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**Treasure Chest
For English Language Learners**

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Kindergarten

Correlated with

**Oregon English Language Proficiency
Acquisition of Language Functions and Grammatical Forms**

Kindergarten

**ENGLISH LANGUAGE PROFICIENCY
ACQUISITION OF LANGUAGE FUNCTIONS AND GRAMMATICAL FORMS—ALL GRADES**

LANGUAGE FUNCTION	BEGINNING	EARLY INTERMEDIATE	INTERMEDIATE	EARLY ADVANCED	ADVANCED	TARGET FORMS
EXPRESSING NEEDS AND LIKES	Students demonstrate minimal comprehension of general meaning; gain familiarity with the sounds, rhythms and patterns of English. Early stages show no verbal responses while in later stages one or two word responses are expected. Students respond in single words and phrases, which may include subject or a predicate. Many speech errors are observed. <i>(bear, brown)</i>	Students demonstrate increased comprehension of general meaning and some specific meaning; use routine expressions independently and respond using phrases and simple sentences, which include a subject and predicate. Students show basic errors in speech. <i>(The bear is brown. He is eating.)</i>	Students demonstrate good comprehension of general meaning; increased comprehension of specific meaning; responds in more complex sentences, with more detail using newly acquired vocabulary to experiment and form messages. <i>(The brown bear lived with his family in the forest.)</i>	Students demonstrate Consistent comprehension of general meaning; good understanding of implied meaning; sustain conversation, respond with detail in compound and complex sentences; actively participate using more extensive vocabulary, use standard grammar with few random errors. <i>(Can bears live in the forest if they find food there?)</i>	Students' comprehension of general and implied meaning, including idiomatic and figurative language. Students initiate and negotiate using appropriate discourse, varied grammatical structures and vocabulary; use of conventions for formal and informal use. <i>(Would you like me to bring pictures of the bear that I saw last summer?)</i>	

**ENGLISH LANGUAGE PROFICIENCY
ACQUISITION OF LANGUAGE FUNCTIONS AND GRAMMATICAL FORMS—ALL GRADES**

<p>One- or two-word answers (nouns or yes/no) to questions about preferences, (e.g., <i>two, apples, or tree</i>)</p> <p>Treasure Chest For English Language Learners pp. 6, 14, 22, 38, 46, 54, 70, 78, 86, 102, 110, 118, 134, 142, 150, 166, 174, 182, 198, 206, 214, 230, 238, 246, 262, 270, 278, 294, 302, 310</p>	<p>Simple sentences with subject/verb/object. “<i>I like/don’t like _____ (object). I need a/some _____ (object).</i>”</p> <p>Refer to Grade 6.</p>	<p>Elaborated sentences with subject/verb/object</p> <p>Refer to Grade 6.</p>	<p>Sentences with subject/verb/object and dependent clause</p> <p>Refer to Grade 6.</p>	<p>Sentences with subject/verb/object and dependent clause</p> <p>Refer to Grade 6.</p>	<p>Sentence Structure: The basic sentence structures that we use to express needs and likes are foundations to the more complex sentence structure we use for academic purposes.</p> <p>Treasure Chest For English Language Learners pp. 9, 17, 25, 27, 41, 49, 51, 59, 73, 75, 79, 81, 83, 105, 113, 121, 137, 145, 147, 153, 155, 169, 171, 177, 185, 209, 217, 233, 241, 249, 265, 273, 281, 297, 305</p>
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**ENGLISH LANGUAGE PROFICIENCY
ACQUISITION OF LANGUAGE FUNCTIONS AND GRAMMATICAL FORMS—ALL GRADES**

