

**STOCKTON UNIFIED SCHOOL DISTRICT**

701 N. Madison, Stockton, CA 95202 • 209-933-7000

Monday, Feb 02, 2009 04:16PM

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Welcome to the LDO Web Site  
**LANGUAGE DEVELOPMENT OFFICE**  
 Stockton Unified School District

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**Instructional Guides**

**SDAIE INSTRUCTIONAL GUIDES**

- 9th Grade Holt 1st Semester
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- 10th Grade Holt 1st Quarter
- 10th Grade Holt 2nd Quarter
- 10th Grade Holt 3rd Quarter
- 10 Grade Holt 4th Quarter

7<sup>th</sup> Grade Language Arts Pacing Guide with ELD Standards

7<sup>th</sup> Grade Universal Access ELD Pacing Guide

7<sup>th</sup> Grade Universal Access Access to Core Pacing Guide

**Avenues English Language Development Guides 08-09**

Kindergarten <b>SFA</b> ELD Pacing Guide Trimester 1-3 Vol. 1and 2  <b>SFA</b> Grade K Ave A Assessment Calendar	1st Grade Avenues ELD Guide Avenues B Assessment Calendar
Kindergarten ELD Pacing Guide Trimester 1-3 Vol. 1and 2  Grade K Ave A Assessment Calendar	2nd Grade Avenues ELD Guide Avenues C Assessment Calendar
	3rd Grade Avenues ELD Guide Avenues D Assessment Calendar
	4th Grade Avenues ELD Guide Avenues E Assessment Calendar
	5th Grade Avenues ELD Guide Avenues F Assessment Calendar

Recording Sheet Directions  6th Grade ELD Recording Sheet - T1 6th Grade ELD Recording Sheet - T2	6-8 Grade ELD Report Card Insert <u>6-8 Report Card Spanish Insert</u>
7th Grade ELD Recording Sheet - T1 7th Grade ELD Recording Sheet - T2	Avenues Report Card Insert, K-2 <u>K-2 Report Card Spanish Insert</u>
8th Grade ELD Recording Sheet - T1 8th Grade ELD Recording Sheet - T2	Avenues Report Card Insert, 3-5 <u>3-5 Report Card Spanish Insert</u>

[6th Grade ELD Guide](#)

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**8th Grade ELD Guide**

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**Grades 2-12**

[CELDT released test questions](#)

**Grades 6-8 ELD Specialist**

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933-7075 x2434

**California Department of Education**

- ELA California Content Standards
- CST Released questions
- CST Writing Released prompts
- CST Blueprints

The documents above are Adobe PDF files and you need Adobe Reader to open them.



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Stockton Unified School District  
 Avenues English Language Development (ELD) Guide  
 2008-2009  
 Grade 4 – Level E

Instructional Period	Content Standards and Learning Objectives	CELDT	CST Science	Academic Vocabulary Focus	Curriculum and Resources	Other
July 29- August 1 (4 days)						Predetermine ELD Groups based on English language proficiency levels.

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*Unit 1: Online with Gary Soto*

Instructional Period	Content Standards and Learning Objectives	CELDT	CST Science	Academic Vocabulary Focus	Curriculum and Resources	Other
August 4- August 22 (15 Days)	<b>SELECTION 1 – IF THE SHOE FITS</b>				<ul style="list-style-type: none"> <li>• <i>Launch Unit 1 pgs. T12-15b</i></li> <li>• <i>Family Newsletter 1</i></li> </ul>	<b>HM: Theme 1: Journeys</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>• ELD4.R16 Read independently (3, 4, 5).</li> <li>• ELD4.LS7 Participate in social conversations (1, 3, 4, 5).</li> <li>• ELD4.WC3 Use standard word order (3, 4, 5).</li> <li>• ELD4. WC5 Use complete sentences (5).</li> <li>• ELD4.R34 Describe characters (1, 2).</li> <li>• ELD4.R345 Identify characters' motives (4).</li> <li>• ELD4.LS4 Speak to be understood (1, 2, 3, 4, 5).</li> <li>• ELD4.R14 Use idioms (4, 5).</li> </ul> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use context clues/related words</li> <li>• Use complete sentences</li> <li>• Use various types of sentences</li> <li>• Analyze characters in a story</li> <li>• Understand and use idioms</li> </ul>	<p>1-BEG</p> <p>1-BEG</p> <p>4-EADV, 5-ADV</p>		<ul style="list-style-type: none"> <li>• Defining Sentence</li> <li>• Humorous Fiction</li> <li>• Characters</li> <li>• Motive</li> <li>• Story Problem</li> <li>• Statement</li> <li>• Exclamation</li> <li>• Command</li> <li>• Complete Sentence</li> <li>• Subject</li> <li>• Predicate</li> <li>• Context Clues</li> <li>• Idiom</li> <li>* Formal Language</li> <li>* Informal Language</li> </ul>	<ul style="list-style-type: none"> <li>* Picture Cards, E1-E10</li> <li>• Selection Reading CD 1, Tracks 1-3</li> <li>• Language Songs Big Book, p.5</li> <li>• Song CD 1, Tracks 1-2</li> <li>• Teacher's Resource Book, Master 2, 3</li> </ul>	<p><b>*Language Assessment:</b>          Express needs and feelings, T43b          Choose 1 Language Assessment to be completed per student between <b>July 29- November 7</b></p>

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**Unit 1: Online with Gary Soto**

Instructional Period	Content Standards and Learning Objectives	CELDT	CST Science	Academic Vocabulary Focus	Curriculum and Resources	Other
August 25- September 12 (14 Days)	<b>SELECTION 2 – IN GARY SOTO'S SHOES</b>					<b>HM: Theme 1: Journeys</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>• ELD4.R16 Read independently (3, 4, 5).</li> <li>• ELD4.LS7 Participate in social conversations (1, 3, 4, 5).</li> <li>• ELD4.LS8 Ask and answer questions (1, 2, 3, 4).</li> <li>• ELD4.WC3 Use standard word order (3, 4, 5).</li> <li>• ELD4.LS4 Speak to be understood (1, 2, 3, 4, 5).</li> <li>• ELD4.R27 Distinguish fact and opinion (2, 3, 4).</li> </ul> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use context clues/related words</li> <li>• Ask and answer questions</li> <li>• Form opinions</li> <li>• Distinguish fact from opinion</li> </ul>	<p>2-EINT</p> <p>1-BEG</p>		<ul style="list-style-type: none"> <li>• Defining Sentence</li> <li>• Biography</li> <li>• Dates</li> <li>• Turning Points</li> <li>• Question</li> <li>• Statement</li> <li>• Opinion</li> <li>• Fact</li> </ul>	<ul style="list-style-type: none"> <li>• Picture Cards, E1-E10</li> <li>• Selection Reading CD 1, Tracks 4-5</li> <li>• Language Songs Big Book, p. 5-7</li> <li>• Song CD 1, Tracks 1-4</li> <li>• Teacher's Resource Book, Master 7</li> </ul>	<p><b>Unit 1 Test at student's English proficiency level (B or I) between September 8-September 12:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Grammar</li> <li>• Reading Comprehension/ Critical Thinking</li> </ul> <p><b>*Language Assessment:</b> Ask and answer questions, T53 Choose 1 Language Assessment to be completed per student between <b>July 29- November 7</b></p>

