

Month	# of Days	Core Standard	Strand	Topic	Content	Skills	Activities	Assessments
<b>AUG.</b>	8	<p>Topic 1: W.2.d, W.3, W.3.d</p> <p>Topic 2: W.3, W.3.d, W.5.a.</p> <p>Topic 3: W.3, W.3.c, W.3.d</p>		Unit 1: Finding Your Own Place	<p>Paragraph: Topic-and-Details, Claim and Support, Main Idea and Details</p> <p>1. Write About Someone You Know</p> <p>2. Write a Message</p> <p>3. Write about a Special Event</p>	<p>a. Writing – The students will write about the following: Write about someone you know, Write a message, and Write about a special event.</p> <p>b. Brainstorming – Students will gather ideas about the given topics before writing their drafts.</p> <p>c. Using complete sentences and a variety of sentences including statements, exclamations, and commands to communicate ideas</p> <p>d. Discussing their definitions of home and citing examples based on their experiences</p> <p>e. Describing events in the photos and using</p>	<p>Unit 1 Introductory Question: What defines home?</p> <p>Topic 1 Write About Someone You Know</p> <p>a. Practice using the correct descriptive words – Looking at the photos, students will use the appropriate words to describe them.</p> <p>b. Construct their own sentences using descriptive words</p> <p>c. Comparison and analysis of the model paragraphs</p> <p>d. Complete the paragraph plan based on the model paragraph</p> <p>e. Planning, writing their drafts and writing their paragraphs</p> <p>Topic 2 Write a Message</p> <p>a. Given questions: Who do you think are in the photos? What are they thinking about?</p> <p>b. Practice writing sentences – Scenario: Imagine you have a new friend you met online. What questions will you ask? Write three questions.</p> <p>c. Comparison and analysis of the model paragraphs</p> <p>d. Complete the paragraph plan</p>	<p>a. Short quizzes include sentence construction, grammar and paragraph development.</p> <p>b. Oral Recitation – questions about the topic will be asked during class discussion.</p> <p>c. Complete the paragraph plan – Students will be asked to complete the paragraph plans. These will guide them in organizing their ideas and understanding the content of the paragraph.</p> <p>d. Learning Log – At the end of every topic, the students write between the topic and their lives, or write a question about the topic.</p>

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						appropriate descriptive words to describe a friend	based on the model paragraph e. Planning, writing their drafts and writing their paragraphs  Topic 3 Write about a Special Event a. Given three different events in the photos, students will describe them orally. Then they choose one of the photos and write in complete sentences what they do during the event. b. Discussion of the grammar points highlighted in the model paragraphs c. Complete the paragraph plan based on the model paragraph d. Planning, writing their drafts and writing their paragraphs  Other Activity: - Vocabulary Review	e. Homework – Add two statements to the Better model paragraph. Make the statements clear by adding details.  f. Writing tasks – Write about the following: Write about someone you know, Write a message, and Write about a special event.
SEPT.	8	Topic 1: W.3, W.2.d, W.3.d  Topic 2: W.2.b, W.3, W.3.d  Topic 3:		Unit 2: Water for Life	Sequence Paragraph, Explanatory Paragraph  1. Write about a Situation  2. Write about Water	a. Writing – The students will write about the following: Write about a situation, Write about water, and Write about a day at a river  b. Using correct spellings of plural	Unit 2 Introductory Question – How do we depend on Earth’s Resources?  Topic 1 Write about a Situation a. Looking at the photos, students will answer this question: What do these people need? b. Video about water scarcity ( <a href="https://www.youtube.com/wat">https://www.youtube.com/wat</a> )	a. Oral recitation – Identify the different bodies water and comparison of one body of water to the other, for instance river vs. Lake- Students will list and discuss how they use