<p>DESCRIBING PEOPLE, PLACES AND THINGS</p>	<p>Common nouns and adjectives</p> <p>Treasure Chest For English Language Learners pp. 6, 7, 15, 17, 22, 23, 25, 30, 38, 39, 41, 47, 51, 55, 57, 71, 73, 75, 79, 81, 89, 91, 102, 103, 105, 111, 113, 118, 119, 121, 126, 135, 137, 143, 167, 169, 175, 201, 231, 233, 247, 249, 263, 265, 271, 273, 279, 294, 303, 318</p>	<p>Simple sentences with the verb to be, using common nouns and adjectives. <i>The (my, her) _____ is/are _____. A (it) has/have _____.</i></p> <p>Treasure Chest For English Language Learners pp. 17, 137, 138, 139, 153, 177</p>	<p>Elaborated sentences has/have/had or is/are/ were with nouns and adjectives</p> <p>Refer to Grades 1-6.</p>	<p>Compound sentences with more specific vocabulary (nouns, adjectives)</p> <p>Refer to Grades 3-6.</p>	<p>Complex sentences with more specific vocabulary (nouns, adjectives)</p> <p>Refer to Grades 4-6.</p>	<p>Nouns Pronouns and Adjectives: Students learn to understand and generate oral and written language with nouns, pronouns and adjectives.</p> <p>Treasure Chest For English Language Learners pp. 6, 7, 15, 17, 22, 23, 25, 30, 38, 39, 41, 47, 51, 55, 57, 71, 73, 75, 79, 81, 89, 91, 102, 103, 105, 111, 113, 118, 119, 121, 126, 135, 137, 143, 167, 169, 175, 201, 231, 233, 247, 249, 263, 265, 271, 273, 279, 294, 303, 318</p>
<p>DESCRIBING LOCATION</p>	<p>Demonstrated comprehension of total physical response commands, including prepositions (e.g., <i>on, off, in, out, inside, outside</i>)</p> <p>Refer to Grades 4-6.</p>	<p>Simple sentences with prepositional phrases(e.g., <i>next to, beside, between, in front of, in back of, behind, on the left/right, in the middle of, above, below, under</i>)</p> <p>Refer to Grades 4-6.</p>	<p>May include two prepositional phrases with more difficult prepositions (e.g., <i>in front of, behind, next to</i>)</p> <p>Refer to Grades 4-6.</p>	<p>Complex sentences with phrases using prepositions (e.g., <i>beneath, within</i>)</p> <p>Refer to Grades 4-6.</p>	<p>Complex sentences with phrases using prepositions (e.g., <i>beneath, within</i>)</p> <p>Refer to Grades 4-6.</p>	<p>Prepositional Phrases: Students learn to understand and generate oral and written language with prepositional phrases.</p> <p>Refer to Grades 4-6.</p>

**ENGLISH LANGUAGE PROFICIENCY
ACQUISITION OF LANGUAGE FUNCTIONS AND GRAMMATICAL FORMS—ALL GRADES**

<p>DESCRIBING ACTION</p>	<p>Demonstrate comprehension (perform or describe actions)</p> <p>Treasure Chest For English Language Learners pp. 9, 11, 19, 39, 87, 145, 182, 183, 209, 215, 235, 279, 294</p>	<p>Present progressive</p> <p>Refer to Grades 1-6.</p>	<p>Variety of verb tenses and descriptive adverbs</p> <p>Refer to Grades 1-6.</p>	<p>Adverb clauses telling <i>how, where, or when</i></p> <p>Refer to Grades 4-6.</p>	<p>Adverb clauses telling <i>how, where, or when.</i></p> <p>Refer to Grades 4-6.</p>	<p>Present Progressive, Adverbs: Students learn to understand and generate oral and written language skills with present progressive and adverbs.</p> <p>Refer to Grades 2-6.</p>
<p>RETELLING/RELATING PAST EVENTS (KINDER—GENERAL UNDERSTANDING)</p>	<p>Single words in response to past tense question</p> <p>Refer to Grades 1-6.</p>	<p>Simple sentences with past progressive _____ (pronoun) _____ was/were _____ -ing.</p> <p>Refer to Grades 2-6.</p>	<p>Simple sentences with regular and irregular past tense verbs “<i>Yesterday/ Last _____/On _____ day (pronoun) _____ -ed (prep. Phrase or other direct object).</i>” <i>First _____ and then _____ . Finally</i></p> <p>Refer to Grades 1-6.</p>	<p>Compound sentences using past tense and adverb</p> <p>Refer to Grades 3-6.</p>	<p>Present progressive/past perfect tense with specialized prepositions _____ have/has been _____-ing since/for _____.</p> <p>Refer to Grades 2-6.</p>	<p>Past Tense Verbs: Students learn to understand and generate oral and written language with past tense verbs.</p> <p>Refer to Grades 1-6.</p>