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**Unit 2: Native Land**

Instructional Period	Content Standards and Learning Objectives	CELDT	CST Science	Academic Vocabulary Focus	Curriculum and Resources	Other
September 15- October 17 (15 Days)	<b>SELECTION 1 – PUSHING UP THE SKY</b>				<ul style="list-style-type: none"> <li>• <i>Launch Unit 2 pgs. T70-T73b</i></li> <li>• <i>Family Newsletter 2</i></li> </ul>	<b>HM: Theme 2 American Stories</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>• ELD4.R16 Read independently (3, 4, 5).</li> <li>• ELD4.LS7 Participate in social conversations (1, 3, 4, 5).</li> <li>• ELD4.LS4 Speak to be understood (1, 2, 3, 4, 5).</li> <li>• ELD4.R37 Identify plot (2, 4).</li> <li>• ELD4.WC4 Use correct parts of speech (5).</li> <li>• ELD4.R38 Describe themes (4, 5).</li> <li>• ELD4.R24 Identify main idea (2, 3, 4, 5).</li> </ul> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use context clues/related words</li> <li>• Use a variety of nouns correctly</li> <li>• Use articles</li> <li>• Identify the problem and solution of a story</li> <li>• Relate the main idea and details of a story</li> <li>• Make comparisons</li> </ul>	<p>1-BEG</p> <p>2-EINT 5-ADV</p> <p>3-INT, 4-EADV</p>		<ul style="list-style-type: none"> <li>• Defining Sentence</li> <li>• Play</li> <li>• Characters</li> <li>• Narrator</li> <li>• Setting</li> <li>• Scenes</li> <li>• Stage Directions</li> <li>• Noun</li> <li>• Problem</li> <li>• Solution</li> <li>• Event</li> <li>• Article</li> <li>• Possessive Noun</li> <li>• Compare</li> <li>* Critical</li> </ul>	<ul style="list-style-type: none"> <li>• Picture Cards, E11-E32</li> <li>• Selection Reading CD 1, Tracks 6-8</li> <li>• Language Songs Big Book, pgs. 9-11</li> <li>• Song CD 1, Tracks 7-10</li> <li>• Teacher's Resource Book, Master 9, 10</li> </ul>	<p><b>*Language Assessment:</b>          Express ideas and opinions, T93b          Choose 1 Language Assessment to be completed per student between <b>July 29- November 7</b></p>

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**Unit 2: Native Land**

Instructional Period	Content Standards and Learning Objectives	CELDT	CST Science	Academic Vocabulary Focus	Curriculum and Resources	Other
October 20- November 7 (15 Days)	<b>SELECTION 2 - NATIVE HOMES</b>					HM: Theme 2 American Stories
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>• ELD4.R16 Read independently (3, 4, 5).</li> <li>• ELD4.LS7 Participate in social conversations (1, 3, 4, 5).</li> <li>• ELD4.WC4 Use correct parts of speech (5).</li> <li>• ELD4.LS4 Speak to be understood (1, 2, 3, 4, 5).</li> <li>• ELD4R.24 Identify main idea (2, 3, 4, 5).</li> <li>• ELD4.R20 Use text structures (4, 5).</li> </ul> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use context clues/related words</li> <li>• Use a variety of nouns correctly</li> <li>• Make comparisons</li> <li>• Relate main ideas and details</li> </ul>	<p>5-ADV</p> <p>1-BEG</p> <p>3-INT, 4-EADV</p>		<ul style="list-style-type: none"> <li>• Defining Sentence</li> <li>• Nonfiction</li> <li>• Social Studies Article</li> <li>• Captions</li> <li>• Labels</li> <li>• Diagrams</li> <li>• Plural Nouns</li> <li>• Comparisons</li> <li>• Common Noun</li> <li>• Proper Noun</li> <li>• Count Noun</li> <li>• Non-Count Noun</li> <li>• Main idea</li> <li>• Detail</li> <li>* Compare</li> </ul>	<ul style="list-style-type: none"> <li>• Picture Cards, E21-E26</li> <li>• Selection Reading CD 1, Tracks 9-11</li> <li>• Language Songs Big Book, p. 9</li> <li>• Song CD 1, Tracks 7, 11-12</li> <li>• Teacher's Resource Book, Master 12, 15</li> </ul>	<p><b>Unit 2 Test at student's English proficiency level (B or D) between November 3- November 7 :</b></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Grammar</li> <li>• Reading Comprehension/ Critical Thinking</li> </ul> <p><b>*Language Assessment:</b> Make comparisons, T122b Choose 1 Language Assessment to be completed per student between <b>July 29- November 7</b></p>