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		W.3, W.3.d, W.4.a			3. Write about a Day at a River	nouns and precise action verbs  c. Expressing complete thoughts and writing complete sentences  d. Being able to relate the topic, water, to their own daily uses and its importance to their lives  e. Brainstorming – Students will gather ideas in groups or in pairs  f. Prewriting includes completing the writing plan, and outlining their ideas.  g. Writing drafts and editing paragraphs	ch?v=iRGZOCaD9sQ) c. Choosing 3 from the given list of nouns, students will use them to write complete sentences about the photos. d. Comparison and analysis of the model paragraphs e. Complete the paragraph plan based on the model paragraph f. Planning, writing their drafts and writing their paragraphs  Topic 2 Write about Water a. In pairs, students will discuss their ideas about the photo with a partner. b. Identifying errors in the paragraph – incomplete sentences c. In groups, students will be assigned to write their ideas about ocean, lake, river or stream. d. Comparison and analysis of the model paragraphs e. Complete the paragraph plan based on the model paragraph f. Planning, writing their drafts and writing their paragraphs  Topic 3 Write about a Day at a River a. Share an experience – Students will recall and tell the	water in their everyday life. - They will define nouns and their uses.  b. Short quizzes about nouns and identifying paragraph errors.  c. Learning Log – At the end of every topic, the students write between the topic and their lives, or write a question about the topic.  d. Homework – List the uses of water in your everyday life - Add two statements to the Better model paragraph. Make the statements clear by adding details.  e. Writing Tasks – 1) Students will write about this situation: Imagine a

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							class the time they spend at a river. b. Identifying errors in the paragraph – incomplete sentences c. Comparison and analysis of the model paragraphs e. Complete the paragraph plan based on the model paragraph f. Planning, writing their drafts and writing their paragraphs - Other Activity: Vocabulary Review.	time when you did not have enough water. 2) Students will write a paragraph about ocean, river, lake or stream. 3) They will write about people who spend a day at a river.
<b>OCT.</b>	8	Topic 1 W.3, W.3.d  Topic 2 W.3, W.3.d  Topic 3 W.3, W.3.d		Unit 3: Natural Forces	Friendly Letter, Personal Narrative  1. Write about an Interesting Place  2. Write about a Natural Disaster  3. Write Advice	a. Writing – The students will write about the following: Write about an interesting place, Write about a natural disaster, and Write advice  b. Using subject pronouns in place of the subject correctly  b. Constructing clear sentences  c. Expressing advice with the use of correct modals	Unit 3 Introductory Question – How should people deal with the forces of nature?  Topic 1 Write about an Interesting Place a. Discuss an interesting place – In pairs, students will tell their partners about interesting places in their country. b. Do you find the photo interesting? – Students will write 2 sentences about what they can see in the photo. c. Comparison and analysis of the model paragraphs e. Complete the paragraph plan based on the model paragraph f. Planning, writing their drafts	a. Oral recitation – Students will discuss the following in class a) an interesting place in their country b) about the natural disaster video c) advice to people who experience natural disaster  b. Short quizzes include sentence construction, grammar and paragraph development.  c. Complete the paragraph plan –

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					<p>d. Being able to relate the topic, water, to their own daily uses and its importance to their lives</p> <p>e. Brainstorming – Students will gather ideas in groups or in pairs</p> <p>f. Prewriting includes completing the writing plan, and outlining their ideas.</p> <p>g. Writing drafts and editing paragraphs</p>	<p>and writing their paragraphs</p> <p>Topic 2 Write about a Natural Disaster</p> <p>a. Video about natural disasters will be shown to the students.</p> <p>b. Name the disaster – Students will name the disasters in the photos.</p> <p>c. Students will answer these questions:                      What natural disasters have people in Vietnam experienced?                      Have your family experienced a heavy storm or any natural disasters?                      What have you and your family done?</p> <p>Topic 3 Write Advice</p> <p>a. Scenario: Imagine the people in the photos are your friends or neighbors, what advice can you give them?</p> <p>b. Students will complete the writing plan using the sample letter of advice.</p> <p>c. Comparison and analysis of the model paragraphs</p> <p>e. Complete the paragraph plan based on the model paragraph</p> <p>f. Planning, writing their drafts and writing their paragraphs</p> <p>Other Activity: Vocabulary</p>	<p>Students will complete the paragraph plan using the sample letter of advice.</p> <p>d. Learning Log – At the end of every topic, the students write between the topic and their lives, or write a question about the topic.</p> <p>e. Homework – Complete these information about a natural disaster: Name of Disaster</p> <p>When does it usually occur?/                      Which part of your country is affected?/                      How does it affect people?</p> <p>f. Writing tasks – Write about the following:                      Write about an interesting place,</p>	

