

ӘБ ОТЫРЫСЫНДА ҚАРАЛДЫ:

ӘБ жетекшісі:

Самарбаева Б.М

Б.М. Самарбаева

Хаттама №

« 28 » 08 2024 ЖЫЛ

КЕЛІСЕМІН:

Оқу ісінің меңгерушісі:

Шакен Ғ. С.

Шакен Ғ. С.

« 28 » 08 2024 ЖЫЛ

БЕКІТЕМІН:

Мектеп директоры: м.а

Өтсгенов А.Е.

« 28 » 08 2024 ЖЫЛ



КҮНТІЗБЕЛІК-ТАҚЫРЫПТЫҚ ЖОСПАР

МУҒАЛІМ	Шакен Гүлжян Сибагатқызы
ОБЛЫС, ҚАЛА, АУДАН, АУЫЛ	Ақтөбе облысы, Байғанин ауданы, Баршақұм ауылы
МЕКТЕП, ГИМНАЗИЯ, ЛИЦЕЙ	Баршақұм орта мектебі КММ
ПӘН	Ағылшын тілі
СЫНЫП	3, 4, 5, 6, 7, 8, 9

Түсінік хат

4 – сынып

2024-2025 оқу жылында Қазақстан Республикасының жалпы орта білім беретін ұйымдарында оқу процесін ұйымдастырудың ерекшеліктері туралы» әдістемелік нұсқау хат, Астана 2024 жыл;

ҚР 05.07.2023 жылғы №199 Үкіметінің қаулысымен бекітілген бастауыш білім берудің мемлекеттік жалпыға міндетті стандарты; Қазақстан Республикасы Білім және ғылым министрінің 2022 жылғы 16 қыркүйек №399 бұйрығымен бекітілген жалпы білім беретін пәндерінің үлгілік оқу бағдарламалары;

"Ағылшын тілі" оқу пәні бойынша оқу жүктемесінің жоғары шекті көлемі:

4-сыныпта аптасына 2 сағат, оқу жылына 68 сағатты құрайды.

"Ағылшын тілі" оқу пәнінің 4-сыныпқа арналған базалық мазмұны:

1) тыңдалым: сыныптағы нұсқаулардың кең ауқымын, жеке басқа қатысты сұрақтардың кең ауқымын, түрлі ортақ және оқу тақырыптары бойынша қысқаша әңгімелер мен мәтіндердің негізгі идеяларын, ортақ және кейбір оқу тақырыптарының кең көлемін қолдау арқылы айрықша ақпарат пен қысқаша әңгімелерді түбегейлі, ортақ және кейбір оқу тақырыптарға қысқаша әңгімелер мен мәтіндердегі мазмұн мен мағынаны болжау үшін контексттік ойды тыңдайды және түсінеді;

2) айтылым: оқылып жатқан сөздерді, қысқа сөз тіркесімдерін, дара және бағыныңқы сөйлемдерді дұрыс айту, ортақ және кейбір оқу тақырыптарына сұрау және баяндау сипатындағы зерттелген сөйлеу модельдерін пайдалану, адамдар мен заттардың қысқаша сипаттамасын беру, ортақ және кейбір оқу тақырыптары бойынша сұрақтарға жауап беру, полиглоттарға қатысу, оң және қарсы пікір айту, ортақ және кейбір оқу тақырыптарының шектеулі көлеміне шағын әңгімелер мен оқиғаларды мазмұндау;

3) оқылым: мәтін деңгейіндегі фразаларды тану және дұрыс айту, көркемдік және көпшілікке арналған ғылыми әдебиеттің қысқаша қарапайым мәтіндерін оқу және түсіну, контексттік ойды пайдалана отырып, ортақ және кейбір оқу тақырыптары бойынша қысқаша қарапайым мәтіндердің негізгі идеясын анықтау, қысқа қарапайым мәтіндердегі арнайы ақпарат пен егжей-тегжейлерді түсіну;