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*Unit 3: Once Upon a Storm*

Instructional Period	Content Standards and Learning Objectives	CELDT	CST Science	Academic Vocabulary Focus	Curriculum and Resources	Other
November 10- November 26 (12 Days)	<b>SELECTION 1 – TWISTER</b>				<ul style="list-style-type: none"> <li>• <i>Launch Unit 3 pgs. T128-T131b</i></li> <li>• <i>Family Newsletter 3</i></li> </ul>	<b>HM: Theme 3: That's Amazing</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>• ELD4.R16 Read independently (3, 4, 5).</li> <li>• ELD4.LS7 Participate in social conversations (1, 3, 4, 5).</li> <li>• ELD4.LS4 Speak to be understood (1, 2, 3, 4, 5).</li> <li>• ELD4.R23 Identify sequence of events (1, 2).</li> <li>• ELD4.R37 Identify plot (2, 4).</li> <li>• ELD4.WC4 Use correct parts of speech (5).</li> <li>• ELD4.R36 Describe setting (1, 2).</li> <li>• ELD4.R18 Summarize main ideas (4).</li> </ul> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use context clues/related words</li> <li>• Use verbs correctly</li> <li>• Analyze the plot of and setting in a story</li> <li>• Summarize key events of a story</li> <li>• Identify the sequence of a story</li> </ul>	<p>1-BEG</p> <p>1-BEG</p> <p>2-EINT</p> <p>5-ADV</p>		<ul style="list-style-type: none"> <li>• Defining Sentence</li> <li>• Adventure Story</li> <li>• Characters</li> <li>• Setting</li> <li>• Key Event</li> <li>• Plot</li> <li>• Action Verbs</li> <li>• Subject-Verb Agreement</li> <li>• Summarize</li> <li>* Research</li> <li>* Describe</li> </ul>	<ul style="list-style-type: none"> <li>• Picture Cards, E33-E44</li> <li>• Selection Reading CD 1, Tracks 12-14</li> <li>• Language Songs Big Book, pgs.13-15</li> <li>• Song CD 1, Tracks 13-16</li> <li>• Teacher's Resource Book, Master 18, 19</li> </ul>	<p><b>*Language Assessment:</b></p> <p>Describe events, T170b</p> <p>Choose 1 Language Assessment to be completed per student between <b>November 10 – February 20</b></p>

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**Unit 3: Once Upon a Storm**

Instructional Period	Content Standards and Learning Objectives	CELDT	CST Science	Academic Vocabulary Focus	Curriculum and Resources	Other
December 1- December 12 (10 Days)	<b>SELECTION 2 – THE BIG STORM</b>					<b>HM: Theme 3: That's Amazing</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>• ELD4.R16 Read independently (3, 4, 5).</li> <li>• ELD4.LS7 Participate in social conversations (1, 3, 4, 5).</li> <li>• ELD4.R23 Identify sequence of events (1, 2).</li> <li>• ELD4.R20 Use text structures (4, 5).</li> <li>• ELD4.WC4 Use correct parts of speech (5).</li> <li>• ELD4.R12 Use multiple-meaning words (4, 5).</li> <li>• ELD4.R18 Summarize main ideas (4).</li> </ul> <p><b>Science Standard:</b></p> <ul style="list-style-type: none"> <li>• 5ES4c Students know the causes and effects of different types of severe weather.</li> </ul> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use context clues/related words</li> <li>• Use verbs correctly</li> <li>• Summarize key events of a story</li> <li>• Identify the sequence of a story</li> <li>• Identify words with multiple-meanings</li> </ul>	<p>1-BEG</p> <p>5-ADV</p> <p>4-EADV</p>		<ul style="list-style-type: none"> <li>• Defining Sentence</li> <li>• News Article</li> <li>• Locator Maps</li> <li>• Maps</li> <li>• Photos</li> <li>• Sequence of Events</li> <li>• Verb</li> <li>• Subject-Verb Agreement</li> <li>• Multiple Meaning Words</li> <li>• Summarize</li> <li>* Weather Forecast</li> <li>* Speak Effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Picture Cards, E33-E44</li> <li>• Selection Reading CD 1, Tracks 15-17</li> <li>• Language Songs Big Book, p. 16</li> <li>• Song CD 1, Tracks 17-18</li> <li>• Teacher's Resource Book, Master 23</li> </ul>	<p><b>Unit 3 Test at student's English proficiency level (B or I) between December 8-December 12:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Grammar</li> <li>• Reading Comprehension/ Critical Thinking</li> </ul> <p><b>*Language Assessment:</b> Give information, T196a Choose 1 Language Assessment to be completed per student between <b>November 10 – February 20</b></p>

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**Unit 4: Watery World**

Instructional Period	Content Standards and Learning Objectives	CELDT	CST Science	Academic Vocabulary Focus	Curriculum and Resources	Other
December 15- January 9 (10 Days)	<b>SELECTION 1 – THE SECRET FOOTPRINTS</b>				<ul style="list-style-type: none"> <li>• <i>Launch Unit 4 pgs. T202-T205b</i></li> <li>• <i>Family Newsletter 4</i></li> </ul>	<b>HM: Theme 4: Problem Solvers</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>• ELD4.R16 Read independently (3, 4, 5).</li> <li>• ELD4.LS7 Participate in social conversations (1, 3, 4, 5).</li> <li>• ELD4.LS4 Speak to be understood (1, 2, 3, 4, 5).</li> <li>• ELD4.WC3 Use standard word order (3, 4, 5).</li> <li>• ELD4.R35 Identify characters' motives (4).</li> <li>• ELD4.R34 Describe characters (1, 2).</li> <li>• ELD4.R3 Decoding (Structural Clues) (2, 3, 4, 5).</li> <li>• ELD4.R9 Apply knowledge of word parts (3, 4, 5).</li> </ul> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use context clues/related words.</li> <li>• Use adjectives correctly</li> <li>• Analyze the motives of characters</li> <li>• Relate the main idea and details</li> <li>• Use affixes to derive meaning</li> </ul>	<p>1-BEG</p> <p>1-BEG 2-EINT</p> <p>3-INT</p>		<ul style="list-style-type: none"> <li>• Defining Sentence</li> <li>• Legend</li> <li>• Characters</li> <li>• Setting</li> <li>• Adjective</li> <li>• Motive</li> <li>• Prefix</li> <li>• Number Words</li> <li>• Order Words</li> <li>• Sensory Adjective</li> <li>• Suffix</li> <li>• Root Word</li> <li>* Research</li> <li>* Describe</li> </ul>	<ul style="list-style-type: none"> <li>• Picture Cards, E45-E54</li> <li>• Selection Reading CD 2, Tracks 1-3</li> <li>• Language Songs Big Book, p.17</li> <li>• Song CD 1, Tracks 19-20</li> <li>• Teacher's Resource Book, Master 27, 28</li> </ul>	<p><b>*Language Assessment:</b> Describe, T234a. Choose 1 Language Assessment to be completed per student between <b>November 10 – February 20</b></p>

