

What Students Learn with GrapeSEED

Unit
1-20

What GrapeSEED is:

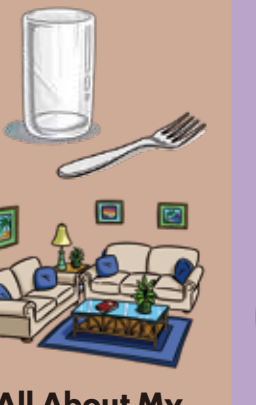
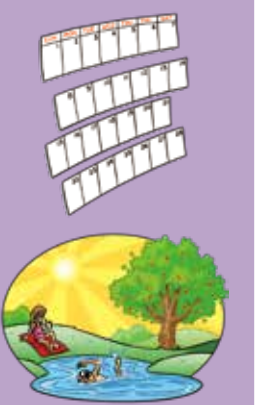
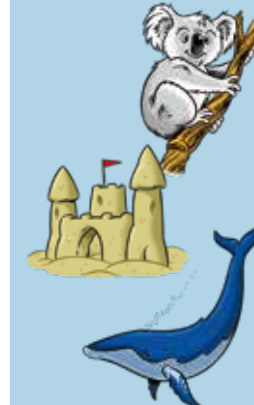
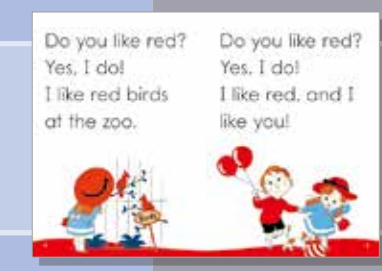
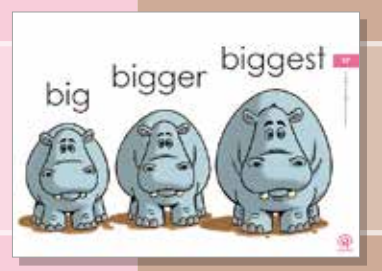
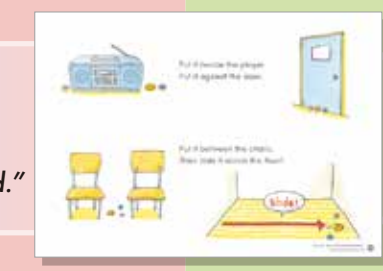
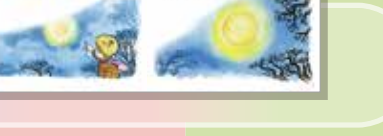
GrapeSEED is an oral language acquisition program that prepares students to communicate in English and provides a bridge to reading and writing skills. GrapeSEED students acquire the English skills needed for success in many different contexts, such as travel, business, and school.

What this Poster Presents:

This poster presents an abbreviated unit by unit snapshot of the GrapeSEED spiral curriculum design. A spiral curriculum is a carefully planned sequence of goals, content, and instructional learning activities designed to introduce, practice, and reinforce language skills over a series of lessons and units. The GrapeSEED English content is revisited and reinforced with increasing level of complexity throughout all 40 units. This allows students to access previously learned material and advance their oral English skills into new content and application at developmentally appropriate rate and age. When presenting our spiral curriculum below, the term 'Stage' is used. Please note, in this context, 'stage' is not to be seen as a linear progression but a part of the spiral aspect. So, students will continually be reviewing, reinforcing, and applying things from previous stages even while they advance.

Ideal Implementation:

For the best results, GrapeSEED students engage in 40-50 minutes of classroom instruction each day, completing 5 units a year. Students should complete their REP at Home activities using the Student App to complete 3-4 playlists per week. Additionally, using the Parent Newsletter Support at Home ideas and the Writing Fun activities on different days allows students to practice newly acquired language skills without becoming bored through overexposure to the material. Giving students multiple ways to practice and apply what they are learning through the GrapeSEED materials will also build their confidence and sense of accomplishment.

