Alignment to the Common European Framework
*Time for Kids, Nonfiction Readers* Sample Lesson
Emergent, Ages 6–7

Build English language proficiency and reading comprehension through **high-interest nonfiction leveled books**. The rich, everyday contexts will provide students with **authentic and purposeful opportunities to develop reception, interaction, production, linguistic, sociolinguistic, and pragmatic language skills**. Features include dynamic, updated photos and illustrations, print and Interactiv-eBooks, and a Teacher's Guide that includes new lesson components focused on **word study, vocabulary, comprehension, and fluency**. The **Assessment Guide** includes a placement test, as well as formative and summative assessments.

Each kit includes:

- **Books**—15 titles, 6 copies each, 12–64 pages per book in print and digital formats
- **Teacher’s Guide with lesson plans for each book** featuring a variety of genres, subjects, and high-interest topics in print and digital formats
- **Assessment Guide** including placement tests, formative and summative assessments in print and digital formats
- **Home-School Connections**
- **Digital resources**
- **Interactiv-eBooks** with three activities per book (one for word work, one for comprehension, and one for writing)
- **Audio recordings** of books and poems to model fluent reading
Using the Sample Lessons Aligned to the Common European Framework

What Is the Common European Framework?

The Common European Framework is a language development framework that sets forth the theory and pedagogy for how language develops. It discusses in depth the language demands in career and society. Through Illustrative Scales, the framework sets forth language proficiency levels and descriptors for listening, speaking, reading, and writing and lays out what a language learner needs to be able to know and do in a breadth of areas of language and contexts. It also outlines methods and recommendations for teaching language learners. This is not just for English, but across all languages.

How are the Sample Lessons Aligned?

The sample lessons are meant to demonstrate how all lessons in Nonfiction Readers can support instruction within the Common European Framework. The language development opportunities and language demands in the selected sample lesson shown below and on the subsequent pages are aligned to the Illustrative Scales from the Common European Framework. The Illustrative Scale categories that are addressed in each lesson part or section are annotated on the sample lesson plan. The graphic below shows a lesson part. The yellow boxes show the Illustrative Scale category and the Reference Level within that scale to which a specific lesson section aligns. It also includes the page number citation where that Illustrative Scale can be found in the Common European Framework.

Lesson 9: Places to Go (cont.)

Comprehension

Before Reading

1. Asking and Responding to Questions—Show students the cover of the book. Invite students to describe what they see in the picture.
   - Ask students where the little girl on the front cover is, and what she is doing.
   - Tell students that pictures on the front of books are designed to make you wonder or think of questions about the book. Tell students that one of the questions this cover makes you wonder is, “Where could the little girl be?” Encourage students to think about the front cover and share their questions about it.
   - Take a text walk through the book. Discuss the text features with students, asking, “What do you notice about the pictures?” and “What questions do the pictures make you think of?”

Reading for Orientation:
A1, Can recognize familiar names, words, and very basic phrases on simple notices in the most common everyday situations. (pg. 70)

English Language Support
Invite students to share about special places they have visited in a show-and-tell activity or allow students to bring in photos. This will help develop students’ background knowledge.

Addressing Audiences:
A2, Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans, and actions. Can cope with a limited number of straightforward follow up questions. (pg. 69)
What Are the Illustrative Scales?

The Illustrative Scales are set forth as a way to measure of language proficiency in specific categories. They are designed to measure how well an individual uses language in a variety of contexts.

The following is the general global scale used within each Illustrative scale category.

<table>
<thead>
<tr>
<th>SUSTAINED MONOLOGUE: Describing experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
</tr>
<tr>
<td>C1</td>
</tr>
<tr>
<td>B2</td>
</tr>
<tr>
<td>B1</td>
</tr>
<tr>
<td>A2</td>
</tr>
<tr>
<td>A1</td>
</tr>
</tbody>
</table>

Table 1: Common Reference Levels: global scale

| Proficient User | C2 | Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in complex situations. |
| Independent User | C1 | Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. |
| B2 | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
| B1 | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. |
| Basic User | A2 | Can understand sentences and frequently used expressions related to most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. |
| A1 | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs like basic exchanges. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other party talks slowly and clearly and is prepared to help. |
Lesson 9: Places to Go

4.1.2, Situations:
Fits within the contexts for the “Public” domain. (pg. 49)

Focus Objectives

Students will be able to:
- ask and respond to questions
- summarize information found in texts

TESOL Objective

Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Word Work
- High-Frequency Words: can, go, man, you
- Word Study: word chunk patterns –arm and –ore
- How Does It End? activity sheet (page 111)

Academic Vocabulary
- beach
- farm
- forest
- mountain
- store
- zoo

Comprehension Skills
- Asking and Responding to Questions
- Summarizing
- Many Places to Go activity sheet

Writing
Trace and practice high-frequency and vocabulary words.

Cross-curricular Connections
- Art: Students experiment with a variety of color, textures, and shapes.
- Social Science: Students know the absolute and relative location of a community and the places within it.