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**Unit 4: Watery World**

Instructional Period	Content Standards and Learning Objectives	CELDT	CST Science	Academic Vocabulary Focus	Curriculum and Resources	Other
January 12- January 23 (9 Days)	<b>SELECTION 2 – HELLO, FISH!</b>					<b>HM: Theme 4: Problem Solvers</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>• ELD4.R16 Read independently (3, 4, 5).</li> <li>• ELD4.LS7 Participate in social conversations (1, 3, 4, 5).</li> <li>• ELD4.LS4 Speak to be understood (1, 2, 3, 4, 5).</li> <li>• ELD4.R9 Apply knowledge of word parts (3, 4, 5).</li> <li>• ELD4.WC4 Use correct parts of speech (5).</li> <li>• ELD4.R.24 Identify main idea (1, 2, 3, 4, 5).</li> </ul> <p><b>Science Standard:</b></p> <ul style="list-style-type: none"> <li>• 4LS3b: Students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.</li> </ul> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use context clues/related words</li> <li>• Use comparative and superlative adjectives</li> <li>• Relate the main idea and details</li> <li>• Use affixes to derive meaning</li> </ul>	<p>1-BEG</p> <p>3-INT</p> <p>5-ADV 1-BEG, 3-INT, 4-EADV</p>	✓	<ul style="list-style-type: none"> <li>• Defining Sentence</li> <li>• Photo Essay</li> <li>• Photograph</li> <li>• Caption</li> <li>• Comparative Adjective</li> <li>• Superlative Adjective</li> <li>• Main Idea</li> <li>• Detail</li> <li>• Summarize</li> <li>* Clue</li> <li>* Guess</li> </ul>	<ul style="list-style-type: none"> <li>• Picture Cards, E45-E54</li> <li>• Selection Reading CD 2, Tracks 4-6</li> <li>• Language Songs Big Book, p.17-20</li> <li>• Song CD 1, Tracks 19-24</li> <li>• Teacher’s Resource Book, Master 33</li> </ul>	<p><b>Unit 4 Test at student’s English proficiency level (B or I) between January 19- January 23:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Grammar</li> <li>• Reading Comprehension/</li> <li>• Critical Thinking</li> </ul> <p><b>*Language Assessment:</b>    Elaborate, T260a    Choose 1    Language Assessment to be completed per student between <b>November 10 – February 20</b></p>

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**Unit 7: What's It Worth?**

Instructional Period	Content Standards and Learning Objectives	CELDT	CST Science	Academic Vocabulary Focus	Curriculum and Resources	Other
January 26-February 6 (10 Days)	<b>SELECTION 1 – MY ROWS AND PILES OF COINS</b>				<ul style="list-style-type: none"> <li>• <i>Launch Unit 7 pgs.T374-T377b</i></li> <li>• <i>Family Newsletter 7</i></li> </ul>	<b>HM: Theme 4: Problem Solvers</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>• ELD4.R16 Read independently (3, 4, 5).</li> <li>• ELD4.LS7 Participate in social conversations (1, 3, 4, 5).</li> <li>• ELD4.LS4 Speak to be understood (1, 2, 3, 4, 5).</li> <li>• ELD4.WC3 Use standard word order (3, 4, 5).</li> <li>• ELD4.WC4 Use correct parts of speech (5).</li> <li>• ELD4.R37 Identify plot (2, 4).</li> <li>• ELD4.R23 Identify sequence of events (1, 2).</li> <li>• ELD4.R3 Decoding -structural clues (2, 3, 4, 5).</li> </ul> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use context clues/related words</li> <li>• Use verbs correctly</li> <li>• Identify goals and outcomes</li> <li>• Use structural clues</li> <li>• Identify the conflict and resolution in a story</li> </ul>	<p>1-BEG</p> <p>5-ADV</p> <p>2-EINT</p> <p>1-BEG</p> <p>2-EINT</p>		<ul style="list-style-type: none"> <li>• Defining Sentence</li> <li>• Autobiographical Fiction</li> <li>• Characters</li> <li>• Setting</li> <li>• Helping Verb</li> <li>• Main Verb</li> <li>• Subject-Verb Agreement</li> <li>• Goal</li> <li>• Event</li> <li>• Outcome</li> <li>• Suffix</li> <li>• Root word</li> <li>* Justify</li> </ul>	<ul style="list-style-type: none"> <li>• Picture Cards, E75-E86</li> <li>• Selection Reading CD 3, Tracks 1-4</li> <li>• Language Songs Big Book, p.29</li> <li>• Song CD 2, Tracks 13-14</li> <li>• Teacher's Resource Book, Master 52, 56</li> </ul>	<p><b>*Language Assessment:</b></p> <p>Justify, T397</p> <p>Choose 1 Language Assessment to be completed per student between <b>November 10 – February 20</b></p>

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**Unit 7: What's It Worth?**

Instructional Period	Content Standards and Learning Objectives	CELDT	CST Science	Academic Vocabulary Focus	Curriculum and Resources	Other
February 10- February 20 (8 Days)	<b>SELECTION 2 – MONEY</b>					<b>HM: Theme 4: Problem Solvers</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>• ELD4.R16 Read independently (3, 4, 5).</li> <li>• ELD4.LS7 Participate in social conversations (1, 3, 4, 5).</li> <li>• ELD4.W15 Write with standard grammar (2, 3).</li> <li>• ELD4.LS4 Speak to be understood (1, 2, 3, 4, 5).</li> <li>• ELD4.WC3 Use standard word order (3, 4, 5).</li> <li>• ELD4.WC4 Use correct parts of speech (5).</li> <li>• ELD4.R23 Identify sequence of events (1, 2).</li> <li>• ELD4.R3 Decoding-structural clues (2, 3, 4, 5).</li> <li>• ELD4.LS2 Listen for main points and details (2, 3, 4, 5).</li> </ul> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use context clues/related words</li> <li>• Use complete sentences</li> <li>• Identify the problem and solution in a story</li> <li>• Use helping verbs</li> <li>• Use structural clues</li> </ul>	<p>1-BEG</p> <p>5-ADV 1-BEG 2-EINT</p> <p>3-INT, 4-EADV</p>		<ul style="list-style-type: none"> <li>• Defining Sentence</li> <li>• History Article</li> <li>• Artifacts</li> <li>• Captions</li> <li>• Labels</li> <li>• Sentence</li> <li>• Predicate</li> <li>• Problem</li> <li>• Solution</li> <li>• Main Verb</li> <li>• Helping Verb</li> <li>• Subject –Verb Agreement</li> <li>• Root Word</li> <li>• Prefix</li> <li>* Compare Prices</li> <li>* Value</li> </ul>	<ul style="list-style-type: none"> <li>• Picture Cards, E75-E86</li> <li>• Selection Reading CD 3, Tracks 5-8</li> <li>• Language Songs Big Book, pgs. 29-32</li> <li>• Song CD 2, Tracks 13--18</li> <li>• Teacher's Resource Book, Master 55, 56</li> </ul>	<p><b>Unit 7 Test at student's English proficiency level (B or I) between February 17-February 20</b></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Grammar</li> <li>• Reading Comprehension/</li> <li>• Critical Thinking</li> </ul> <p><b>*Language Assessment:</b> Give information, T427b, Teacher's Resource Book, Master 57 Choose 1 Language Assessment to be completed per student between <b>November 10 – February 20</b></p>

