

## Beginning English Language Learners Unit 1: My Community

### Chapter 1: My Family

Key Chapter Functions	Target Forms
Naming people	Nouns (e.g., <i>teacher, mother, boy</i> )
Responding to commands	Imperative (e.g., <i>Stand up. Raise your hand. Point to the man.</i> )
Asking and answering simple questions	Sentence structures (e.g., <i>What is your name? My name is __.</i> )
Using social language	Sentence structures (e.g., <i>Thank you. You're welcome.</i> )

### Chapter 2: My School

Key Chapter Functions	Target Forms
Naming places and things	Nouns (e.g., <i>desk, book, bathroom</i> )
Responding to commands	Imperative (e.g., <i>Take the ball. Show me the window.</i> )
Asking and answering simple <i>yes/no</i> questions	Sentence structures, nouns (e.g., <i>Is this the desk? Yes., Is this the clock? No.</i> )
Using social language	Sentence structures (e.g., <i>Hello. Good morning.</i> )

### Chapter 3: Count Me In

Key Chapter Functions	Target Forms
Responding to commands	Imperative, prepositions (e.g., <i>Put the 2 in the box. Put the 9 on top of the 10. Put the 5 in front of the 6.</i> )
Answering <i>how many</i> questions with numerals	Sentence structures, nouns (e.g., <i>How many chairs are at your table? How many flags are in the room?</i> )
Using social language	Sentence structures (e.g., <i>How are you today? Fine, thank you., When is your birthday? My birthday is __.</i> )

### Chapter 4: Color My World

Key Chapter Functions	Target Forms
Responding to commands	Imperative, prepositions (e.g., <i>Put the black between the red and orange. Put the green by the blue.</i> )
Naming things	Sentence structures, nouns, articles (e.g., <i>I have an eraser. I have a ball.</i> )
Describing things	Nouns, adjectives (e.g., <i>a brown desk, a red book, a purple ball</i> )

### Chapter 5: The Amazing Human Body

Key Chapter Functions	Target Forms
Naming things	Nouns, regular plurals with <i>-s</i> (e.g., <i>hand/hands, eye/eyes, leg/legs</i> )
Responding to commands	Imperative (e.g., <i>Touch your neck. Touch your face. Look at the board.</i> )
Making statements about immediate world	Sentence structures, nouns (e.g., <i>I wash my hands. I wash my face.</i> )

# Beginning English Language Learners

## Unit 2: My Larger Community

### Chapter 1: The People Around Me

Key Chapter Functions	Target Forms
Naming people	Nouns, regular plurals with <i>-s</i> (e.g., <i>grandmother/grandmothers, nurse/nurses</i> )
Renaming people	Sentence structures, subject pronouns (e.g., <i>She has white hair. They go to the same school.</i> )
Describing people	Sentence structures, adjectives (e.g., <i>The baby is young. Grandma Lee is old.</i> )
Describing actions	Sentence structures, subject pronouns, present tense verbs (e.g., <i>She helps me. They help me.</i> )
Asking for help	Sentence structures (e.g., <i>I don't understand. Will you help me?</i> )

### Chapter 2: School Days

Key Chapter Functions	Target Forms
Naming places and things	Nouns, regular plurals with <i>-s</i> and <i>-es</i> (e.g., <i>page/pages, bench/benches</i> )
Responding to commands	Imperative, prepositions (e.g., <i>Put the page next to the box. Put the bars, bench, and scissors in a row.</i> )
Answering simple or questions	Sentence structures, nouns (e.g., <i>Is this a library or an office? Office.</i> )
Describing what kind	Sentence structures, adjectives (e.g., <i>He is an excellent student. Jody is late.</i> )
Describing how	Adverbs (e.g., <i>very</i> )

### Chapter 3: I'm Counting on You

Key Chapter Functions	Target Forms
Responding to commands	Imperative, prepositions (e.g., <i>Put three buttons on the desk. Take two buttons off the desk.</i> )
Describing how many	Adjectives (e.g., <i>two hands, six teachers</i> )
Answering questions about numbers on a graph	Sentence structures, nouns (e.g., <i>How many cousins does Joe have? 14., Does Minh have 16 or 18 cousins? 18.</i> )
Describing what kind	Adjectives, nouns (e.g., <i>little hands, excellent teachers, red flags</i> )
Making statements about immediate world	Sentence structures, subject pronouns, present tense verbs, adjectives, nouns (e.g., <i>We need blue crayons. She has five balls. He wants excellent teachers.</i> )