4) жазылым: жазбаша жұмыстарды өздігінен орындаған кезде адам аттарын, орындар мен сөйлемдерді жазу барысында бас әріптер мен жол әріптерін ажырату, өзіндік жазбаша жұмысы барысында жиі пайдаланылатын сөздердің басым көпшілігін дұрыс жазу, жеке, ортақ және кейбір оқу тақырыптарына сөйлемдерді жоспарлау, жазу және дұрыстау, мұғалімнің қолдауымен адамдарды, орындарды және заттарды сипаттайтын қысқа сөйлемдер құрастыру, жеке басы туралы мәлімет беру кезінде азат жолдағы қысқаша сөйлемдердің бірізділігін сақтау, негізгі жалғаулықтар көмегімен сөйлемдерді байланыстыру;

5) Тілдік бағдар: singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive 's/s' to name, describe and label things; cardinal numbers 1 – 1000 and ordinal numbers 1 – 100; adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things; simple one-syllable and some two-syllable adjectives [comparative and superlative] to make comparisons; determiners a, an, the, zero article, some, any, this, these, that, those to refer to things on a growing range of general and some curricular topics; interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions on growing range of familiar topics; demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses; personal subject and object pronouns, including indirect object pronouns and use possessive pronouns mine, yours to give personal information and describe actions and events; imperative forms [positive and negative] to give short instructions on a growing range of familiar topics; use common simple present forms, including short answer forms and contractions, to give personal information and talk about habitual actions, facts and future timetabled events

continue to use common past simple forms [regular and irregular] to describe actions and feelings and narrate simple events including short answer forms and contractions; common present continuous forms, including short answers and contractions, to talk about what is happening now and future arrangements on a limited range of personal and familiar topics, -ing forms swimming, spelling as nouns to describe familiar and classroom activities; has got/ have got there is/are statement, negative, question forms including short and full answers and contractions; adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly, common -ly manner adverbs to describe actions example given slowly, quickly; can to make requests and ask permission; must/mustn't/have to to talk about obligation, use have + object + infinitive to talk about obligations; prepositions of location, position and direction: at, in, on, behind, between, in front of, near, next to, opposite, above, up, down, on the right, on the left, prepositions of time: in, on, at, before, after, with/without to indicate accompaniment with for instrument and for to indicate recipient; would you like to to invite and use appropriate responses yes please, no thanks, let's + verb, verbs go enjoy like + verb + ing; infinitive of purpose to describe simple actions and verbs want, start + infinitive, declarative what [a/an] + adjective + noun to show feelings; conjunctions and, or, but, because to link words and phrases; me, too and I don't to give short answers; when clauses to describe simple present and past actions on personal and familiar topics.

4 сыныптарға арналған күнтізбелік-тақырыптық жоспар
Календарно-тематический план для 4 класса
Calendar Thematic Plan for the 4th grade
2024-2025 оқу жылы/учебный год/academic year (68 сағат)

No	Theme	Learning objectives	hour	date	note
I term 16 hours					
Unit 1. Kazakhstan in the World of Sport					
1	Children's games 1	4.1.2.1 understand an increasing range of supported questions which ask for personal information 4.2.4.1 respond to questions on an increasing range of general and some curricular topics	1	4.09.2024	
2	Children's games 2	4.1.2.1 understand an increasing range of supported questions which ask for personal information 4.3.2.1 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly, use common -ly manner adverbs to describe actions example given slowly,	1	5.09.2024	
3	Free time activities and hobbies	4.3.2.1 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics. 4.2.2.1 understand an increasing range of supported questions which ask for personal information 4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information	1	11.09	
4	Olympic Games	4.2.4.1 respond to questions on an increasing range of general and some curricular topics; 4.3.4.1 respond to questions on an increasing range of general and some curricular topics 4.5.5.1 use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions on growing range of familiar topics	1	12.09	
5	Sports events	4.2.4.1 respond to questions on an increasing range of general and some curricular topics 4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic	1	18.09	

