

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 –s (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 –s and –es (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 –s and –ies (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 <i>-s</i> (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 <i>-s</i> (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 –s and –es (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 –s, –es, –ies, 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, what, and 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 M? 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>)

Intermediate English Language Learners Unit 5: The World Around Me

Chapter 1: From Here to There

Key Chapter Functions	Target Forms
Comparing and contrasting	Comparative structures, conjunctions (e.g., <i>An airplane is bigger than a bicycle./Airplanes fly in the air, but trains travel on the ground.</i>)
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>Where does a bus travel?/How will you get there?/</i>)
Describing objects in space (location)	Prepositions (e.g., <i>A sailboat travels on water.</i>)
Classifying	Simple present tense, conjunctions (e.g., <i>Airplanes, ships, trains, and moving vans are used for business purposes.</i>)
Describing actions	Future tense verbs (e.g., <i>I will ride my bicycle.</i>)
Predicting	Future tense verbs (e.g., <i>I think this book will be about ...</i>)

Chapter 2: One Day at a Time

Key Chapter Functions	Target Forms
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>What do you do on Mondays?/</i>)
Describing actions	Simple present and future tense verbs (e.g., <i>On Mondays, I go to school./Next Sunday I will visit my grandmother.</i>)
Comparing and contrasting	Comparative structures (e.g., <i>Sunday is warmer than Monday.</i>)
Predicting	Future tense verbs (e.g., <i>I think this book will be about ...</i>)
Sequencing events	Signal words showing chronological order (e.g., <i>First, Cesar's family sold its farm in Arizona. Next, Chavez decided to form a union to help all migrant workers. Finally, farm owners agreed to pay migrant workers more money.</i>)

Chapter 3: Just for Fun

Key Chapter Functions	Target Forms
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>Who has the soccer ball?/Whose toy is it?/</i>)
Comparing and contrasting	Comparative structures (e.g., <i>The balloon is lighter than the wagon.</i>)
Expressing likes and dislikes	Present tense verbs, conjunctions (e.g., <i>I like guitars because they make music./I don't like whistles because they are loud.</i>)
Describing possession	Possessive pronouns (e.g., <i>The toy is mine./The doll is hers.</i>)
Identifying main idea & supporting details	Present tense verbs, complex sentences (e.g., <i>The main idea of the poem is that sharing is the right thing to do./A detail is that Hugh shared his airplane with Sue.</i>)
Predicting	Future tense verbs (e.g., <i>I think this book will be about ...</i>)

Chapter 3 (continued)

Key Chapter Functions	Target Forms
Sequencing events	Signal words showing chronological order (e.g., <i>First, 12 little girls walk with their teacher through Paris. Next, the other girls bring flowers to Madeline in the hospital.</i>)
Describing characters and setting	Nouns, adjectives, prepositions (e.g., <i>There are street lights outside the building./The girls are wearing yellow hats.</i>)
Describing actions and states of being	Past tense verbs (e.g., <i>I went to school yesterday./My sisters lived in Arizona.</i>)

Chapter 4: Critters and Creatures

Key Chapter Functions	Target Forms
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>Who has the moose?/Was there a frog in the pond?</i>)
Comparing and contrasting	Comparative structures (e.g., <i>The frog is shorter than the squirrel.</i>)
Expressing likes and dislikes	Present tense verbs, conjunctions (e.g., <i>I don't like skunks because they smell bad./I want to see bats at the zoo.</i>)
Predicting	Future tense verbs (e.g., <i>I think this book will be about ...</i>)
Confirming predictions	Past and present tense verbs (e.g., <i>I found out .../Now I think ...</i>)
Describing things	Present tense verbs, pronouns, nouns, adjectives (e.g., <i>This is a picture of the desert./The desert is hot and dry.</i>)
Describing actions	Past tense verbs (e.g., <i>The frog jumped in the garden./The beaver ran under the tree.</i>)