Building Fluency
- Reading the book: repeated readings with audio support; choral reading
- Reading the poem: poetry folder; repeated readings
- “A Fun Day Out” poem (page 110)

Throughout Lesson, Overall Spoken Interaction,
A1, Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in the areas of immediate need or on very familiar topics. (pg. 74)

Throughout Lesson, Overall Reading Comprehension,
A1, Can understand very short simple texts a single phrase at a time, picking up familiar names, words, and basic phrases and rereading as required. (pg. 69)

Throughout Lesson, Listening to Announcements and Instructions:
A2, Can catch the main points in short, clear, simple messages and announcements. (pg. 67)

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Lesson 9: Places to Go (cont.)

Word Work

1. High-Frequency Words—Write the words can, go, man, and you on the board. Read each word aloud. Depending on students’ abilities, you may wish to introduce the high-frequency words one at a time.
   - Write each word on an index card. Place the index cards on the floor about 2 feet away. Give each student a beanbag to toss onto the cards. Have students read the word on the index card nearest their beanbag. Repeat so each student has multiple turns.
   - If you have a classroom word wall, have students add the high-frequency words to it. As time permits, read the word wall together to reinforce mastery of high-frequency words.

2. Word Study—Write the -arm word chunk on a sheet of chart paper using a red marker.
   - Have students brainstorm other words that end with -arm. Write these words on the chart paper. The list of words may include arm, charm, and farm.
   - Repeat the process above for the -ore word chunk.
   - For additional practice with the word chunks in this lesson, have students complete the How Does It End? activity sheet (page 111).

Processing Text: A1, Can pick out and reproduce key words and phrases or short sentences from a short text within the learner’s limited competence and experience. (pg. 96)

Vocabulary Range: A2, Has basic sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.

Vocabulary Control: Can control a narrow repertoire of isolated words and phrases related to particular concrete situations. (pg. 112)

Spoken Fluency: A2, Can construct short phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts. (pg. 129)

Academic Vocabulary

1. Develop students’ vocabulary by naming places to go. Write Places to Go on the board or chart paper. Under it, list all the places students can name. Your chart may look similar to the chart on the right.

2. Instruct students to add the academic vocabulary words to their dictionaries. Encourage them to write a word, phrase, or sentence for each word and to include a picture.

<table>
<thead>
<tr>
<th>Places to Go</th>
</tr>
</thead>
<tbody>
<tr>
<td>aquarium</td>
</tr>
<tr>
<td>church</td>
</tr>
<tr>
<td>mall</td>
</tr>
<tr>
<td>school</td>
</tr>
<tr>
<td>beach</td>
</tr>
</tbody>
</table>
Lesson 9: Places to Go (cont.)

Comprehension

Before Reading

1. Asking and Responding to Questions—Show students the cover of the book. Invite students to describe what they see in the picture.
   - Ask students where the little girl on the front cover is, and what she is doing.
   - Tell students that pictures on the front of books are designed to make you wonder or think of questions about the book. Tell students that one of the questions this cover makes you wonder is, “Where could the little girl be?” Encourage students to think about the front cover and share their questions about it.
   - Take a text walk through the book. Discuss the text features with students, asking, “What do you notice about the pictures?” and “What questions do the pictures make you think of?”

2. Building Oral Language—Use pantomime to help students develop key vocabulary and understanding of the places in the text.
   - Explain what it means to pantomime, or silently pretend to do something. Do this with several places mentioned in the text.
   - Have some students choose a place from the book and pantomime being there. Have other students guess the location.

During Reading

1. Developing Fluency and Expression—Read the title of the book, pointing to each word as you read it. Read the author’s name. Have students repeat the title and author’s name with you.
   - Read each page of the text while students track the text. Have students repeat the text with you, tracking the text while you read.
   - Reread the cover and text aloud together. Reread each page while tracking the text.
   - Allow each student to reread the book with a partner, once again tracking the text.
   - Now have students read the book independently. Monitor and check for understanding.

2. Asking and Responding to Questions—Once students are familiar with the text, partner them with another student.
   - Model how to look at the picture and ask a question about the text.
   - Allow students time to develop and ask each other questions about the text.

Assessment Opportunity—Monitor students as they read and participate in the vocabulary activity to ensure they read the high-frequency words accurately.

Overall Oral Production:
A1, Can produce simply mainly isolated phrases about people and places. (pg. 58)

Overall Listening Comprehension:
A2, Can understand phrases and expressions related to areas of most immediate priority (e.g. local geography) provided speech is clearly and slowly articulated. (pg. 60)

Reading for Orientation:
A1, Can recognize familiar names, words, and very basic phrases on simple notices in the most common everyday situations. (pg. 70)

Addressing Audiences:
A2, Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans, and actions. Can cope with a limited number of straightforward follow up questions. (pg. 60)

English Language Support
Invite students to share about special places they have visited in a show-and-tell activity or allow students to bring in photos. This will help develop students’ background knowledge.