**ENGLISH LANGUAGE PROFICIENCY
ACQUISITION OF LANGUAGE FUNCTIONS AND GRAMMATICAL FORMS—ALL GRADES**

<p>MAKING PREDICTIONS</p>	<p>In response to questions, may respond by circling, pointing, and so on, or answer with one or two words</p> <p>Treasure Chest For English Language Learners pp. 10, 18, 26, 42, 50, 58, 74, 82, 90, 106, 114, 122, 138, 146, 154, 170, 178, 186, 202, 210, 218, 234, 242, 250, 266, 274, 282, 298, 306, 314</p>	<p>The _____ is/are going to.</p> <p>Refer to Grades 4-6.</p>	<p>The _____ will.</p> <p>Treasure Chest For English Language Learners pp. 10, 18, 26, 42, 50, 58, 74, 82, 90, 106, 114, 122, 138, 146, 154, 170, 178, 186, 202, 210, 218, 234, 242, 250, 266, 274, 282, 298, 306, 314</p>	<p>Conditional (could, might) mood in complex sentences</p> <p>Refer to Grades 4-6.</p>	<p>Conditional (could, might) mood in complex sentences</p> <p>Refer to Grades 4-6.</p>	<p>Verbs: Future Tense, Conditional Mood: Students learn to understand and generate oral and written language with future tense verbs and conditional mood.</p> <p>Refer to Grades 3-6.</p>
<p>ASKING INFORMAL QUESTIONS</p>	<p>Simple questions about familiar or concrete subjects</p> <p>Treasure Chest For English Language Learners pp. 19, 43, 63, 111</p>	<p>Present or present progressive tense questions with <i>to be</i></p> <p>Refer to Grades 3-6.</p>	<p>Who, what, where, why questions with <i>do or did</i></p> <p>Refer to Grades 1-6.</p>	<p>Detailed questions with <i>who, what, when, where, why</i> and <i>how</i></p> <p>Refer to Grades 1-6.</p>	<p>Detailed questions with expanded verb phrase</p> <p>Treasure Chest For English Language Learners pp. 9, 11, 19, 39, 43, 63, 87, 111, 145, 182, 183, 209, 215, 235, 279, 294</p>	<p>Verbs and Verb Phrases in Questions: Students learn to understand and generate oral and written language with verbs and verb phrases in questions. Treasure Chest For English Language Learners pp. 9, 11, 19, 39, 43, 63, 87, 111, 145, 182, 183, 209, 215, 235, 279, 294</p>

**ENGLISH LANGUAGE PROFICIENCY
ACQUISITION OF LANGUAGE FUNCTIONS AND GRAMMATICAL FORMS—ALL GRADES**

<p>ASKING CLARIFYING QUESTIONS</p>	<p>Not Applicable</p>	<p>Formula questions Clarifying classroom procedures, rules and routines</p> <p>Treasure Chest For English Language Learners pp. 19, 43, 63, 111</p>	<p>Formula questions Clarifying classroom procedures, rules and routines</p> <p>Treasure Chest For English Language Learners pp. 19, 43, 63, 111</p>	<p>A variety of fairly specific questions clarifying procedures or content</p> <p>Treasure Chest For English Language Learners pp. 19, 43, 63, 111</p>	<p>Varied, specific questions clarifying procedures or content</p> <p>Treasure Chest For English Language Learners pp. 19, 43, 63, 111</p>	<p>Questions with Increasing Specificity</p> <p>Treasure Chest For English Language Learners pp. 19, 43, 63, 111</p>
<p>EXPRESSING AND SUPPORTING OPINIONS</p>	<p>I like/don't like _____ (concrete topics).</p> <p>Treasure Chest For English Language Learners pp. 6, 14, 22, 38, 46, 54, 70, 78, 86, 102, 110, 118, 134, 142, 150, 166, 174, 182, 198, 206, 214, 230, 238, 246, 262, 270, 278, 294, 302, 310</p>	<p>I think/agree with (don't) _____.</p> <p>Treasure Chest For English Language Learners pp. 6, 14, 22, 38, 46, 54, 70, 78, 86, 102, 110, 118, 134, 142, 150, 166, 174, 182, 198, 206, 214, 230, 238, 246, 262, 270, 278, 294, 302, 310</p>	<p>I think/agree with (don't) _____ because _____.</p> <p>Treasure Chest For English Language Learners pp. 6, 14, 22, 38, 46, 54, 70, 78, 86, 102, 110, 118, 134, 142, 150, 166, 174, 182, 198, 206, 214, 230, 238, 246, 262, 270, 278, 294, 302, 310</p>	<p>In my opinion _____ should _____ because/so _____.</p> <p>Treasure Chest For English Language Learners pp. 6, 14, 22, 38, 46, 54, 70, 78, 86, 102, 110, 118, 134, 142, 150, 166, 174, 182, 198, 206, 214, 230, 238, 246, 262, 270, 278, 294, 302, 310</p>	<p>Complex sentences using modals and clauses</p> <p>Refer to Grades 4-6.</p>	<p>Sentence Structure</p> <p>Treasure Chest For English Language Learners pp. 9, 17, 25, 27, 41, 49, 51, 59, 73, 75, 79, 81, 83, 105, 113, 121, 137, 145, 147, 153, 155, 169, 171, 177, 185, 209, 217, 233, 241, 249, 265, 273, 281, 297, 305</p>
<p>COMPACTING</p>	<p>Single words or phrases in response to concrete comparison questions</p> <p>Treasure Chest For English Language Learners pp. 19, 43, 63, 111</p>	<p>Sentences with subject/verb/adjective showing similarities and differences</p> <p>Treasure Chest For English Language Learners pp. 174, 190, 206, 222</p>	<p>Subject/verb/adjective, <i>but</i> _____. Adjective with -er or -est</p> <p>Treasure Chest For English Language Learners pp. 174, 190, 206, 222</p>	<p>Varied sentence structures with specific comparative adjectives and phrases</p> <p>Treasure Chest For English Language Learners pp. 174, 190, 206, 222</p>	<p>Complex sentence structure with specific comparative language</p> <p>Treasure Chest For English Language Learners pp. 174, 190, 206, 222</p>	<p>Adjectives and Conjunctions</p> <p>Treasure Chest For English Language Learners pp. 174, 190, 206, 222</p>