Chapter 5: Things I Use

Key Chapter Functions	Target Forms
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>Where is the plate?/When do people use it?/Are these lamps?</i>)
Comparing and contrasting	Comparative structures, conjunctions (e.g., <i>The knife is sharper than the spoon./In the first story _____, but in the second story _____.</i>)
Describing objects in space (location)	Prepositional phrases (e.g., <i>The plate is on the table.</i>)
Predicting	Future tense verbs (e.g., <i>I think this book will be about ...</i>)
Confirming predictions	Past and present tense verbs (e.g., <i>I found out .../Now I think ...</i>)
Describing things	Present tense verbs, pronouns, plural nouns, adjectives (e.g., <i>These are white telephones.</i>)
Describing actions	Future and past tense verbs, contractions (e.g., <i>He'll clean the dishes./I used the vacuum cleaner.</i>)

Chapter 6: Shape Up

Key Chapter Functions	Target Forms
Identifying main idea & supporting details	Present tense verbs, elaborated sentences (e.g., <i>The main idea of the article is that the American Red Cross helps people. A detail is that the American Red Cross gives soldiers medical care during war.</i>)
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>What do the 50 stars on the flag represent?/When is National Flag Day?/Where is the American flag flown today?</i>)
Describing things	Present tense verbs, possessive nouns (e.g., <i>This is Maria's diamond.</i>)
Describing actions	Past tense verbs, subject and object pronouns (e.g., <i>She studied in the library./My mother made dinner for me.</i>)
Predicting	Future tense verbs (e.g., <i>I think this book will be about ...</i>)
Confirming predictions	Past and present tense verbs (e.g., <i>I found out .../Now I think ...</i>)
Identifying cause and effect relationships	Conjunctions (e.g., <i>I was late to work because my car broke.</i>)

Intermediate English Language Learners Unit 6: My Environment

Chapter 1: Moving Right Along

Key Chapter Functions	Target Forms
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>When did you get a new car?/Why did you take the bus?</i>)
Comparing and contrasting	Adjectives, comparatives, superlatives (e.g., <i>The SUV is fast. The jet is faster. The rocket is the fastest.</i>)
Describing objects in space (location)	Prepositions (e.g., <i>The station wagon is next to the motorcycle.</i>)
Connecting ideas	Conjunctions (e.g., <i>Judy wears her seatbelt when she rides in the station wagon.</i>)
Expressing advice	Modals (e.g., <i>You should never give up.</i>)
Predicting	Future tense verbs (e.g., <i>I think this book will be about ...</i>)
Confirming predictions	Past and present tense verbs (e.g., <i>I found out .../Now I think ...</i>)
Describing actions	Past tense verbs (e.g., <i>John took the bus to school.</i>)

Chapter 2: Marvelous Months

Key Chapter Functions	Target Forms
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>When is March?/Did you see snow in April?</i>)
Comparing and contrasting	Comparative structures, superlatives (e.g., <i>January is as long as March./February is the shortest.</i>)
Describing placement	Prepositions (e.g., <i>March is between February and April.</i>)
Describing actions	Past tense verbs, contractions (e.g., <i>I didn't go to Florida in March.</i>)
Expressing attitude	Modals, contractions (e.g., <i>I wouldn't swim outside in January.</i>)
Predicting	Future tense verbs (e.g., <i>I think this book will be about ...</i>)
Confirming predictions	Past and present tense verbs (e.g., <i>I found out .../Now I think ...</i>)
Describing people	Compound sentences, conjunctions (e.g., <i>Jeremy likes science, but he doesn't like music.</i>)

Chapter 3: Let's Play!