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							Review	Write about a natural disaster, and Write advice
<b>NOV.- DEC.</b>	8	<p>Topic 1 Write about a Creepy Situation W.3, W.3.d</p> <p>Topic 2 Write to Compare Creepy Actions W.3, W.3.d</p> <p>Topic 3 Write about a Performance W.3, W.3.d</p>		Unit 4: Creepy Classics	<p>Short Story</p> <p>1. Write about a Creepy Situation</p> <p>2. Write to Compare Creepy Actions</p> <p>3. Write about a Performance</p>	<p>a. Writing – The students will write about the following: Write about a creepy situation, Write to compare creepy actions, Write about a performance</p> <p>b. Using correct descriptive adjectives in describing a creepy situations.</p> <p>c. Using adverbs to add details and to make adjectives and adverbs stronger</p> <p>d. Describing events using participial phrases to provide details</p> <p>e. Brainstorming – Students will gather ideas in</p>	<p>Unit 4 Introductory Question: How can a powerful character inspire a range of reactions?</p> <p>Topic 1 Write about a creepy situation</p> <p>a. Looking at a photo of a haunted house, students will be asked these questions: Have you been to a haunted house before? If not, would you like to go to a haunted house? Why? Why not?</p> <p>b. Tell a creepy story – Students will tell the class their own creepy experience.</p> <p>c. Create sentences about the photo using the given adjectives.</p> <p>Topic 2 Write to Compare Creepy Actions</p> <p>a. Discuss your favorite horror movie – Students will tell the class the horror film that they like.</p> <p>b. Compare these two movies “Annabelle 2” and “The Conjuring 2”.</p> <p>c. Find the errors in the</p>	<p>a. Short quizzes about writing complete sentences, participial phrase, and adjectives.</p> <p>b. Oral recitation – Students will answer questions related to the topic.</p> <p>c. Learning Log – At the end of every topic, the students write between the topic and their lives, or write a question about the topic.</p> <p>d. Complete the paragraph plan – Students will complete the paragraph plans based on the model paragraphs.</p>

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						<p>groups or in pairs</p> <p>f. Prewriting includes completing the writing plan, and outlining their ideas.</p> <p>g. Writing drafts and editing paragraphs</p>	<p>paragraph – Incomplete sentences</p> <p>Topic 3 Write about a performance</p> <p>a. Question: Have you been in a school play? Which would you prefer – an actor or a spectator? Why?</p> <p>b. Discussion of the highlighted grammar points.</p> <p>Other Activities:                      - Vocabulary Review                      - Comparison and analysis of the model paragraphs                      - Complete the paragraph plan based on the model paragraph                      - Planning, writing their drafts and writing their paragraphs</p>	<p>e. Homework – Draw an imaginary creepy place and create a short story about the place.</p> <p>f. Writing Tasks – Write about a creepy situation, Write to Compare Creepy Actions, and Write about a performance</p>
<b>JAN.- FEB.</b>	8	<p>Topic 1: W.3, W.3.d</p> <p>Topic 2: W.3, W.3.d</p> <p>Topic 3: W.3, W.3.d</p>		Unit 5: The Drive to Discover	<p>Information Report (Writing about Personal discovery)</p> <p>1. Write about the Past</p> <p>2. Write about the Past</p> <p>3. Write about the Past and Present</p>	<p>a. Writing – The students will write about the following: Write about the past, Write about the past, and Write about the past and present</p> <p>b. Constructing sentences with correct tenses of the verbs</p>	<p>Unit 5 Introductory Question: How do discoveries change the world?</p> <p>Topic 1 Write About the Past</p> <p>a. Students will discuss the following with their partners: a) What can your remember about your childhood? b)Did you have a happy one? c) What things fascinated you when you were a kid?</p> <p>b. Who discovered the</p>	<p>a. Short quizzes include 1) complete the sentences with the correct verb forms 2) create sentences about their childhood 3) correct the verbs in the Paragraph</p> <p>b. Oral Recitation – questions about</p>

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						<p>c. Using correct subject pronouns to easily tell whom the writer is talking about</p> <p>d. Telling in class their discoveries in the past</p> <p>e. Brainstorming – Students will gather ideas in groups or in pairs</p> <p>f. Prewriting includes completing the writing plan, and outlining their ideas.</p> <p>g. Writing drafts and editing paragraphs</p>	<p>following:</p> <p>Topic 2 Write About the Past</p> <p>a. Talk about your childhood – Students will tell the class about their childhood, including their hobbies and interests.</p> <p>b. Share your discoveries – Students will bring their own discoveries in class, or discuss their own discovery.</p> <p>Topic 3 Write About the past and the present</p> <p>a. Comparison of two photos – Students will compare how people communicate in the past and in the present.</p> <p>b. Complete the chart – How do people travel in the past and at present?</p> <p>Other Activities:</p> <ul style="list-style-type: none"> <li>- Discussion of the grammar points highlighted in the topics</li> <li>- Comparison and analysis of the model paragraphs</li> <li>- Complete the paragraph plan based on the model paragraph</li> <li>- Planning, writing their drafts and writing their paragraphs</li> <li>- Vocabulary Review</li> </ul>	<p>the topic will be asked during class discussion.</p> <p>c. Learning Log – At the end of every topic, the students write between the topic and their lives, or write a question about the topic.</p> <p>d. Complete the paragraph plan – Students will complete the paragraph plans based on the model paragraphs.</p> <p>e. Homework – Students will answer this question: What do you think is the most important discovery of all? Why?</p> <p>f. Writing Tasks – Write about the past, Write about the past, and Write</p>