**ENGLISH LANGUAGE PROFICIENCY
ACQUISITION OF LANGUAGE FUNCTIONS AND GRAMMATICAL FORMS—ALL GRADES**

CONTRASTING		Sentences with subject/verb/adjective showing similarities and differences Treasure Chest For English Language Learners pp. 174, 190, 206, 222	Subject/verb/adjective <i>like</i> _____ <i>but</i> subject/verb/adjective Treasure Chest For English Language Learners pp. 174, 190, 206, 222	Subject/verb/adjective, <i>both</i> subject/verb, <i>but</i> Treasure Chest For English Language Learners pp. 174, 190, 206, 222	Approximately used idiomatic phrases and contrasting words (e.g., <i>whereas</i> , and <i>in contrast</i>) Treasure Chest For English Language Learners pp. 174, 190, 206, 222	Comparative Adjectives Treasure Chest For English Language Learners pp. 174, 190, 206, 222
SUMMARIZING		Simple sentences with key nouns, adjectives, and verbs Treasure Chest For English Language Learners pp. 9, 17, 25, 27, 41, 49, 51, 59, 73, 75, 79, 81, 83, 105, 113, 121, 137, 145, 147, 153, 155, 169, 171, 177, 185, 209, 217, 233, 241, 249, 265, 273, 281, 297, 305	Compound sentences with <i>and/but</i> Refer to Grades 3-6.	Conjunctions that summarize (<i>to conclude, indeed, in summary, in short</i>) Refer to Grades 4-6.	Conjunctions that summarize (<i>indeed, therefore, consequently</i>) Refer to Grades 4-6.	Increasingly Complex Sentences with Increasingly Specific Vocabulary Refer to Grades 4-6.

**ENGLISH LANGUAGE PROFICIENCY
ACQUISITION OF LANGUAGE FUNCTIONS AND GRAMMATICAL FORMS—ALL GRADES**

PERSUADING			Imperative verb forms Refer to Grades 2-6.	Complex sentences with future and conditional Refer to Grades 4-6.	Complex sentences with varied verb forms and tag questions, idiomatic expressions or embedded clauses Refer to Grades 4-6.	Verb Forms Treasure Chest For English Language Learners pp. 9, 11, 19, 39, 43, 63, 87, 111, 145, 182, 183, 209, 215, 235, 279, 294
LITERARY ANALYSIS	Single words for character and setting Treasure Chest For English Language Learners pp. 18-19, 42-43, 58-59, 210-211, 313-314	Simple sentences (subject/verb/ adjective) (subject/verb/ object) Treasure Chest For English Language Learners pp. 9, 17, 25, 27, 41, 49, 51, 59, 73, 75, 79, 81, 83, 105, 113, 121, 137, 145, 147, 153, 155, 169, 171, 177, 185, 209, 217, 233, 241, 249, 265, 273, 281, 297, 305	Compound sentences with <i>and</i> , <i>because</i> , <i>before</i> , <i>after</i> Refer to Grades 3-6.	Descriptive language in more complex sentences Refer to Grades 4-6.	Specific descriptive language in complex sentences Refer to Grades 4-6.	Sentence Structure and Specific Vocabulary Treasure Chest For English Language Learners pp. 9, 17, 25, 27, 41, 49, 51, 59, 73, 75, 79, 81, 83, 105, 113, 121, 137, 145, 147, 153, 155, 169, 171, 177, 185, 209, 217, 233, 241, 249, 265, 273, 281, 297, 305