### Chapter 4: Our Animal Friends

Key Chapter Functions	Target Forms
Naming things	Nouns, regular plurals with <i>-s</i> and <i>-ies</i> (e.g., <i>bird/birds, puppy/puppies</i> )
Answering <i>yes/no</i> questions in complete sentences	Sentence structures, subject pronouns, nouns (e.g., <i>Is this a monkey? Yes, it is a monkey., Is this a bird? No, it is a cat.</i> )
Making statements about immediate world	Sentence structures, present tense verbs, nouns (e.g., <i>I am human. He is a boy. They are animals.</i> )
Describing qualities	Sentence structures, nouns, adjectives (e.g., <i>The kitten is cute. The rabbit is soft.</i> )
Describing location	Sentence structures, prepositions, nouns (e.g., <i>The turtle is on the table. The bird is under the clock. The rabbit is beside the door.</i> )
Expressing ability and permission	Sentence structures, modals (e.g., <i>The dog can run. The kitten may not sleep on the table.</i> )

## Chapter 5: The Food We Eat

Key Chapter Functions	Target Forms
Naming things	Nouns (e.g., <i>carrot, apple</i> )
Responding to commands	Imperative, prepositions (e.g., <i>Put the pineapple behind your back. Put the apple beside the banana.</i> )
Expressing likes and dislikes	Sentence structures, nouns (e.g., <i>Do you like lemons? No., Do you like bananas? Yes.</i> )
Describing location	Sentence structures, nouns, articles, prepositions (e.g., <i>The banana is on the table. The apple is beside the window.</i> )
Connecting ideas	Sentence structures, conjunctions, adjectives (e.g., <i>The banana is yellow and long.</i> )

## Chapter 6: Shapes All Around Us

Key Chapter Functions	Target Forms
Naming things	Nouns, regular plurals with –s (e.g., <i>circle/circles, line/lines</i> )
Answering who questions in complete sentences	Sentence structures, subject pronouns, present tense verbs, nouns (e.g., <i>Who has the triangle? He has the triangle., Who has the circle? They have the circle.</i> )
Making statements about immediate world	Sentence structures, subject pronouns, present tense verbs, adjectives (e.g., <i>I have a green circle. She has a red square.</i> )

## Chapter 7: More About the Amazing Human Body

Key Chapter Functions	Target Forms
Naming things	Nouns (e.g., <i>elbow, shoulder, teeth</i> )
Describing actions	Sentence structures, present progressive tense verbs (e.g., <i>The boys are eating. The woman is walking. They are swimming.</i> )
Responding to commands	Imperative, prepositions, nouns (e.g., <i>Put your fingers up. Put your hands below your knees.</i> )
Describing possession	Sentence structures, possessive pronouns (e.g., <i>This is your knee. These are my fingers.</i> )
Making statements about immediate world	Sentence structures, nouns, present tense verbs (e.g., <i>My ears help me hear.</i> )

# Early Intermediate English Language Learners

## Unit 3: Living and Working Together

### Chapter 1: Going to Work

Key Chapter Functions	Target Forms
Naming people	Nouns, regular plurals with –s (e.g., <i>doctor/doctors, farmer/farmers</i> )
Describing actions	Sentence structures, present progressive tense verbs (e.g., <i>The farmer is growing food. The barber is cutting hair.</i> )
Responding to commands	Imperative, prepositions, adverbs (e.g., <i>Turn around. Knock on the door. Walk slowly.</i> )
Describing location	Prepositional phrases (e.g., <i>on the left, on the right</i> )
Describing feelings	Sentence structures, adjectives (e.g., <i>He is angry. She is surprised.</i> )
Describing how	Adverbs (e.g., <i>quietly, loudly</i> )

## Chapter 2: Dress for Success

Key Chapter Functions	Target Forms
Naming things	Nouns, regular plurals with <i>-s</i> and <i>-es</i> (e.g., <i>shirt/shirts, watch/watches</i> )
Asking and answering <i>what</i> questions	Sentence structures, present progressive tense verbs, nouns (e.g., <i>What is she wearing? She is wearing a dress.</i> )
Making and responding to requests	“May I” questions, present tense verbs, nouns (e.g., <i>May I have the shirt? Yes, here it is., May I have the shoes? Yes, here they are.</i> )
Describing location	Prepositional phrases (e.g., <i>in the middle, on top</i> )
Describing what kind	Adjectives, antonyms (e.g., <i>new/old, big/little</i> )