		personal information			
6	Time for CLIL. Aesop's Fables 2	4.1.3.1 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.2.8.1 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics	1	19.09	
7	Our world – Check point Summative assessment for the cross curricular unit «Kazakhstan in the World of Sport»	4.1.8.1 understand short, supported narratives on an increasing range of general and some curricular topics 4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general and some curricular topics	1	25.09	
Unit 2: Values in Myths and Legends					
8	Traditional stories 1/2	4.2.2.1 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics 4.1.4.1 understand an increasing range of short supported questions on general and some curricular topics 4.4.7.1 spell most familiar high-frequency words accurately when writing independently;	1	26.09	
9	The Vikings	4.2.3.1 give short, basic description of people and objects; begin to describe past experiences on an increasing range of general and some curricular topics 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.5.7.1 use personal subject and object pronouns, including indirect object pronouns and use possessive pronouns mine, yours to give personal information and describe actions and events	1	2.10	
10	A legend of Korkyt Ata.	4.1.8.1 understand short, supported narratives on an increasing range of general and some curricular topics 4.3.3.1 give short, basic description of people and objects on a limited range of general and some curricular topics; begin to describe past experiences on an increasing range of general and some curricular topics 4.5.3.1 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things; use simple one-syllable and some twosyllable adjectives [comparative and superlative] to make comparisons	1	3.10	
11	People and places	4.1.5.1 identify initial, middle and final phonemes and blends; 4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues; 4.5.3.1 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things; use simple one-syllable and some twosyllable adjectives [comparative and superlative] to make comparisons	1	9.10	

12	When I was little	4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues 4.4.2.1 begin to use joined-up handwriting in a limited range of written work	1	10.10	
13	Time for CLIL. Dragons and Creatures 1 Summative Assessment for the cross curricular unit «Values in Myths and Legends»	4.2.4.1 respond to questions on an increasing range of general and some curricular topics 4.4.7.1 spell most familiar high-frequency words accurately when writing independently 4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive 's/s' to name, describe and label things	1	16.10	
14	Our world - Check point Dragons and Creatures 2	4.3.3.1 recognize basic opinions in short, simple texts on an increasing range of general and some curricular topics 4.4.3.1 write with support short sentences which describe people, places and objects; 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly, use common -ly manner adverbs to describe actions example given slowly,	1	17.10	
15	Summative Assessment for Term 1	4.1.8.1 Understand short, supported narratives on an increasing range of general and some curricular topics 4.3.3.1 Recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics 4.5.12.1 Use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simple adverbs of manner e.g. well, badly; use common -ly manner adverbs to describe actions e.g. slowly, quickly 4.2.8.1 Express basic likes and dislikes; recount short, basic stories and events on a limited range of general and some curricular topics	1	23.10	
16	Storytime The Legend of William Tell	4.2.3.1 give short, basic description of people and objects on a limited range of general and some curricular topics begin to describe past experiences on an increasing range of general and some curricular topics 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics	1	24.10	
2 term 16 hours					
Unit 3. Treasure and heritage					
17	Treasure Maps 1-2	4.2.3.1 give short, basic description of people and objects on a limited range of general and some curricular topics begin to describe past experiences on an increasing range of general and some curricular topics 4.4.1.1 plan, write and check sentences with support on a range of basic personal,	1	6.11	