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**Unit 5: Cultural Ties**

Instructional Period	Content Standards and Learning Objectives	CELDT	CST Science	Academic Vocabulary Focus	Curriculum and Resources	Other
February 23- March 6 (10 Days)	<b>SELECTION 1 – THE LOTUS SEED</b>				<ul style="list-style-type: none"> <li>• <i>Launch Unit 5 pgs.T266-T269b</i></li> <li>• <i>Family Newsletter 5</i></li> </ul>	<b>HM: Theme 5: Heroes</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>• ELD4.R16 Read independently (3, 4, 5).</li> <li>• ELD4.LS7 Participate in social conversations (1, 3, 4, 5).</li> <li>• ELD4.LS4 Speak to be understood (1, 2, 3, 4, 5).</li> <li>• ELD4.WC4 Use correct parts of speech (5).</li> <li>• ELD4.R23 Identify sequence of events (1, 2).</li> <li>• ELD4.W15 Write with standard grammar (2, 3).</li> <li>• ELD4.R20 Use text structures (4, 5).</li> <li>• ELD4.R26 Draw inferences and conclusions (2, 4, 5).</li> </ul> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use context clues/related words</li> <li>• Use subject pronouns correctly</li> <li>• Identify the sequence of events in a story</li> <li>• Draw conclusions</li> </ul>	<p>1-BEG</p> <p>5-ADV</p> <p>1-BEG</p> <p>4-EADV</p>		<ul style="list-style-type: none"> <li>• Defining Sentence</li> <li>• Realistic Fiction</li> <li>• Characters</li> <li>• Setting</li> <li>• Subject Pronoun</li> <li>• Event</li> <li>• Subject Pronoun</li> <li>• Noun</li> <li>• Possessive Pronoun</li> <li>• Sequence</li> <li>• Detail</li> <li>• Conclusion</li> <li>* Role-Play</li> </ul>	<ul style="list-style-type: none"> <li>• Picture Cards, E55-E61</li> <li>• Selection Reading CD 2, Tracks 7-8</li> <li>• Language Songs Big Book, pgs. 21-24</li> <li>• Song CD 2, Tracks 1-2</li> <li>• Teacher's Resource Book, Master 37, 38</li> </ul>	<p><b>*Language Assessment:</b></p> <p>Express ideas and Feelings, T286a</p> <p>Choose 1 Language Assessment to be completed per student between <b>February 23-May 22</b></p>

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**Unit 5: Cultural Ties**

Instructional Period	Content Standards and Learning Objectives	CELDT	CST Science	Academic Vocabulary Focus	Curriculum and Resources	Other
March 9- April 3 (10 Days)	<b>SELECTION 2 – WHERE WE COME FROM</b>					<b>HM: Theme 5: Heroes</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>• ELD4.R16 Read independently (3, 4, 5).</li> <li>• ELD4.LS7 Participate in social conversations (1, 3, 4, 5).</li> <li>• ELD4.LS4 Speak to be understood (1, 2, 3, 4, 5).</li> <li>• ELD4.WC4 Use correct parts of speech (5).</li> <li>• ELD4.W15 Write with standard grammar (2, 3).</li> <li>• ELD4.R26 Draw inferences and conclusions (2, 4, 5).</li> <li>• ELD4.R29 Distinguish between genres (1, 2, 5).</li> </ul> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use context clues/related words</li> <li>• Use pronouns correctly</li> <li>• Draw conclusions</li> <li>• Distinguish among literary forms and purposes</li> </ul>	<p>1-BEG</p> <p>5-ADV</p> <p>4-EADV</p> <p>2-EINT</p>		<ul style="list-style-type: none"> <li>• Defining Sentence</li> <li>• Magazine</li> <li>• Cover</li> <li>• Table of Contents</li> <li>• Titles</li> <li>• Object Pronoun</li> <li>• Subject Pronoun</li> <li>• Noun</li> <li>• Possessive</li> <li>• Apostrophe</li> <li>• Form</li> <li>• Feature</li> <li>• Purpose</li> <li>• Conclusion</li> <li>* Line Graph</li> <li>* Comparisons</li> </ul>	<ul style="list-style-type: none"> <li>• Picture Cards, E55-E61</li> <li>• Selection Reading CD 2, Tracks 9-10</li> <li>• Language Songs Big Book, pgs. 21-24</li> <li>• Song CD 2, Tracks 1-6</li> <li>• Teacher's Resource Book, Master 40</li> </ul>	<p><b>Unit 5 Test at student's English proficiency level (B or I) between March 30-April 3</b></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Grammar</li> <li>• Reading Comprehension/</li> <li>• Critical Thinking</li> </ul> <p><b>*Language Assessment:</b>        Make comparisons, T304a, Choose 1 Language Assessment to be completed per student between <b>February 23-May 22</b></p>

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*Unit 6: This State of Mine*