**ENGLISH LANGUAGE PROFICIENCY
ACQUISITION OF LANGUAGE FUNCTIONS AND GRAMMATICAL FORMS—ALL GRADES**

<p>CAUSE AND EFFECT RELATIONSHIP</p>		<p>Answer cause and effect question with a simple response</p> <p>Treasure Chest For English Language Learners pp. 306-307</p>	<p>Descriptive sentences with past tense verbs</p> <p>Refer to Grades 1-6.</p>	<p>Complex sentences with past tense verbs</p> <p>Refer to Grades 1-6.</p>	<p>Conditional: If _____ had/hadn't _____. _____ would/wouldn't have _____. _____.</p> <p>Treasure Chest For English Language Learners pp. 306-307</p>	<p>Verb Forms</p> <p>Treasure Chest For English Language Learners pp. 9, 11, 19, 39, 87, 145, 182, 183, 209, 215, 235, 279, 294</p>
<p>DRAW CONCLUSIONS</p>			<p>Comparative adjectives with past tense verbs in simple sentences</p> <p>Treasure Chest For English Language Learners pp. 174, 190, 206, 222</p>	<p>Comparative adjectives with conjunctions such as <i>although, because, that</i></p> <p>Treasure Chest For English Language Learners pp. 174, 190, 206, 222</p>	<p>Comparative adjectives with idiomatic phrases and passive voice</p> <p>Treasure Chest For English Language Learners pp. 174, 190, 206, 222</p>	<p>Comparative Adjectives</p> <p>Treasure Chest For English Language Learners pp. 174, 190, 206, 222</p>

ENGLISH LANGUAGE PROFICIENCY
ACQUISITION OF LANGUAGE FUNCTIONS AND GRAMMATICAL FORMS—ALL GRADES

<p>DEFINING</p>	<p>Patterned responses: <i>A table is furniture/A boy is a person.</i></p> <p>Treasure Chest For English Language Learners pp. 6, 11, 14, 19, 22, 27, 38, 43, 46, 51, 54, 59, 70, 75, 78, 83, 86, 91, 102, 107, 110, 115, 118, 123, 134, 139, 142, 147, 150, 155, 166, 171, 174, 179, 182, 187, 198, 203, 206, 211, 214, 219, 230, 235, 238, 243, 246, 251, 262, 267, 270, 275, 278, 283, 294, 299, 302, 307, 310, 315</p>	<p>Simple terms, aspects of concrete and familiar objects, regular nouns singular and plural, personal pronouns, present tense, simple Sentences</p> <p>Treasure Chest For English Language Learners pp. 7, 9, 11, 15, 17, 19, 23, 25, 27, 39, 41, 47, 49, 51, 55, 57, 59, 71, 73, 75, 79, 81, 83, 87, 89, 91, 102, 103, 105, 111, 113, 118, 119, 121, 126, 135, 137, 143, 145, 147, 153, 155, 167, 169, 171, 175, 177, 182, 183, 185, 201, 209, 215, 217, 231, 233, 235, 241, 247, 249, 263, 265, 271, 273, 279, 281, 294, 297, 303, 305, 318</p>	<p>Connected text including irregular nouns, personal, possessive pronouns and adjectives with some irregular past tense verbs</p> <p>Treasure Chest For English Language Learners pp. 6, 7, 15, 17, 22, 23, 25, 30, 38, 39, 41, 47, 51, 55, 57, 71, 73, 75, 79, 81, 89, 91, 102, 103, 105, 111, 113, 118, 119, 121, 126, 135, 137, 143, 167, 169, 175, 201, 231, 233, 247, 249, 263, 265, 271, 273, 279, 294, 303, 318</p>	<p>Concrete and abstract topics using irregular nouns, singular and plural, personal and possessive pronouns and adjectives</p> <p>Treasure Chest For English Language Learners pp. 6, 7, 15, 17, 22, 23, 25, 30, 38, 39, 41, 47, 51, 55, 57, 71, 73, 75, 79, 81, 89, 91, 102, 103, 105, 111, 113, 118, 119, 121, 126, 135, 137, 143, 167, 169, 175, 201, 231, 233, 247, 249, 263, 265, 271, 273, 279, 294, 303, 318</p>	<p>Clear, well-structured, detailed language on complex subjects, showing controlled use of nouns, pronouns, Adjectives</p> <p>Treasure Chest For English Language Learners pp. 6, 7, 15, 17, 22, 23, 25, 30, 38, 39, 41, 47, 51, 55, 57, 71, 73, 75, 79, 81, 89, 91, 102, 103, 105, 111, 113, 118, 119, 121, 126, 135, 137, 143, 167, 169, 175, 201, 231, 233, 247, 249, 263, 265, 271, 273, 279, 294, 303, 318</p>	<p>Nouns, Abstract Nouns, Pronouns, Adjectives: Students learn to define concrete and abstract objects/concepts with correct nouns, pronouns, and adjectives</p> <p>Treasure Chest For English Language Learners pp. 6, 7, 15, 17, 22, 23, 25, 30, 38, 39, 41, 47, 51, 55, 57, 71, 73, 75, 79, 81, 89, 91, 102, 103, 105, 111, 113, 118, 119, 121, 126, 135, 137, 143, 167, 169, 175, 201, 231, 233, 247, 249, 263, 265, 271, 273, 279, 294, 303, 318</p>
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ENGLISH LANGUAGE PROFICIENCY
ACQUISITION OF LANGUAGE FUNCTIONS AND GRAMMATICAL FORMS—ALL GRADES