	YEAR 1					YEAR 2					YEAR 3					YEAR 4				
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20
Theme	 Family, Friends & Animals	 Body Parts & Clothing	 All Around School	 Farm Animals & Bugs	 Fruits & Vegetables	 Foods We Like	 Weather, Toys & Birthdays	 Transportation & Community Helpers	 All About My Home	 Time & Seasons	 Zoo & Ocean	 Clothing & Hygiene	 School & Learning	 Around the Farm	 Garden & Food	 Food Preparation	 Camping & Weather	 Tasks & Occupations	 Helping & Sharing	 Time & Seasons
Listener's Focus	STAGE 1 - Connect sounds and words to meaning and actions - Listen to identify words and phrases - Follow directions with actions										STAGE 2 - Listen to identify words and phrases - Determine the main topic or idea of a text									
Speaker's Focus	STAGE 1 - Begin to "think" in English - Say greetings and use common English language terms - Sing songs with natural language and common English expressions					STAGE 2 - Begin to use simple English expressions - Respond to questions using ideas from a variety of contexts - Talk about self and similarities to characters and situations in texts					STAGE 3 - Communicate in expanded sentences - Speak about more sophisticated content - Retell stories using the big ideas from the stories					STAGE 4 - Communicate with peers using expanded sentences - Respond to comments and questions of others - Compare their own lives to the lives of characters in stories - Participate in teacher-facilitated conversations and discussions with peers				
Grammar Focus	Speak using: - Present tense verbs - Past tense verbs					Speak using: - Demonstrative adjectives/subject/objective - Personal Pronouns/conjunctions - Comparative adjectives/adverbs - Time order signal words - Opposite words					Speak using: - Prepositions - Pronouns - Past/present tense of irregular verbs - Contractions - Past progressive verbs					Speak using: - Possessive pronouns - Prepositional phrases				
Vocabulary						Speak 950+ Words					Speak 1200+ Words					Speak 1500+ Words				
Progression Examples	Speaking examples: "Hello, I am Andy." "I like red." 					Speaking examples: "Hello, my name is Andy. I like to eat hamburgers." "I have the biggest red pencil." 					Speaking examples: "I'm Andy. My bag is in between the chair and the table." "I like to play catch with my friend, John. I caught the ball on the playground." 					Speaking examples: "I'm Andy and this is my friend, John. We like to eat with our friends. They will come to my house and play soccer with me tomorrow." "We should play with the bigger ball outside. We shouldn't kick the ball into the house. We could break a window." 				
Reader's Focus	STAGE 1 - Learn the relationship between letters and the sounds the letters represent - Listen and repeat text using pictures for help - Follow text and read orally as a group					STAGE 2 - Track text and read short simple sentences - Use pictures, words, or titles to identify key details - Become familiar with different types of sentence structures					STAGE 3 - Read high frequency words - Recall information from experience relating to text - Make connections (Text to self, text to text & text to world)					STAGE 4 - Determine the meaning of words phrases and expressions used in text - Reread for understanding to find supportive text evidence - Learn new words and language expressions within a text - Practice these words and expressions in a similar but new context				
Vocabulary	Introduce 36 new vocabulary words					Read 50+ Words					Read 120+ Words					Read 600+ Words				
Progression Examples	Read simple assembled words: "big" - "run" - "cat" 					Read short, simple sentences: "It is big." "The cat can run." 					Read short, simple sentences in stories: "See the moon. It is big. It is round." 					Read longer, more complex sentences in short stories: "One day some rocks fell onto the street in front of our house." "Lay these on the ground over there, my father said..." 				
Writer's Focus																				
Vocabulary						Write Letters and Numbers					Write 40+ Words					Write 100+ Words				
Progression Examples	Write letters and numbers: a, w, b, d, l, 2, 3... 					Write words and simple sentences: "cat" "dog" "See the water." 					Write sight words and more complex dictated sentences: "friends" "We can play with them after school." 					Write longer and more complex dictated sentences: "I helped father wash the car. That evening we went for a ride. My mother sat with my father in the front. I sat in the back." 				
Foundational Skills Focus	STAGE 1 Concepts of Print - Follow words left to right - Identify upper and lowercase letters - Identify spaces between letters and words					STAGE 2 Concepts of Print - Identify sentences begin with uppercase letters - Identify punctuation at the end of a sentence					STAGE 3 Concepts of Print - Use punctuation at the end of a sentence - Identify punctuation within a sentence					STAGE 4 Concepts of Print - Identify punctuation within a sentence - Identify paragraphs and indentations				
	STAGE 1 Phonemic Awareness & Phonics - Recognize sounds of letters in words - Identify rhyming words					STAGE 2 Phonemic Awareness & Phonics - Segmenting and blending of sounds - Produce sounds when shown letters - Word assembly - Produce sounds of multi-letter phonograms										STAGE 3 Phonemic Awareness & Phonics - Decode familiar and unfamiliar words in context - Assemble more complex words				