Instructional Period	Content Standards and Learning Objectives	CELDT	CST Science	Academic Vocabulary Focus	Curriculum and Resources	Other
April 6- April 17 (10 Days)	<b>SELECTION 1 – A QUARTER'S WORTH OF FAME</b>				<ul style="list-style-type: none"> <li>• <i>Launch Unit 6 pgs.T310-T313b</i></li> <li>• <i>Family Newsletter 6</i></li> </ul>	<b>HM: Theme 5: Heroes</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>• ELD4.R16 Read independently (3, 4, 5).</li> <li>• ELD4.LS7 Participate in social conversations (1, 3, 4, 5).</li> <li>• ELD4.LS4 Speak to be understood (1, 2, 3, 4, 5).</li> <li>• ELD4.WC3 Use standard word order (3, 4, 5).</li> <li>• ELD4.WC4 Use correct parts of speech (5).</li> <li>• ELD4.R15 Use a dictionary (4, 5).</li> <li>• ELD4.R20 Use text structures (4, 5).</li> </ul> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use context clues/related words</li> <li>• Use verbs correctly</li> <li>• Identify steps in a process</li> <li>• Confirm the meaning of a word</li> </ul>	1-BEG  5-ADV		<ul style="list-style-type: none"> <li>• Defining Sentence</li> <li>• Interview</li> <li>• Interviewer</li> <li>• Present Tense</li> <li>• Past Tense</li> <li>• Verb</li> <li>• Step</li> <li>• Process</li> <li>• Helping Verb</li> <li>• Main Verb</li> <li>• Feature</li> <li>• Definition</li> <li>• Pronunciation Key</li> <li>• Usage</li> <li>• Greek/Latin Root</li> <li>• Prefix</li> <li>• Derivation</li> <li>* Role-Play</li> </ul>	<ul style="list-style-type: none"> <li>• Picture Cards, E62-E74</li> <li>• Selection Reading CD 2, Tracks 11-12</li> <li>• Language, Songs Big Book, pgs. 25-27</li> <li>• Song CD 2, Tracks 7-10</li> <li>• Teacher's Resource Book, Master 43, 45</li> </ul>	<p><b>*Language Assessment:</b> Ask for and give information, T329 Choose 1 Language Assessment to be completed per student between <b>February 23-May 22</b></p>

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*Unit 6: This State of Mine*

Instructional Period	Content Standards and Learning Objectives	CELDT	CST Science	Academic Vocabulary Focus	Curriculum and Resources	Other
April 20- May 1 (10 Days)	<b>SELECTION 2 – THE TREE THAT WOULD NOT DIE</b>					<b>HM: Theme 5: Heroes</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>• ELD4.R16 Read independently (3, 4, 5).</li> <li>• ELD4.LS7 Participate in social conversations (1, 3, 4, 5).</li> <li>• ELD4.W15 Write with standard grammar (2, 3).</li> <li>• ELD4.LS4 Speak to be understood (1, 2, 3, 4, 5).</li> <li>• ELD4.WC4 Use correct parts of speech (5).</li> <li>• ELD4.R25 Identify cause and effect (3, 4, 5).</li> <li>• ELD4.R20 Use text structures (4, 5).</li> <li>• ELD4.R44 Evaluate persuasive techniques (5).</li> <li>• ELD4.WC3 Use standard word order (3, 4, 5).</li> </ul> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use context clues/related words</li> <li>• Use regular and irregular verbs correctly</li> <li>• Identify cause and effect</li> <li>• Determine the author’s purpose</li> </ul>	<p>1-BEG</p> <p>5-ADV</p>		<ul style="list-style-type: none"> <li>• Defining Sentence</li> <li>• Historical Fiction</li> <li>• Character</li> <li>• Setting</li> <li>• Irregular</li> <li>• Past Tense</li> <li>• Verb</li> <li>• Cause</li> <li>• Effect</li> <li>• Helping Verb</li> <li>• Main Verb</li> <li>• Author’s Purpose</li> <li>• Persuade</li> <li>• Evaluate</li> <li>• Present Tense</li> <li>• Future Tense</li> <li>* Problem</li> <li>* Evidence</li> <li>* Solution</li> </ul>	<ul style="list-style-type: none"> <li>• Picture Cards, E62-E74</li> <li>• Selection Reading CD 2, Tracks 13-15</li> <li>• Language Songs Big Book, p. 28</li> <li>• Song CD 2, Tracks 11-12</li> <li>• Teacher’s Resource Book, Master 47, 49</li> </ul>	<p><b>Unit 6 Test at student’s English proficiency level (B or D) between April 27- May 1</b></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Grammar</li> <li>• Reading Comprehension/</li> <li>• Critical Thinking</li> </ul> <p><b>*Language Assessment:</b>    Persuade, T369b,    Choose 1 Language Assessment to be completed per student between <b>February 23- May 22</b></p>

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*Unit 8: Rocky Tales*

Instructional Period	Content Standards and Learning Objectives	CELDT	CST Science	Academic Vocabulary Focus	Curriculum and Resources	Other
May 4- May 13 (8 Days)	<b>SELECTION 1 – CALL ME AHNIGHTO</b>				<ul style="list-style-type: none"> <li>• <i>Launch Unit 8 pgs. T432-T435b</i></li> <li>• <i>Family Newsletter 8</i></li> </ul>	<b>HM: Theme 6: Nature: Friend and Foe</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>• ELD4.R16 Read independently (3, 4, 5).</li> <li>• ELD4.LS7 Participate in social conversations (1, 3, 4, 5).</li> <li>• ELD4.W15 Write with standard grammar (2, 3).</li> <li>• ELD4.WC3 Use standard word order (3, 4, 5).</li> <li>• ELD4.WC4 Use correct parts of speech (5).</li> <li>• ELD4.LS2 Listen for main points and details (2, 3, 4, 5).</li> <li>• ELD4.R34 Describe characters (1, 2).</li> <li>• ELD4.R26 Draw inferences and conclusions (2, 4, 5).</li> <li>• ELD4.R39 Identify narrator (4).</li> </ul> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use context clues/related words</li> <li>• Use complete sentences</li> <li>• Analyze a character</li> <li>• Make inferences</li> <li>• Identify a character's point of view</li> <li>• Make and revise predictions</li> <li>• Interpret charts, maps and diagrams</li> </ul>	<p>5-ADV 3-INT, 4-EADV 1-BEG 4-ADV</p>		<ul style="list-style-type: none"> <li>• Defining Sentence</li> <li>• Fantasy</li> <li>• Character</li> <li>• Setting</li> <li>• Conjunction</li> <li>• Compound Sentence</li> <li>• Analyze</li> <li>• Subject</li> <li>• Predicate</li> <li>• Combine</li> <li>• Point of View</li> <li>• Road Map</li> <li>• Clues</li> <li>• Prediction</li> <li>• Revise</li> <li>• Chart</li> <li>• Diagram</li> <li>* (Text) Pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Picture Cards, E87-E96</li> <li>• Selection Reading CD 3, Tracks 9-11</li> <li>• Language Songs Big Book, p.33</li> <li>• Song CD 2, Tracks 19-20</li> <li>• Teacher's Resource Book, Master 59</li> </ul>	<p><b>*Language Assessment:</b> Tell an original story, T440-441 Choose 1 Language Assessment to be completed per student between <b>February 23-May 22</b></p>