## Chapter 3: Numbers Everywhere

Key Chapter Functions	Target Forms
Making and responding to requests	“May I” questions, present tense verbs (e.g., <i>May I have the number 30? Yes, here it is.</i> )
Responding to commands	Imperative, prepositions (e.g., <i>Put the 78 under the box. Put the 62, 63, and 64 in a row.</i> )
Describing when	Nouns (e.g., <i>yesterday, today, tomorrow</i> )

## Chapter 4: Farm Animals—Great and Small

Key Chapter Functions	Target Forms
Naming things	Nouns, irregular plurals (e.g., <i>pig/pigs, sheep/sheep</i> )
Describing actions	Sentence structures, nouns, present progressive tense verbs (e.g., <i>The duck is flying.</i> )
Describing things	Sentence structures, adjectives (e.g., <i>Horses are big. Horses are brown, white, black, and other colors.</i> )
Describing feelings	Adjectives (e.g., <i>scared, excited</i> )
Describing what kind	Adjectives, antonyms (e.g., <i>light/dark</i> )

## Chapter 5: Food—Our Bodies’ Fuel

Key Chapter Functions	Target Forms
Naming things	Nouns, regular plurals with <i>-s</i> , <i>-es</i> , <i>-ies</i> , irregular plurals (e.g., <i>bean/beans, sandwich/sandwiches, strawberry/strawberries, corn/corn</i> )
Responding to commands	Imperative, prepositions, nouns (e.g., <i>Put the jello on top of the table. Pick up the sandwich, and knock on the door.</i> )
Making requests	“May I” questions (e.g., <i>May I have the corn?</i> )
Asking <i>who</i> , <i>what</i> , and <i>where</i> questions	Sentence structures, present tense verbs, nouns (e.g., <i>Who has the cheese? Where is the watermelon? What does Kristin have?</i> )
Expressing likes and dislikes	Sentence structures (e.g., <i>Yes, I liked it. No, I did not like it.</i> )
Describing things	Sentence structures, nouns, adjectives (e.g., <i>The cake is sweet. The lemon is sour.</i> )
Expressing emphasis	Exclamations, contractions (e.g., <i>I love it! Don’t run!</i> )

## Chapter 6: Meals—Times to Meet and Eat

Key Chapter Functions	Target Forms
Naming things	Nouns, regular plurals with –s (e.g., <i>breakfast, lunch, dinner</i> )
Describing when	Sentence structures, present tense verbs, prepositions (e.g., <i>We eat breakfast in the morning. We eat dinner after we eat lunch.</i> )
Describing actions	Sentence structures, present progressive tense verbs, contractions (e.g., <i>I'm washing my hands. I'm eating my food.</i> )
Comparing and contrasting	Comparatives, superlatives (e.g., <i>big, bigger, biggest</i> )
Naming things	Countable and uncountable nouns, articles (e.g., <i>I have a cookie. I want some soup.</i> )

## Chapter 7: Writing Our Ideas

Key Chapter Functions	Target Forms
Responding to commands	Imperative, prepositions (e.g., <i>Put the C next to the A. Give the N to me. Put the O in your hand.</i> )
Comparing and contrasting	Comparatives, superlatives (e.g., <i>Which letter is the biggest? N. Which letter is smaller, the D or the N? D.</i> )
Describing actions	Sentence structures, present progressive tense verbs, prepositions (e.g., <i>I am walking through the door. I am smiling.</i> )

# Early Intermediate English Language Learners

## Unit 4: Our Great Big, Busy World

### Chapter 1: Off to Work

Key Chapter Functions	Target Forms
Naming people	Nouns (e.g., <i>painter, president, soldier</i> )
Answering questions in complete sentences	Sentence structures, nouns, subject pronouns, present tense verbs (e.g., <i>Is this a bank teller? No. She is not a bank teller., Is this a boxer? Yes. He is a boxer.</i> )
Asking and answering questions in complete sentences	Sentence structures, nouns, present progressive tense verbs (e.g., <i>Is the bank teller driving a truck? No. The bank teller is not driving a truck.</i> )
Responding to commands	Imperative, prepositions, adverbs (e.g., <i>Raise your hand above your head. Say your name quietly.</i> )
Connecting ideas	Sentence structures, conjunctions, nouns (e.g., <i>The gardener and the soldier are wearing pants. The bank teller and the cashier are holding money.</i> )
Describing possession	Sentence structures, possessive nouns (e.g., <i>This is the carpenter's hammer. This is Johanna's pencil.</i> )
Comparing and contrasting	Superlatives (e.g., <i>the most, the least</i> )