What Students Learn with GrapeSEED

Unit
21-40

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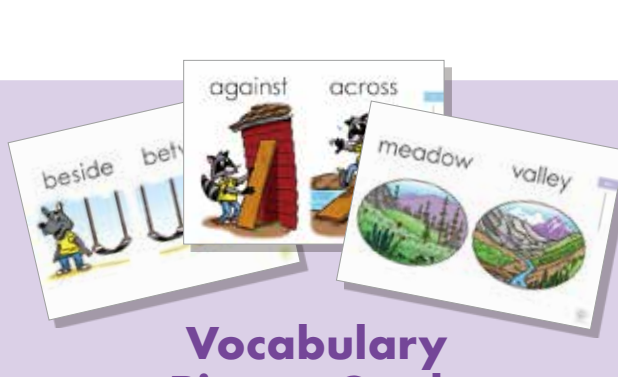
	YEAR 5					YEAR 6					YEAR 7					YEAR 8																		
Theme	Unit 21 Greetings & Friendships	Unit 22 Learning Amounts & Exploring the Wild	Unit 23 Opposites & Survival Tips	Unit 24 Friends, Directions & Helping Others	Unit 25 Wondering & Storytelling	Unit 26 Choices in Life & A Day on the Farm	Unit 27 Expressing Certainty & Solving a Mystery	Unit 28 Holidays, Occupations & History	Unit 29 Opposites & Solving a Crime	Unit 30 Guessing & Exploring a Museum	Unit 31 Travel & Adventures in Japan (Part 1)	Unit 32 Achievement & Adventures in Japan (Part 2)	Unit 33 Education & Adventures in Korea (Part 1)	Unit 34 Nature & Adventures in Korea (Part 2)	Unit 35 Attitudes & Adventures in Europe (Part 1)	Unit 36 Military & Adventures in Europe (Part 2)	Unit 37 Shopping & Adventures in Russia (Part 1)	Unit 38 Businesses & Adventures in Russia (Part 2)	Unit 39 Problems & Adventures in Mongolia (Part 1)	Unit 40 Customer Service & Adventures in Mongolia (Part 2)														
Listener's Focus	STAGE 3 - Determine events in a text to support the main idea - Listen to identify the topic of a discussion - Listen to classmates to develop and ask appropriate responses										STAGE 4 - Determine events in a text to identify main idea and supporting details - Use time order to sequence events in a longer text - Determine appropriate context for engaging in conversation																							
Speaker's Focus	STAGE 5 - Use accurate pronunciation of known words - Use common English Language expressions to communicate ideas with fluency - Participate in large-group discussions with peers - Use multiple sources of information (text, class-discussion, and personal experience) to answer questions					- Answer questions about story elements of a provided text (setting, characters, plot, and conflict) - Recall information from experience to make inferences about a text - Express opinions while providing reasons for those opinions - Use critical thinking for reasoning and evaluation					STAGE 6 - Discuss details of character conversations based on real life experience - Speak with fluency in directed conversations - Engage in conversations with a partner or small groups about a situation or topic					- Organize thoughts and present ideas to the class - Discuss story elements of a provided text (setting, characters, plot, conflict, etc.)																		
Grammar Focus	Speak using: - Present participle verbs - Introductory phrases					Speak using: - Future and past tense verbs - Adverb phrases					Speak using: - Meaningful and appropriate grammatical functions in a variety of contexts - Grammar as an essential element of conversation																							
Vocabulary	Speak 1850–2500+ Words										Speak 2500+ Words																							
Progression Examples	Partner conversation speaking examples: Student 1: "Who are you sending a card to?" Student 2: "I would like to send a card to my friend who is sick." Student 1: "Do you think we might get to eat lunch outside?" Student 2: "No, I don't think so, but I do think we might get to eat lunch soon."					Group discussion speaking examples: Student 1: "I will visit my grandfather's farm because I can play with all the baby animals in the barn. I visited him last summer with my sister." Student 2: "I will visit the nearby aquarium because I like to see the giant whales that live there. I visited the aquarium last month with my mom." Student 3: "I will visit the aquarium too and will go to the museum. The museum has lots of nice things to see from a long time ago. I would like to visit the museum every week if I could."					Partner discussion speaking examples: Student 1: "Did you go shopping last weekend?" Student 2: "I did. I went to many different stores to buy some new shoes." Student 1: "Did you find shoes that you liked at the shoe store?" Student 2: "I couldn't make up my mind. I liked so many of the shoes I tried on, but I didn't buy any of them. How about you? Did you go shopping last weekend?" Student 1: "No, I stayed home and watched TV. Sara did come over on Sunday to play games with me. We had fun. I won almost every game we played."					