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								about the past and present
<b>MAR.</b>	8	Topic 1: W.3, W.3.d  Topic 2: W.3, W.3.d  Topic 3: W.3, W.3.d		Unit 6: Struggle for Freedom	Summary Paragraph, Cause-and-Effect Essay  1. Write about Freedom  2. Write about a New Home  3. Write about Human Rights	a. Writing – The students will write about the following: Write about freedom, Write about a new home, and Write about human rights  a. Varying sentences by using pronouns in place of nouns  b. Constructing sentences using correct reflexive and intensive pronouns  c. Using mix of nouns and pronouns  d. Brainstorming – Students will gather ideas in groups or in pairs  e. Prewriting includes completing the writing plan, and outlining their	Unit 6 Introductory Question: How far should people go for the sake of freedom?  Topic 1 Write About Freedom a. Looking at the photo, the students will answer these questions: a) What is freedom? Is the woman in the photo free? Why? b. Nelson Mandela or Ho Chi Minh – Who are they? Who is being talked about in the paragraph?  Topic 2 Write About a New Home a. Draw your ideal home or your ideal place. Discuss your drawing with a partner. b. Answer these questions: Would you like to live with relatives or would you prefer to live in a house with your parents and siblings only? Why?  Topic 3 Write About Human Rights a. Students will be shown the	a. Short quizzes – 1) Correct the subject and object pronouns in the paragraph 2) Correct the three mistakes that you can find in the paragraph 3) Use reflexive and intensive pronouns, and tell whether the pronouns used are reflexive or intensive  b. Oral Recitation – questions about the topic will be asked during class discussion.  c. Learning Log – At the end of every topic, the students write between the topic and their lives, or write a question about the topic.

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						<p>ideas</p> <p>f. Writing drafts and editing paragraphs</p>	<p>photos of Martin Luther King Jr. and Nelson Mandela. They will explain how these people fight for their rights and the rights of others.</p> <p>Other Activities:                      - Discussion of the grammar points highlighted in the topics                      - Comparison and analysis of the model paragraphs                      - Complete the paragraph plan based on the model paragraph                      - Planning, writing their drafts and writing their paragraphs                      - Vocabulary Review</p>	<p>d. Complete the paragraph plan – Students will complete the paragraph plans based on the model paragraphs.</p> <p>e. Homework – Students will think about these questions: How important is having freedom?                      - Would you fight for the freedom of others just like what Uncle Ho and Mandela have done? Why? How?</p> <p>f. Writing Tasks – Write about freedom, Write about a new home, and Write about human rights</p>
<b>APR.</b>	4	<p>Topic 1:</p> <p>Topic 2:</p> <p>Topic 3:</p>		Unit 7: Star Power	<p>Speech, Persuasive Business Letter</p> <p>1. Write about a Character in Space</p> <p>2. Write about an</p>	<p>a. Writing – The students will write about the following: Write about a character in space, Write about an adventure,</p>	<p>Unit 7 Introductory Question: What can we learn from the stars?</p> <p>Topic 1 Write About a Character in Space</p> <p>a. Discuss the photos – What do</p>	<p>a. Short quizzes –</p> <p>1) describe the photos using possessive nouns</p> <p>2) use possessives in sentences</p> <p>3) develop the</p>