<p>EXPLAINING</p>		<p>Main points in familiar idea or problem with some precision using simple indicative verb forms in simple declarative sentences (<i>Large oaks grew in the park/The length of the room is 40 feet.</i>)</p> <p>Refer to Grades 1-6.</p>	<p>Explain simple, straightforward information of immediate relevance, using regular verbs and adverbs of manner in declarative sentences and compound sentences (<i>Maria planted the petunia seeds carefully.</i>)</p> <p>Refer to Grades 1-6.</p>	<p>Get across important points using declarative, compound and complex sentences, regular and irregular verb forms Complex: <i>As I came home, I stopped at the store.</i> Compound: <i>The children who came in early had refreshments, but those who came late had none.</i></p> <p>Treasure Chest For English Language Learners pp. 9, 11, 17, 19, 25, 27, 39, 41, 49, 51, 59, 73, 75, 79, 81, 83, 87, 105, 113, 121, 137, 145, 147, 153, 155, 169, 171, 177, 182, 183, 185, 209, 215, 217, 233, 235, 241, 249, 265, 273, 279, 281, 294, 297, 305</p>	<p>Get across which point he/she feels is most important using regular and irregular verb forms, adverbs of manner and compound-complex sentences. Adverbs of manner: <i>The children who sang loudly got a cookie, but those who didn't sing had none.</i></p> <p>Treasure Chest For English Language Learners pp. 9, 11, 19, 39, 87, 145, 182, 183, 209, 215, 235, 279, 294</p>	<p>Verb Forms—Indicative verb (<i>makes a statement of fact</i>), Declarative Sentences, Complex Sentences, Adverbs of Manner: Students learn to develop and use explanations using appropriate verb forms, declarative and complex sentences and adverbs of manner.</p> <p>Treasure Chest For English Language Learners pp. 9, 11, 17, 19, 25, 27, 39, 41, 49, 51, 59, 73, 75, 79, 81, 83, 87, 105, 113, 121, 137, 145, 147, 153, 155, 169, 171, 177, 182, 183, 185, 209, 215, 217, 233, 235, 241, 249, 265, 273, 279, 281, 294, 297, 305</p>
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**ENGLISH LANGUAGE PROFICIENCY
ACQUISITION OF LANGUAGE FUNCTIONS AND GRAMMATICAL FORMS—ALL GRADES**