Reading for Information and Argument:
A1, Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. (pg. 70)
Lesson 9: Places to Go (cont.)

Comprehension (cont.)

Coherence and Cohesion:
A1, Can link words or groups of words with very basic linear connectors like "and" or "then." (pg. 125)

1. Summarizing—Explain to students that a summary is when you tell about the book and its main ideas in as few words as possible. Ask students to summarize the text with phrases such as, "fun places to go" or "places to go and have fun."
   - Then explain that when you paraphrase a book, you can use more words and include some details, but you put it into your own words. Ask students to paraphrase; for example, "You can go to the mountains, zoo, and store."

2. Asking and Responding to Questions—Invite students to name places to visit, whether mentioned in the book or not.
   - Ask students to name their favorite places to go and what they like to do there. Pair or group students with different responses together and have them ask each other questions about their favorite places to go.
   - Repeat the activity, having students ask each other about places they like to go.
   - For additional practice with the comprehension skill in this lesson, have students complete the Many Places to Go activity sheet (page 112).

Writing

Have students make Places to Go posters. Write a place at the top of each poster. Have students write about what things they might find when visiting that place.

- Have below-grade-level students dictate and then trace the items.
- Have on-grade-level students write the high-frequency words several times until they can write the words fluently.
- Encourage above-grade-level students to write sentences that include the high-frequency and vocabulary words about each location.

Cross-curricular Connections

Art—Have each student to select two different places to go, either from the text or from the list the class created. Provide art supplies and a piece of construction paper divided in half. Ask students to represent one place to go on each side.

Social Science—Have students make maps of the various places to visit in their neighborhood or community. Students can include places that are in the book as well as places that are not.

Planning:
A2, Can recall and rehearse an appropriate set of phrase from his/her repertoire. (pg. 64)

Flexibility:
A2, Can expand learned phrases through simple recombinations of their elements. (pg. 124)

Sustained Monologue, Describing Experience:
A2, Can describe everyday aspects of his/her environment, e.g. people, places, a job or study experience. (pg. 59)

Overall Written Production:
A1, Can write simple isolated phrases and sentences. (page 61)

English Language Support

Bring in a variety of items that might be used for an outing: a picnic basket, a candle, a movie ticket, a baseball glove, sunglasses, a sleeping bag, or a mitten. Hold up each item and encourage students to name various places to go where the item might be used. Use pictures as an alternative, if needed.

Information Exchange:
A3 ...Can ask and answer questions about pastimes and past activities. (pg. 81)

Orthographic Control:
A2 Can copy short sentences on everyday subjects...Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (pg. 118)
Lesson 9: Places to Go (cont.)

Building Fluency

1. Reading the Book—Use one or all of the following methods for fluency practice:
   - Use a copy of the book (provided on the Teacher Resource CD) along with the professional audio recording (provided on the Audio CD) so students can practice reading the book to build fluency. Listening to the book being read aloud will give students an idea of how to use proper intonation, expression, and pacing when reading.
   - Use the choral-reading strategy to read the book several times with students and allow students to practice reading the book silently and in pairs.

2. Reading the Poem—Use one or all of the following methods for fluency practice:
   - Display the poem “A Fun Day Out” (page 110). Compare and contrast the book and the poem by asking students questions. Ask students to pay special attention to the places mentioned in the book and not in the poem, and vice versa.
   - Provide copies of the poem for students to keep in a poetry folder. They can practice reading the poems in this folder during free-choice or paired reading time.
   - Write the poem on a sheet of chart paper. Take time to reread it throughout the day. Choral and repeated readings are effective strategies for building fluency. Encourage students to create actions and gestures or a tune to go along with the poem.
   - You may wish to use the professional recording of the poem provided on the Audio CD to support fluency development.

Assessment Opportunities—Use the oral reading record and the fluency rubric provided in the Assessment Guide to assess students' ability to read the book and poem fluently and accurately.
4.3.5 Aesthetic uses of language:
The production, reception and performance of literary texts, e.g. reading and writing texts (short stories, novels, poetry, etc.) and performing and watching/listening to recitals, drama, opera etc. (pg. 56)

A Fun Day Out

Where should we go today?
Where can we have some fun?
We can go to the beach
And play all day in the sun.
We can go to the lake
And sail around the bay.
We can go to the zoo
And watch the animals play.
We can go to the park
And fly a big, red kite.
Then we can go back home
And there we will say, “Good night.”
How Does It End?

Directions: Read the words in the word bank below. Look at the endings of each word. Then write each word in the correct box. The first one has been done for you.

Word Bank
core harm bore arm charm more score farm

-arm words -ore words

harm

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Directions: Think about the book Places to Go. Complete each sentence below by writing a word from the word bank on the line.

Word Bank
zoo mountains farm store beach

1. I help my mom pick cereal at the ________________.

2. I can hike in the ________________.

3. A tractor plows the fields on the ________________.

4. A giraffe lives at the ________________.

5. I build a castle when I go to the ________________.