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					Adventure  3. Write about the Night Sky	<p>and Write about the night sky</p> <p>a. Constructing a paragraph using correct possessive nouns</p> <p>b. Adding clarity to written sentences by using possessives correctly</p> <p>c. Using prepositional phrases to create interesting Sentences</p> <p>e. Brainstorming – Students will gather ideas in groups or in pairs</p> <p>f. Prewriting includes completing the writing plan, and outlining their ideas.</p> <p>g. Writing drafts and editing paragraphs</p>	<p>you know about these movies? Who are the main characters? What happens to these movie characters?</p> <p>b. Show a trailer of a movie set in space, like Wall E or Guardians of the Galaxy. Let the students imagine what they might see in space.</p> <p>Topic 2 Write About an Adventure</p> <p>a. Group adventure – Divide the students in groups and ask them to go in an adventure to an imaginary destination. They will discuss the details of their adventures in class.</p> <p>b. Looking at the photo, the students will discuss with their partners what can see in it and write sentences about it using possessive nouns.</p> <p>Topic 3 Write About the Night Sky</p> <p>a. Describe the night sky – In pairs, students will be shown two different photos of the night sky. Student A will describe photo 1 to student B, and student B will describe</p>	<p>paragraph using prepositional phrases</p> <p>b. Oral Recitation – questions about the topic will be asked during class discussion.</p> <p>c. Learning Log – At the end of every topic, the students write between the topic and their lives, or write a question about the topic.</p> <p>d. Complete the paragraph plan – Students will complete the paragraph plans based on the model Paragraphs.</p> <p>d. Homework – Add two statements to the Better model paragraph. Make the statements clear by adding details.</p>

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							<p>photo 2 to student A.</p> <p>b. Develop the paragraph – Students will be given a paragraph. They need to make the paragraph more interesting and convincing.</p> <p>Other Activities:                      - Discussion of the grammar points highlighted in the topics                      - Comparison and analysis of the model paragraphs                      - Complete the paragraph plan based on the model paragraph                      - Planning, writing their drafts and writing their paragraphs                      - Vocabulary Review</p>	<p>e. Writing Tasks – Write about a character in space, Write about an adventure, and Write about the night sky</p>
<b>MAY</b>	8	<p>Topic 1:</p> <p>Topic 2:</p> <p>Topic 3:</p>		Unit 8: Art and Soul	<p>Editorial, Literary Response</p> <p>1. Write about Music</p> <p>2. Write about your Interests</p> <p>3. Write about Myths</p>	<p>a. Writing – The students will write about the following: Write about music, Write about your interests, and Write about myths</p> <p>a. Fixing fragments by adding missing subjects and missing verbs in predicates</p> <p>b. Blending short and long sentences</p>	<p>Unit 8 Introductory Question: What do we learn about people from their artful expressions?</p> <p>Topic 1 Write about Music</p> <p>a. Name the musical instruments – Students will name the musical instruments in the photos.</p> <p>b. Do a survey – Students will complete survey form below:</p> <p>Topic 2 Write about your interests</p> <p>a. Discuss in pairs – What do you enjoy doing? Which of</p>	<p>a. Short quizzes – 1) write in complete sentences, 2) combining long and short sentences, 3) compound and complex sentences and avoiding run-on Sentences</p> <p>b. Oral Recitation – questions about the topic will be asked during class discussion.</p>

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						<p>c. Mixing short, simple sentences with compound and complex sentences</p> <p>d. Brainstorming – Students will gather ideas in groups or in pairs</p> <p>e. Prewriting includes completing the writing plan, and outlining their ideas.</p> <p>f. Writing drafts and editing paragraphs</p>	<p>these free-time activities do you like doing? Why?</p> <p>b. Interview your classmates – Student will complete the table using their classmates’ interests.</p> <p>Topic 3 Write about Myths</p> <p>a. Identify the mythical characters – In pairs, students will name the characters shown in the photos.</p> <p>b. Students will discuss other mythological characters in groups. They will share the characters in class.</p> <p>Other Activities:</p> <ul style="list-style-type: none"> <li>- Discussion of the grammar points highlighted in the topics</li> <li>- Comparison and analysis of the model paragraphs</li> <li>- Complete the paragraph plan based on the model paragraph</li> <li>- Planning, writing their drafts and writing their paragraphs</li> <li>- Vocabulary Review</li> </ul>	<p>c. Learning Log – At the end of every topic, the students write between the topic and their lives, or write a question about the topic.</p> <p>d. Complete the paragraph plan – Students will complete the paragraph plans based on the model Paragraphs.</p> <p>e. Homework – Add two statements to the Better model paragraph. Make the statements clear by adding details.</p> <ul style="list-style-type: none"> <li>- Practice using conjunctions</li> </ul> <p>f. Writing Tasks – Write about music, Write about your interests, and Write about myths</p>