<p>GENERALIZING</p>			<p>Imperative mode: Expresses command <i>(Take me home. Stay there.)</i> Collective nouns name, as a unit, the members of a group (<i>herd, class, jury, congregation</i>).</p> <p>Treasure Chest For English Language Learners pp. 9, 11, 119, 167, 171</p>	<p>Indicative mode: makes a statement of fact (<i>The temperature is low.</i>) Abstract nouns: name things or ideas that people cannot touch or handle (<i>beauty, honesty, comfort, love</i>).</p> <p>Refer to Grades 3-6.</p>	<p>Subjunctive mode: expressing a condition contrary to fact or expressing a doubt (<i>If only he were here.</i>)</p> <p>Treasure Chest For English Language Learners Opportunities to teach: pp. 7, 9, 11, 15, 17, 19, 23, 25, 39, 41, 47, 51, 55, 57, 71, 73, 75, 79, 81, 87, 89, 91, 102, 103, 105, 111, 113, 118, 119, 121, 126, 135, 137, 143, 145, 167, 169, 175, 182, 183, 201, 209, 215, 231, 233, 235, 247, 249, 263, 265, 271, 273, 279, 294, 303, 318</p>	<p>Nouns—Common, Collective and Abstract Nouns; Verb Forms: Students learn to develop and use generalizations using abstract nouns, verb forms and nominalizations.</p> <p>Treasure Chest For English Language Learners pp. 7, 9, 11, 15, 17, 19, 23, 25, 39, 41, 47, 51, 55, 57, 71, 73, 75, 79, 81, 87, 89, 91, 102, 103, 105, 111, 113, 118, 119, 121, 126, 135, 137, 143, 145, 167, 169, 175, 182, 183, 201, 209, 215, 231, 233, 235, 247, 249, 263, 265, 271, 273, 279, 294, 303, 318</p>
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ENGLISH LANGUAGE PROFICIENCY
ACQUISITION OF LANGUAGE FUNCTIONS AND GRAMMATICAL FORMS—ALL GRADES

<p>EVALUATING</p>	<p>Adjectives that point out particular objects (<i>that wagon, those toys, each person, every girl</i>). Number adjectives: (<i>two men, ten ships, the third time, the ninth boy</i>)</p> <p>Treasure Chest For English Language Learners pp. 46, 54, 142, 310</p>	<p>Adjectives used to limit: (<i>few horses, much snow, little rain</i>)</p> <p>Treasure Chest For English Language Learners pp. 6, 22, 25, 30, 38, 41</p>	<p>Evaluate simple direct exchange of limited information on familiar and routine matters using simple verbs and adjectives. Correlative conjunctions are used in pairs: both—and; not only—but also (<i>Neither the teacher nor the students could solve the problem.</i>)</p> <p>Treasure Chest For English Language Learners pp. 6, 9, 11, 19, 22, 25, 30, 38, 39, 41, 87, 145, 182, 183, 209, 215, 235, 279, 294</p>	<p>Qualify opinions and statements precisely in relation to degrees of certainty/uncertainty, belief/doubt, likelihood, etc.</p> <p>Treasure Chest For English Language Learners pp. 174, 190, 206, 222</p>	<p>Convey finer, precise shades of meaning by using, with reasonable accuracy, a wide range of qualifying devices, such as adverbs that express degree (<i>This class is too hard.</i>); clauses expressing limitations (<i>This is a school van, but it is only used for sports.</i>); and complex sentences.</p> <p>Refer to Grades 2-6.</p>	<p>Complex Sentences; Increasing Specificity of Nouns, Verbs, and Adjectives; Correlative Conjunctions: Students learn to understand and use complex sentences using very specific nouns, verbs and adjectives.</p> <p>Treasure Chest For English Language Learners pp. 6, 7, 9, 11, 15, 17, 19, 22, 23, 25, 30, 38, 39, 41, 47, 51, 55, 57, 71, 73, 75, 79, 81, 87, 89, 91, 102, 103, 105, 111, 113, 118, 119, 121, 126, 135, 137, 143, 145, 167, 169, 175, 182, 183, 201, 209, 215, 231, 233, 235, 247, 249, 263, 265, 271, 273, 279, 294, 303, 318</p>
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ENGLISH LANGUAGE PROFICIENCY
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<p>INTERPRETING</p>	<p>Interpret a single phrase at a time, picking up familiar names, words, and basic phrases <i>(D’Onofrio chocolates are the best.)</i></p> <p>Treasure Chest For English Language Learners pp. 10, 11, 18, 26, 42, 50, 51, 58, 74, 82, 83, 90, 106, 107, 114, 115, 122, 123, 138, 139, 146, 147, 154, 170, 171, 178, 186, 202, 203, 210, 218, 234, 242, 243, 250, 266, 267, 274, 275, 282, 298, 306, 314</p>	<p>Interpret short, simple texts containing the highest frequency vocabulary</p> <p>Treasure Chest For English Language Learners pp. 10, 11, 18, 26, 42, 50, 51, 58, 74, 82, 83, 90, 106, 107, 114, 115, 122, 123, 138, 139, 146, 147, 154, 170, 171, 178, 186, 202, 203, 210, 218, 234, 242, 243, 250, 266, 267, 274, 275, 282, 298, 306, 314</p>	<p>Interpret short, simple texts on familiar matters of a concrete type, which consist of high frequency everyday or school-related language</p> <p>Treasure Chest For English Language Learners pp. 10, 11, 18, 26, 42, 50, 51, 58, 74, 82, 83, 90, 106, 107, 114, 115, 122, 123, 138, 139, 146, 147, 154, 170, 171, 178, 186, 202, 203, 210, 218, 234, 242, 243, 250, 266, 267, 274, 275, 282, 298, 306, 314</p>	<p>Interpret a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning</p> <p>Treasure Chest For English Language Learners pp. 10, 11, 50, 51, 82, 83, 106, 107, 114, 115, 122, 123, 138, 139, 146, 147, 170, 171, 202, 203, 242, 243, 266, 267, 274, 275</p>	<p>Interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial nonliterary writings</p> <p>Treasure Chest For English Language Learners pp. 10, 11, 50, 51, 82, 83, 106, 107, 114, 115, 122, 123, 138, 139, 146, 147, 170, 171, 202, 203, 242, 243, 266, 267, 274, 275</p>	<p>Language of Propaganda, Complex Sentences: Students learn to identify and interpret the language of propaganda and use complex sentences.</p> <p>Treasure Chest For English Language Learners pp. 10, 11, 50, 51, 82, 83, 106, 107, 114, 115, 122, 123, 138, 139, 146, 147, 170, 171, 202, 203, 242, 243, 266, 267, 274, 275</p>
<p>SEQUENCING</p>	<p>Subject (<i>The girl who was sick went home.</i>) Natural sequencing (<i>I hit him and he fell over.</i>)</p> <p>Refer to Grades 1-6.</p>	<p>Direct object (<i>The story that I read was long.</i>) Indirect object (<i>The man to whom I gave the present was absent.</i>)</p> <p>Refer to Grade 6.</p>	<p>Prepositional object (<i>I found the book that John was talking about.</i>)</p> <p>Refer to Grades 4-6.</p>	<p>Possessive (<i>I know the woman whose father is visiting.</i>) Subordinate conjunctions- used to join two grammatical parts of equal rank (<i>Although he worked hard, he did not finish his homework.</i>)</p> <p>Refer to Grades 2-6.</p>	<p>Object of comparison (<i>The person whom Susan is taller than is Mary.</i>)</p> <p>Treasure Chest For English Language Learners pp. 174, 190, 206, 222</p>	<p>Adverbs of time, Relative clauses, Subordinate conjunctions: Students learn sequencing using adverbs of time, relative clauses and subordinate conjunctions.</p> <p>Refer to Grades 2-6.</p>