25	Means of transport	4.2.1.1 make basic statements which provide personal information on an increasing range of general and some curricular topics 4.4.2.1 begin to use joined-up handwriting in a limited range of written work; 4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive 's/s' to name, describe and label things;	1	4.12	
26	Terrific transport Summative Assessment for the cross curricular unit « Professions and ways of Communication»	4.1.3.1 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.5.4.1 use determiners a, an, the, zero article, some, any, this, these, that, those to refer to things on a growing range of general and some curricular topics	1	5.12	
27	Professions	4.1.1.1 understand an increasing range of classroom instructions 4.2.1.1 make basic statements which provide personal information on an increasing range of general and some curricular topics 4.4.2.1 begin to use joined up handwriting in a limited range of written work	1	11.12	
28	My favourite community helper	4.2.1.1 make basic statements which provide personal information on an increasing range of general and some curricular topics 4.4.2.1 begin to use joined-up handwriting in a limited range of written work; 4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics	1	12.12	
29	Time for CLIL. Geography	4.1.3.1 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.2.3.1 give short, basic description of people and objects, begin to describe past experiences on an increasing range of general and some curricular topics; 4.4.6.1 use upper and lower case letters accurately when writing names, places and short sentences when writing independently	1	18.12	
30	Our world. Check point	4.1.2.1 understand an increasing range of supported questions which ask for personal information 4.2.3.1 give short, basic description of people and objects, begin to describe past experiences on an increasing range of general and some curricular topics;	1	19.12	
31	Summative Assessment Term 2	4.2.1.1 make basic statements which provide personal information on an increasing range of general and some curricular topics 4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics 4.4.2.1 begin to use joined-up handwriting in a limited range of written work; 4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive 's/s' to name, describe and label things;	1	25.12	

32	Story time: The trumpeter of Krakow.	4.1.3.1 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.2.3.1 give short, basic description of people and objects, begin to describe past experiences on an increasing range of general and some curricular topics;	1	26.12	
3 term 20 hours					
Unit 5. Hot and Cold					
33	Weather 1	4.1.9.1 recognise words that are spelt out from a limited range of general and curricular topics 4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics 4.5.16.1 use conjunctions and, or, but, because to link words and phrases	1	9.01.2025	
34	Camping Safety	4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics 4.4.7.1 spell most familiar high-frequency words accurately when writing independently 4.5.13.1 use can to make requests and ask permission, use must / mustn't / have to to talk about obligation; use have + object + infinitive to talk about obligations	1	15.01.2025	
35	Camping Safety	4.1.7.1 use contextual clues to predict content and meaning in short supported talk on an increasing range of general and some curricular topics 4.2.7.1 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges	1	16.01.2025	
36	Weather 2	4.1.7.1 use contextual clues to predict content and meaning in short supported talk on an increasing range of general and some curricular topics 4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics 4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics	1	22.01.2025	
37	Volcanoes	4.1.6.1 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics 4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics 4.3.6.1 understand with some support some specific information and detail in short, simple texts on a growing range of general and some curricular topics	1	23.01	
38	Time for CLIL: snow and ice	4.2.8. 1 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics 4.5.14.1 use prepositions of location, position and direction: at, in, on, behind, between, in front of, near, next to, opposite, above, up, down, on the right, on the left, use	1	29.01	

		prepositions of time : in, on, at, before, after, use with/without to indicate accompaniment with for instrument and for to indicate recipient;			
39	Our world -Checkpoint Summative Assessment for the cross curricular unit «Hot and Cold»	4.2.7.1 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges 4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics 4.4.5.1 link with some support sentences using basic coordinating connectors	1	30.01	
Unit 6. Healthy world					
40	Healthy bodies 1	4.3.5.1 pronounce an increasing range of words, short phrases and simple sentences intelligibly 4.4.7.1 spell most familiar high-frequency words accurately when writing independently	1	12.02	
42	Food and drinks	4.3.6.1 take turns when speaking with others in a growing range of short, basic exchanges 4.4.2.1 begin to use joined-up handwriting in a limited range of written work	1	13.02	
43	Snack Attack	4.1.10.1 recognise words similar to words in student native language 4.2.7.1 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges	1	19.02	
44	Food and containers	4.3.6.1 take turns when speaking with others in a growing range of short, basic exchanges 4.5.4.1 use determiners a, an, the, zero article, some, any, this, these, that, those to refer to things on a growing range of general and some curricular topics	1	20.02	
45	Healthy snacks	4.3.6.1 take turns when speaking with others in a growing range of short, basic exchanges 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics.	1	26.02	
46	Time for CLIL. Save our animals1-2	4.3.7.1 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics	1	27.02	

