI-13: producing sentences using subject, verb, and object pronoun, with subject-verb agreement. (S-V-O) Methodology - Syntax Surgery	HI-12: producing interrogative sentences beginning with "How." Methodology - Verb Tense Study	HI-12: applying knowledge of homophones within text.
		Varied Syntax Rules	HI-20: identifying words (nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.									Syntax Rule # 3				HI-14: producing sentences using adverbs to modify verbs.		HI-13: determining the meaning of a word by using resources. Grammar Wall
			HI-21: identifying words that the author selects to create a rich auditory experience (alliteration,onomatopoeia) in a literary selection.									HI-14: distinguishing between the auxiliary (helping) verb and the main verb.				Syntax Rule # 6		
												HI-15: producing declarative, negative, and interrogative sentences using modal auxiliaries (will, can, could, may, might, must, should, would) with subject-verb agreement. Methodology - Verb Tense Study						

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English Language Proficiency Standards Pacing Guide
ELL Stage II: Grades 1 2

Quarter 4
9 Weeks

Listening (19%)	Speaking (21%)	Reading (34%)		Writing (26%)					Language Strand							
Comprehension S1 - 100%	Delivery S2 - 88%	PA/Decoding S2 - 44%	Comprehend Text S4 - 56%	Writing Applications S1 - 32%	Standard English Conv. S2 - 68%	Writing Process S3 - 0%	Writing Elements S4- 0%	Reserach S5 - 0%	Adjectives	Nouns	Pronoun	Verbs	Adverbs	Prepositions	Questions	Vocabulary S2
									S1							

* Performance Indicators covered during quarters 1-3 should be spiraled and practiced for mastery throughout quarter 4.

* AZELLA tests are administered during the months of February and March. The expectation is for all Performance Indicators listed in quarters 1-3 to be covered before the AZELLA testing period.

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