Student speaking example in conversations: Student 1: "I heard that you went on vacation. Did you have fun? Where did you go?" Student 2: "We went to England, but we had a difficult trip." Student 1: "Why was it difficult?" Student 2: "Our plane was delayed, and the airport lost my suitcase. I had to borrow some clothes from my family, but my suitcase did arrive two days later." Student 1: "That was a difficult trip. I hope you did have some fun. I have never been to England but would love to go one day." Student 2: "We did have fun. We rode on the big red bus and ate lots of delicious food!"																		
Reader's Focus	STAGE 5 - Determine the main idea with supporting details - Summarize the main ideas of paragraphs, chapters, or entire books					- Ask critical "why" questions as they read - Transition from learning to read to reading to learn					STAGE 6 - Sequence longer texts - Think critically and apply learning to new situations					- Identify themes - Self-monitor when reading																		
Vocabulary	Read 1800+ Words										Read 3200+ Words																							
Progression Examples	Read the Adventure Reader - A book with 20 chapters: Chapter 1: Going to Camp! "It was a hot summer day. There were no clouds in the sky. A group of kids was standing in front of the school with their parents. They were waiting for the bus, but they were not going home. They were going to camp!"										Read the Adventure Reader which now focuses on adventures in different countries: Adventures in Japan Chapter 1: "DeeDee, Tonya, Pete, and Arty have been best friends since they began going to the same school back in kindergarten. One evening, the four kids and their parents were having a cookout in Pete's backyard. When everyone had finished eating, the parents went into the house while the kids stayed outside to play catch..."																							
Writer's Focus	STAGE 4 - Use words in the context of a sentence - Write using known and familiar words - Answer why questions		- Write responses to questions about a text - Arrange thoughts in a logical order			STAGE 5 - Write responses to questions about a variety of topics - Decode exposure words in sentences - Write to a given prompt or topic					STAGE 6 - Use correct word forms in sentences (verb conjugations, plurality, comparatives/superlatives) - Write sentences in a logical order - Use vocabulary words appropriately in all writing																							
Vocabulary	Write 1500+ Words										Write 2500+ Words																							
Progression Examples	Write informatively about chapters in the Adventure Readers: "First, the kids cleaned the birdcage by taking out the newspapers and throwing them away. Next, the kids opened the cage to fill the food and water dishes, but the parrot flew to the old man and landed on his arm. The old man then put the bird back in its cage."										Write creatively using known and familiar words. Write creatively about a variety of topics: "A long time ago, there was a lady named Dora who loved to travel. She was tall, had black hair and green eyes. She would travel all over the world for her job. She was a wild animal reporter. Dora would take pictures of the different types of animals and write facts about them. She would write about what type of food they ate, the environment they lived in, and other amazing information about them. Dora's favorite part..."																							
Foundational Skills Focus	STAGE 5 Concepts of Print - Use punctuation correctly when writing sentences - Use indentions to indicate when writing paragraphs										STAGE 3 Phonemic Awareness & Phonics - Decode familiar and unfamiliar words in context - Assemble more complex words																							
																														Unlock the door and step into a world of possibilities—GrapeSEED English				



Songs



Stories



Vocabulary Picture Cards



Readers



Writers

Unlock the door and step into a world of possibilities—GrapeSEED English