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**Unit 8: Rocky Tales**

Instructional Period	Content Standards and Learning Objectives	CELDT	CST Science	Academic Vocabulary Focus	Curriculum and Resources	Other
May 14- May 22 (7 Days)	<b>SELECTION 2 – THE LIFE STORY OF A ROCK</b>					<b>HM: Theme 6: Nature: Friend and Foe</b>
	<p><b>ELD Standards:</b></p> <ul style="list-style-type: none"> <li>• ELD4.R16 Read independently (3, 4, 5).</li> <li>• ELD4.LS7 Participate in social conversations (1, 3, 4, 5).</li> <li>• ELD4.LS4 Speak to be understood (1, 2, 3, 4, 5).</li> <li>• ELD4.WC3 Use standard word order (3, 4, 5).</li> <li>• ELD4.WC4 Use correct parts of speech (5).</li> <li>• ELD4.WC5 Use complete sentences (5).</li> <li>• ELD4.W15 Write with standard grammar (1, 2, 3).</li> </ul> <p><b>Science Standard:</b></p> <ul style="list-style-type: none"> <li>• 4ES5a Students know some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.</li> </ul> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use context clues/related words</li> <li>• Use complex sentences</li> <li>• Use adverbs correctly</li> </ul>	1-BEG  5-ADV	✓	<ul style="list-style-type: none"> <li>• Defining Sentence</li> <li>• Science Article</li> <li>• Diagrams</li> <li>• Labels</li> <li>• Photographs</li> <li>• Captions</li> <li>• Conjunction</li> <li>• Complex Sentence</li> <li>• Combine</li> <li>• Main Idea</li> <li>• Detail</li> <li>• Adverb</li> <li>• Compound Sentence</li> <li>* Rock Stamp</li> </ul>	<ul style="list-style-type: none"> <li>• Picture Cards, E87-E96</li> <li>• Selection Reading CD 3, Tracks 12-14</li> <li>• Language Songs Big Book, pgs. 33-36</li> <li>• Song CD 2, Tracks 19-24</li> <li>• Teacher's Resource Book, Master 65</li> </ul>	<p><b>Unit 8 Test at student's English proficiency level (B or I) between May 18-May 22</b></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Grammar</li> <li>• Reading Comprehension/</li> <li>• Critical Thinking</li> </ul> <p><b>*Language Assessment:</b> Define and explain, T478b Teacher's Resource Book, Master 66 Choose 1 Language Assessment to be completed per student between <b>February 23-May 22</b></p>

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 Trimester

Instructional Period	Content Standards and Learning Objectives	CELDT	CST Science	Academic Vocab. Focus	Curriculum and Resources	Other
May 26- May 28 (3 Days)	Reteach skills based on Unit Progress Tests.				Materials and instructional strategies for reteaching are in the <i>Avenues Program Guide &amp; Assessment Handbook</i> .	

## Course Overview for 6-8 English Language Development

Throughout this course, students will apply ELD standards in listening, speaking, reading, and writing to the History/Social Studies curriculum.

NOTE: Do not use any of the following materials for independent work during ELD instruction. Guided practice, direct instruction, cooperative groups, small groups, triads, and pairs are encouraged for all lessons, activities, and strategies to promote listening and speaking skills.

### Materials used for ELD instruction:

1. Reading Essentials and Study Guide

Use this resource to preview and review content to improve comprehension, understand key chapter concepts, and prepare for tests and quizzes. The section Drawing From Experience is critical for students to **access background knowledge**. The section Organizing Your Thoughts will help **scaffold the content** for your students.

2. Building Academic Vocabulary

Use this resource to frontload content and academic vocabulary. **In order for students to be successful with the "Test Your Knowledge" assessment, the skills must be taught. Scores for this assessment will be students' reading grade.**

3. Universal Access for the World Civilization, World History, or American History Classroom

Use this resource to assign history and interdisciplinary projects. It also provides discussion prompts. **Select 1 guided practice, cooperative learning, wrap-up, or introduction strategy and activity to promote listening and speaking skills for the duration of each section. Listening and Speaking grades will be derived from these activities.**

4. English Language Handbook

Use this resource as needed to review usage and grammar skills.

5. Reading in the Content Areas Social Studies

Use this resource for guided reading to explicitly teach comprehension skills and test taking strategies.

6. Social Studies Textbook

Skillbuilders and writing assignments are from the texts. Skillbuilders must be taught and reviewed. The writing process must be modeled for all writing assignments. Please use the CELDT writing rubric in the appendix for grading.

### The following are included in the Appendix for your reference:

1. ELD Lesson Plans (This is just a guideline. You may use any format you feel comfortable with such as the SIOP, EDI, 5 Step, Into-Through-Beyond, etc.)
2. Lesson Plan Templates
3. Teacher Reflection: CRISS Philosophy (Details are in your teacher edition.)
4. ELD Standards
5. Glossary of Instructional Strategies (They are divided into Listening/Speaking, Reading, and Writing Sections. Some strategies may be categorized in one or more sections.)
6. CELDT Writing Rubric
7. Listening and Speaking Rubric (You need to know your students' proficiency levels to appropriately use the scoring key.)

**Stockton Unified School District**  
**Seventh Grade English Language Development Instructional Guide**  
**Trimester 1**  
**July 29 – November 7, 2008**

<b>Instructional Period For Chapter 1</b>	<b>Social Science Standards</b>				
<b>Roman Civilization</b>	<b>7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</b>				
<b>July 29 to August 22</b>	7.1.1 Study the early strengths and lasting contributions of Rome and its ultimate internal weaknesses. 7.1.2 Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion. 7.1.3 Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.				
<b>Chapter 1 Section 1</b>					
<b>Resources</b>	<b>ELD Standards</b>	<b>Instruction</b>	<b>Suggested Strategies</b>	<b>Activities and Projects</b>	<b>Assessments</b>
<b>Reading Essentials and Study Guide (RE&amp;SG)</b>	R43, 46, 47, 49, 50, 62, 65, 78, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30 W24, 25, 28, 34, 35, 39, 45, 48, 50	Pgs. 1-6	1. KWL 2. Vocabulary Graphic Organizer 3. Reciprocal Teaching	<b>Get Ready to Read</b> “Previewing” Teacher Edition (TE) Pgs. 134-135  <b>Organizing Your Thoughts</b> RE&SG p. 1	For alternative assessment strategies see pages T38-T39 in the teacher edition.
<b>Building Academic Vocabulary (BAV)</b>	R41, 43, 44, 46, 48, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30	Pgs. 1-3 Sections A-C	1. Vocabulary Cards 2. Clustering/Webbing/Mapping 3. Picture This	<b>Teach SkillBuilder</b> “Finding the Main Idea” TE p. 551	
<b>English Learner Handbook (ELH)</b>	R41, 43, 44, 46, 48, 49, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81 W30, 31, 42, 43, 53, 55	Pgs. 1-3 Sections B-C	1. Guided Practice 2. Cooperative Learning Groups 3. Classroom Discussion		