## Chapter 2: Dressed and Ready

Key Chapter Functions	Target Forms
Naming things	Nouns (e.g., <i>raincoat, umbrella</i> )
Answering <i>who</i> questions using <i>has/have</i>	Sentence structures, present tense verbs, nouns, subject pronouns (e.g., <i>Who has the raincoat? I have the raincoat.</i> )
Making statements using <i>there is/there are</i>	Sentence structures, present tense verbs, adjectives, prepositions (e.g., <i>There is one necklace on this table. There are two cakes on this table.</i> )
Asking and answering questions using <i>how many</i> and <i>there is/there are</i>	Sentence structures, adjectives, nouns (e.g., <i>How many girls are in the classroom? There are nine girls in the classroom.</i> )
Asking and answering questions about the past, present, and future	Sentence structures, nouns, past progressive tense verbs, present progressive tense verbs, and future tense verbs (e.g., <i>Was the woman wearing a suit yesterday? No, the woman was not wearing a suit yesterday., Is the woman wearing a suit today? Yes, the woman is wearing a suit today., Is the woman going to wear a suit tomorrow? No, the woman is not going to wear a suit tomorrow.</i> )
Describing possession	Sentence structures, possessive nouns, possessive pronouns (e.g., <i>These are Miguel's slippers. These are his slippers.</i> )

## Chapter 3: Putting Things in Order

Key Chapter Functions	Target Forms
Describing which one	Ordinal numbers (e.g., <i>first, second, third</i> )
Responding to commands	Imperative, ordinal numbers (e.g., <i>Color the first turtle green. Put the yellow cat first.</i> )
Asking and answering questions using <i>how many</i> and <i>there is/there are</i>	Sentence structures, ordinal numbers, adjectives, nouns (e.g., <i>How many books are on the first chair? There are few books on the first chair. How many books are on the second chair? There are several books on the second chair.</i> )
Answering <i>what</i> questions	Ordinal numbers, nouns (e.g., <i>What's on the first chair? A diaper. What's on the fourth chair? A bathing suit.</i> )
Making statements about immediate world	Sentence structures, ordinal numbers, present tense verbs, nouns (e.g., <i>First, I wash my face. Second, I comb my hair.</i> )

## Chapter 4: Animals from All Over

Key Chapter Functions	Target Forms
Naming things	Nouns, regular plurals with <i>-s</i> and <i>-es</i> , irregular plurals (e.g., <i>zebra/zebras, snake/snakes, deer/deer, wolf/wolves</i> )
Answering questions about possession	Sentence structures, possessive nouns (e.g., <i>Whose tiger is this? This is Kian's tiger.</i> )
Making statements using <i>this is/these are</i>	Sentence structures, nouns (e.g., <i>This is a fox. These are camels.</i> )
Responding to commands	Imperative, prepositions (e.g., <i>Put the camel near the bathing suit. Put the parrot far from the diaper.</i> )
Connecting ideas	Sentence structures, conjunctions (e.g., <i>The giraffe can reach the top of the tree because it is very tall.</i> )
Answering <i>why</i> questions	Conjunctions (e.g., <i>Why do zebras often spend all day eating grass? Because they need the nutrition.</i> )

## Chapter 5: Mealtime

Key Chapter Functions	Target Forms
Naming things	Countable and uncountable nouns, articles (e.g., <i>some bread, a cupcake</i> )
Connecting ideas	Sentence structures, conjunctions, adjectives, antonyms (e.g., <i>Summer is hot, but winter is cold. My slippers are new, but my robe is old.</i> )
Expressing likes and dislikes	Sentence structures, contractions, present tense verbs, nouns (e.g., <i>I like rice, but I don't like bacon.</i> )
Describing possession	Sentence structures, possessive pronouns, nouns (e.g., <i>This is our salad. This is their grapefruit.</i> )
Describing things	Adjectives, nouns (e.g., <i>cold, crunchy cereal; brown, sticky peanut butter</i> )
Asking and answering questions in complete sentences	Sentence structures, past progressive tense verbs, subject pronouns, nouns (e.g., <i>Were they eating eggs? No. They were not eating eggs., Was she eating cereal? Yes. She was eating cereal.</i> )

## Chapter 6: Busy Bodies

Key Chapter Functions	Target Forms
Naming things	Nouns (e.g., <i>thumb, heel, jaw</i> )
Responding to commands	Imperative, prepositions, adverbs (e.g., <i>Put your hand against your forehead. Walk forward. Take a step backward.</i> )
Making statements using <i>this is/these are</i>	Sentence structures, nouns (e.g., <i>This is a forehead. These are hips.</i> )
Describing the main idea of a story	Sentence structures (e.g., <i>In some ways we are different. In some ways we are the same.</i> )