Key Chapter Functions	Target Forms
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>How did they play?/Was she playing a game last night?/How much is the tricycle?</i>)
Comparing and contrasting	Adjectives, conjunctions, comparative structures (e.g., <i>The piano is loud, but the kite is quiet./The tricycle costs more than the kite.</i>)
Describing how	Adverbs (e.g., <i>She quickly threw the football.</i>)
Describing actions	Past progressive verbs, contractions (e.g., <i>They weren't playing football last night.</i>)
Expressing advice	Modals (e.g., <i>You should explain to the girls why you were taking medicine.</i>)
Predicting	Future tense verbs (e.g., <i>I think this book will be about ...</i>)
Confirming predictions	Past and present tense verbs (e.g., <i>I found out .../Now I think ...</i>)
Describing people and things	Adjectives (e.g., <i>I am helpful when my mother asks me to put away my toys./Olive's new ice skates are beautiful.</i>)

Chapter 4: Home Sweet Home

Key Chapter Functions	Target Forms
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>Where are the stairs?/Where did he sleep?</i>)
Describing objects in space (location)	Prepositions (e.g., <i>The bathroom is next to the bedroom.</i>)
Comparing and contrasting	Superlatives, antonyms, conjunctions (e.g., <i>The dining room is nearest to the kitchen./The dining room is loud, but the bedroom is quiet.</i>)
Describing actions	Prepositions, present progressive verbs, past tense verbs (e.g., <i>I am walking away from the door./He slept in the bedroom./He didn't sleep in the kitchen.</i>)
Expressing likes and dislikes	Present tense verbs, conjunctions (e.g., <i>The kitchen is my favorite room because I love to cook.</i>)
Predicting	Future tense verbs (e.g., <i>I think this book will be about ...</i>)
Confirming predictions	Past and present tense verbs (e.g., <i>I found out .../Now I think ...</i>)
Describing characters	Nouns, pronouns, adjectives (e.g., <i>At the beginning of the story, Olive is dishonest. Then she learns that cheating is wrong. At the end, Olive tells the truth.</i>)

Chapter 5: Around the House

Key Chapter Functions	Target Forms
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>Where is the broom?/Have they seen the crib?/How long have you been in the United States?</i>)
Describing objects in space (location)	Prepositions (e.g., <i>The broom is in front of the sink.</i>)
Describing things	Nouns, adjectives (e.g., <i>That is a big, soft towel.</i>)
Describing actions	Present perfect tense (e.g., <i>She has used the frying pan./He has been in his bedroom since last night.</i>)
Predicting	Future tense verbs (e.g., <i>I think this book will be about ...</i>)
Confirming predictions	Past and present tense verbs (e.g., <i>I found out .../Now I think ...</i>)
Distinguishing reality from fantasy	Conjunctions, modals (e.g., <i>I think this legend is fantasy because .../This legend could not be true because ...</i>)

Chapter 6: Tool Time

Key Chapter Functions	Target Forms
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>Have you seen the ladder?/What did you give him?</i>)
Describing things	Nouns, present tense verbs, adverbs, adjectives (e.g., <i>A screwdriver is used to loosen and tighten screws./The hammer is too loud.</i>)
Expressing advice	Modals (e.g., <i>They should use a saw.</i>)
Expressing needs	Nouns, present tense verbs (e.g., <i>They need a hose and a rake.</i>)
Describing actions	Adverbs, present and past tense verbs (e.g., <i>I always brush my teeth in the morning./She left her key on the table.</i>)
Predicting	Future tense verbs (e.g., <i>I think this book will be about ...</i>)
Confirming predictions	Past and present tense verbs (e.g., <i>I found out .../Now I think ...</i>)
Distinguishing reality from fantasy	Modals, present perfect tense, conjunctions (e.g., <i>The part about Paul having a pet named Babe could have happened./It's not true because animals can't talk.</i>)

Early Advanced English Language Learners Unit 7: Settings and Situations

Chapter 1: Dollars & Cents

Key Chapter Functions	Target Forms
Classifying/categorizing	Nouns, conjunctions, adjectives (e.g., <i>The pencils, notebook, and markers are cheap.</i>)
Comparing and contrasting	Comparative structures, superlatives (e.g., <i>The computer is more expensive than the table./The notebook is the cheapest.</i>)
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>Didn't they have \$20 yesterday?</i>)
Describing actions	Conditional form (e.g., <i>If I have money, I will buy a new shirt.</i>)
Predicting	Future tense verbs (e.g., <i>I predict that this book will be about ____.</i>)
Confirming predictions	Past tense verbs (e.g., <i>I predicted ____ . My prediction was/was not correct because ____.</i>)
Describing things	Present tense verbs, idioms (e.g., <i>Those are a dime a dozen./It costs an arm and a leg.</i>)