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<p>HYPOTHESIZING AND SPECULATING</p>			<p>Auxiliary verbs that indicate futurity: <i>will</i> and <i>shall</i></p> <p>Refer to Grades 3-6.</p>	<p>Auxiliary verb indicating desire or intent: <i>would</i></p> <p>Refer to Grades 4-6.</p>	<p>Auxiliary verbs include modal verbs, which may express possibility: <i>may, might, can, could.</i></p> <p>Refer to Grades 4-6.</p>	<p>Modals (would, could, might), Compound tenses (would have been): Students learn to hypothesize and speculate using modals and compound tenses.</p> <p>Refer to Grades 4-6.</p>
<p>SUMMARIZING</p>	<p>Copy out short texts; can copy out single words and short texts</p> <p>Treasure Chest For English Language Learners pp. 106-107, 114-115, 122-123, 172-173</p>	<p>Paraphrase short written passages in a simple fashion, using the original text wording and ordering; pick out and reproduce key words and phrases or short sentences from a short text within the learner’s limited competence and experience</p> <p>Treasure Chest For English Language Learners pp. 106-107, 114-115, 122-123, 172-173</p>	<p>Summarize extracts from news items, interviews or documentaries Containing opinions, argument and discussion; summarize the plot and sequence of events in a poem or play; collate short pieces of information from several sources and summarize them for someone else</p> <p>Treasure Chest For English Language Learners pp. 106-107, 114-115, 122-123, 172-173</p>	<p>Summarize a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes</p> <p>Treasure Chest For English Language Learners pp. 106-107, 114-115, 122-123, 172-173</p>	<p>Summarize information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result</p> <p>Treasure Chest For English Language Learners pp. 106-107, 114-115, 122-123, 172-173</p>	<p>Modals (would, could, might), Compound tenses (would have been): Students learn to summarize and speculate using modals and compound tenses.</p> <p>Treasure Chest For English Language Learners pp. 106-107, 114-115, 122-123, 172-173</p>