47	Help the planet 1	4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges; 4.3.2.1 read and understand with some support short simple fiction and non-fiction texts	1	5.03	
48	Our world Help the planet 2 Summative Assessment for the cross curricular unit «Healthy world»,	4.3.2.1 read and understand with some support short simple fiction and non-fiction texts; 4.4.5.1 link with some support sentences using basic coordinating connectors 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simple adverbs of manner e.g. well, badly, use common -ly manner adverbs to describe actions e/g/ slowly, quickly	1	6.03	
49	Endangered animals	4.2.4.1. respond to questions on an increasing range of general and some curricular topics 4.3.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues	1	12.03	
50	Over to you	4.3.2.1 read and understand with some support short simple fiction and non-fiction texts; 4.4.5.1 link with some support sentences using basic coordinating connectors			
51	Check point	4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics; 4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive 's/s' to name, describe and label things;	1	13.03	
52	Summative Assessment Term 3	4.2.4.1. respond to questions on an increasing range of general and some curricular topics 4.3.2.1 read and understand with some support short simple fiction and non-fiction texts 4.4.5.1 link with some support sentences using basic coordinating connectors 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simple adverbs of manner e.g. well, badly, use common -ly manner adverbs to describe actions e/g/ slowly, quickly	1	19.03	
53	Story time	4.1.3.1 understand the main points of short supported talk on an increasing range of general and some curricular topics 4.2.4.1. respond to questions on an increasing range of general and some curricular topics	1	20.03	
IV term – 16 hours					
Unit 7. Journey into Space					

54	Into Space 1	4.1.5.1 identify initial, middle and final phonemes and blends 4.5.5.1 use interrogative pronouns including: who, what, which, where, whose, how many, how much, how often, how big, what kind of ... to ask questions on growing range of familiar topics 4.4.7.1 spell most familiar high-frequency words accurately when writing independently;	1	2.04	
55	Holidays	4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges; 4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information 4.3.6.1 understand with some support, some specific information and detail in short, simple texts on a growing range of general and some curricular topics	1	3.04	
56	Into Space 2	4.1.6.1 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics 4.3.4.1 find with support books, worksheets and other print materials in a class or school library according to classification;	1	9.04	
57	Planets 1-2	4.3.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues 4.4.2.1 begin to use joined-up handwriting in a limited range of written work 4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive 's/s' to name, describe and label things	1	10.04	
58	Aliens 1-2	4.1.8.1 understand short, supported, narratives on an increasing range of general and some curricular topics 4.2.4.1 respond to questions on an increasing range of general and some curricular topics 4.4.7.1 spell most familiar high-frequency words accurately when writing independently;	1	16.04	
59	CLIL Science. Space facts	4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues; 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics;	1	17.04	
60	All about Mars	4.3.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics	1	23.04	

61	Our World Summative Assessment for the cross curricular unit «Journey into Space»	4.2.4.1 respond to questions on an increasing range of general and some curricular topics 4.4.2.1 begin to use joined-up handwriting in a limited range of written work 4.3.6.1 understand with some support some specific information and detail in short, simple texts on a growing range of general and some curricular topics; 4.5.3.1 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one-syllable and some two-syllable	1	24.04	
62	Check point	4.3.4.1 find with support books, worksheets and other print materials in a class or school library according to classification; 4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive 's/s' to name, describe and label things	1	30.04	1.05 кіріктірілді
8. Machines					
63	Slow machines 1	4.1.6.1 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics	1	1.05	кіріктірілді
64	Materials	4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics 4.3.2.1 read and understand with some support short simple fiction and non-fiction texts; 4.4.5.1 link with some support sentences using basic coordinating connectors;	1	7.05	
65	Fast machines 1 Summative Assessment for the cross curricular unit «Machines»	4.2.7.1 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges 4.3.1.1 recognise, identify and sound with support a growing range of language at text level	1	8.05	
66	Fast machines 2	4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges; 4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information	1	14.05	
67	Summative Assessment Term 4	4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges; 4.3.6.1 understand with some support some specific information and detail in short, simple texts on a growing range of general and some curricular topics; 4.4.5.1 link with some support sentences using basic coordinating connectors;	1	15.04	