Chapter 2: It's About Time

Key Chapter Functions	Target Forms
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>What were you doing at 7:30 last night?</i>)
Summarizing	Complex sentences (e.g., <i>In summary, people have made many improvements in the way we tell time.</i>)
Describing actions	Reflexive pronouns, verb tenses (e.g., <i>I am buying a watch for myself./They take care of themselves.</i>)
Predicting	Future tense verbs (e.g., <i>I predict that this book will be about ____.</i>)
Confirming predictions	Past tense verbs (e.g., <i>I predicted ____ . My prediction was/was not correct because ____.</i>)
Describing when	Prepositions, present perfect tense (e.g., <i>I have been at school since 8:00 A.M.</i>)

Chapter 3: Counting Up

Key Chapter Functions	Target Forms
Comparing and contrasting	Comparative structures (e.g., <i>500 is less than 872; 413 is greater than 202</i>)
Describing how	Well vs. good (e.g., <i>She writes well./She wrote a good paper.</i>)
Describing how much	Quantity words, verb tenses (e.g., <i>There have not been any telephone calls today./There will be much food at the house.</i>)
Predicting	Future tense verbs (e.g., <i>I predict that this book will be about ____.</i>)
Confirming predictions	Past tense verbs (e.g., <i>I predicted ____ . My prediction was/was not correct because ____.</i>)
Expressing likes and dislikes	Gerunds (e.g., <i>I like swimming./I don't like running.</i>)
Renaming people, places, and things	Indefinite pronouns (e.g., <i>Does anyone have a dime?/I looked everywhere for my pencil, but I can't find it./I want to buy something in this store.</i>)

Chapter 4: Splendid Swimmers

Key Chapter Functions	Target Forms
Describing things	Compound and complex sentences (e.g., <i>The whale is a huge animal that lives in the ocean.</i>)
Expressing mood	Modals (e.g., <i>You might find shells on the beach./I would swim with dolphins because they are friendly animals.</i>)
Describing actions	Phrasal verbs (e.g., <i>Put down the starfish./Put the starfish down.</i>)
Predicting	Future tense verbs (e.g., <i>I predict that this book will be about ____.</i>)
Confirming predictions	Past tense verbs (e.g., <i>I predicted ____ . My prediction was/was not correct because ____.</i>)
Renaming people	Reciprocal pronouns (e.g., <i>Look at each other.</i>)
Describing how	Too + adverb (e.g., <i>I ate too fast last night.</i>)

Chapter 5: In My Neighborhood

Key Chapter Functions	Target Forms
Describing things	Adjectives with -ish and -y (e.g., <i>greenish tree, bumpy street.</i>)
Classifying	Nouns, conjunctions (e.g., <i>People build cities, neighborhoods, and barns.</i>)
Comparing and contrasting	Nouns, conjunctions (e.g., <i>Rivers are part of nature, but people make bridges.</i>)
Describing actions	Present perfect and past perfect tenses (e.g., <i>I have been to California, Nevada, New Mexico, and Texas./I had walked along that river when I was young.</i>)
Predicting	Future tense verbs (e.g., <i>I predict that this book will be about ____.</i>)
Confirming predictions	Past tense verbs (e.g., <i>I predicted ____ . My prediction was/was not correct because ____.</i>)
Connecting ideas	Conjunctions (e.g., <i>You can either visit the big city today or stay in our small neighborhood./Alba's neighborhood has both trees and flowers.</i>)

Advanced English Language Learners

Unit 8: On the Go

Chapter 1: Vocations and Occupations

Key Chapter Functions	Target Forms
Expressing likes and dislikes	Modals, conjunctions, complex sentences (e.g., <i>I wouldn't want to be a veterinarian because seeing the sick animals would make me too sad./When I grow up, I want to be a pharmacist.</i>)
Describing people	Relative pronouns (e.g., <i>A butcher is a person who cuts meat at the grocery store.</i>)
Connecting ideas	Conjunctive adverbs (e.g., <i>She wants to be an engineer. Therefore, she is going to study engineering in college.</i>)
Describing actions	Active v. passive voice (e.g., <i>The musician played the guitar. The guitar was played by the musician.</i>)
Predicting	Future tense verbs (e.g., <i>I predict that this book will be about ____.</i>)
Confirming predictions	Past tense verbs (e.g., <i>I predicted ____ . My prediction was/was not correct because ____.</i>)

Chapter 2: Celebrate!

Key Chapter Functions	Target Forms
Describing events: who, when, why, and how	Sentence structure (e.g., <i>Many people in the United States celebrate Thanksgiving. People celebrate Thanksgiving on the fourth Thursday of every November. People celebrate Thanksgiving to express thanks for their families, friends, good health, and other things. People celebrate Thanksgiving by getting together with family and friends and eating a big meal.</i>)
Making inferences	Complex sentences (e.g., <i>Since this stanza is about something that is different colors and falling, we can infer that the writer is talking about fall leaves.</i>)
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>Would you like to go on vacation next summer?</i>)
Expressing preferences and likes	Modals (e.g., <i>I would rather be a ghost than a witch for Halloween./I would like to visit New York in the fall.</i>)
Describing actions and states of being	Progressive perfect and future perfect tense verbs (e.g., <i>Jana has been studying English for six months./Next winter, I will have been living in California for 20 years.</i>)
Predicting	Future tense verbs (e.g., <i>I predict that this book will be about ____.</i>)
Confirming predictions	Past tense verbs (e.g., <i>I predicted ____ . My prediction was/was not correct because ____.</i>)
Describing when	Adverbs (e.g., <i>She already finished her holiday shopping./I don't live in Miami anymore.</i>)

Chapter 3: Timely Terms

Key Chapter Functions	Target Forms
Describing actions	Simple past and past progressive tense verbs (e.g., <i>I was riding the bus yesterday morning at a quarter till eight./Ming ate dinner at Paul's Pizza Place at 6:20 P.M.</i>)
Recounting speech	Quoted speech, reported speech (e.g., <i>The teacher said, "I am having dinner at half past six."/The teacher said she is having dinner at half past six.</i>)
Asking and answering questions	Tag questions (e.g., <i>You don't know what time it is, do you?</i>)
Predicting	Future tense verbs (e.g., <i>I predict that this book will be about ____.</i>)
Confirming predictions	Past tense verbs (e.g., <i>I predicted ____ . My prediction was/was not correct because ____.</i>)

Chapter 4: Animals: Big and Small

Key Chapter Functions	Target Forms
Comparing and contrasting	Word + preposition, conjunctions (e.g., <i>Buffalo are different than dinosaurs. Buffalo are still alive, but dinosaurs are extinct.</i>)
Asking and answering questions	Tag questions (e.g., <i>You have the snail, don't you?</i>)
Describing things	Adjective clauses (e.g., <i>A coyote is an animal that is active at night.</i>)
Describing when	Adverb clauses (e.g., <i>Megan gets scared whenever she sees a lizard.</i>)
Predicting	Future tense verbs (e.g., <i>I predict that this book will be about ____.</i>)
Confirming predictions	Past tense verbs (e.g., <i>I predicted ____ . My prediction was/was not correct because ____.</i>)
Describing actions and states of being	Conditional perfect tense (e.g., <i>If we had lived on the Great Plains hundred of years ago, we would have seen a lot of bison.</i>)
Making inferences	Complex sentences (e.g., <i>I think this author means ____ when she writes ____.</i>)