<b>Reading in the Content Areas (RCA)</b>	R47, 49, 50, 60, 62, 65, 78, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30	Pgs. 2-3; Reading 1	1. Literature Circles 2. Choral Reading 3. Guided Reading	<b>Writing Assignment</b> Section 1 Essential Question p. 132 See attached CELDT rubric.	
<b>Universal Access for the World History Classroom (UA)</b>	LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30 W22, 25, 27, 28, 30, 33, 34, 35, 39, 42, 43, 45, 46, 48, 50, 53, 55	Pgs. 1-4	Select 1 guided practice, cooperative learning, wrap-up, or introduction strategy and activity to promote listening and speaking skills.		
<b>Chapter 1 Section 2</b>					
<b>Resources</b>	<b>ELD Standards</b>	<b>Instruction</b>	<b>Suggested Strategies</b>	<b>Activities and Projects</b>	<b>Assessments</b>
<b>Reading Essentials and Study Guide (RE&amp;SG)</b>	R43, 46, 47, 49, 50, 62, 65, 78, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30 W24, 25, 28, 34, 35, 39, 45, 48, 50	Pgs. 7-13	See Glossary of Instructional Strategies.	<b>Get Ready to Read</b> "Previewing" TE Pgs. 134-135  <b>Organizing Your Thoughts</b> RE&SG p. 7	For alternative assessment strategies see pages T38-T39 in the teacher edition.
<b>Building Academic Vocabulary (BAV)</b>	R41, 43, 44, 46, 48, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30	Pgs. 3-5 Sections D-E	See Glossary of Instructional Strategies.	<b>Teach SkillBuilder</b> "Taking Notes and Outlining" TE p. 552  <b>Writing Assignment</b> Section 2 Essential Question p. 133 See attached CELDT rubric.	
<b>English Learner Handbook (ELH)</b>	R41, 43, 44, 46, 48, 49, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81 W30, 31, 42, 43, 53, 55	Pgs. 4-7 Sections D-F	See Glossary of Instructional Strategies.		
<b>Reading in the Content Areas (RCA)</b>	R47, 49, 50, 60, 62, 65, 78, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30	Pgs. 4-5; Reading 2	See Glossary of Instructional Strategies.		

<b>Universal Access for the World History Classroom (UA)</b>	LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30 W22, 25, 27, 28, 30, 33, 34, 35, 39, 42, 43, 45, 46, 48, 50, 53, 55	Pgs. 1-4	Select 1 guided practice, cooperative learning, wrap-up, or introduction strategy and activity to promote listening and speaking skills.		
<b>Chapter 1 Section 3</b>					
<b>Resources</b>	<b>ELD Standards</b>	<b>Instruction</b>	<b>Suggested Strategies</b>	<b>Activities and Projects</b>	<b>Assessments</b>
<b>Reading Essentials and Study Guide (RE&amp;SG)</b>	R43, 46, 47, 49, 50, 62, 65, 78, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30 W24, 25, 28, 34, 35, 39, 45, 48, 50	Pgs. 14-20	See Glossary of Instructional Strategies.	<b>Get Ready to Read</b> “Previewing” TE Pgs. 134-135  <b>Organizing Your Thoughts</b> RE&SG p. 14	<b>Test Your Knowledge</b> BAV Pgs. 9-11  For alternative assessment strategies see pages T38-T39 in the teacher edition.
<b>Building Academic Vocabulary (BAV)</b>	R41, 43, 44, 46, 48, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30	Pgs. 6-8 Sections F-H	See Glossary of Instructional Strategies.	Teach <b>SkillBuilder</b> “Reading a Time Line” TE p. 553  <b>Writing Assignment</b> Section 3 Essential Question p. 133 See attached CELDT rubric.	
<b>English Learner Handbook (ELH)</b>	R41, 43, 44, 46, 48, 49, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81 W30, 31, 42, 43, 53, 55	Pgs. 8-10 Sections G-I	See Glossary of Instructional Strategies.		
<b>Reading in the Content Areas (RCA)</b>	R47, 49, 50, 60, 62, 65, 78, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30	Pgs. 6-7; Reading 3	See Glossary of Instructional Strategies.		
<b>Universal Access for the World History Classroom (UA)</b>	LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30 W22, 25, 27, 28, 30, 33, 34, 35, 39, 42, 43, 45, 46, 48, 50, 53, 55	Pgs. 1-4	Select 1 guided practice, cooperative learning, wrap-up, or introduction strategy and activity to promote listening and speaking skills.		

<b>Social Science Standards</b>					
<b>Instructional Period For Chapter 2</b>  <b>Islamic Civilization</b>  <b>August 25 to September 12</b>	<b>7.2 Students analyze the geographic, political, economic, religious, and social structures of civilizations of Islam in the Middle Ages</b> <b>7.2.1</b> Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life. <b>7.2.2</b> Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity. <b>7.2.3</b> Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life. <b>7.2.4</b> Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language. <b>7.2.5</b> Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops) and the role of merchants in Arab society. <b>7.2.6</b> Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.				
<b>Chapter 2 Section 1</b>					
<b>Resources</b>	<b>ELD Standards</b>	<b>Instruction</b>	<b>Suggested Strategies</b>	<b>Activities and Projects</b>	<b>Assessments</b>
<b>Reading Essentials and Study Guide (RE&amp;SG)</b>	R43, 46, 47, 49, 50, 62, 65, 78, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30 W24, 25, 28, 34, 35, 39, 45, 48, 50	Pgs. 21-25	See Glossary of Instructional Strategies.	<b>Get Ready to Read</b> "Making Predictions" TE Pgs. 172-173  <b>Organizing Your Thoughts</b> RE&SG p. 21	For alternative assessment strategies see pages T38-T39 in the teacher edition.
<b>Building Academic Vocabulary (BAV)</b>	R41, 43, 44, 46, 48, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30	Pgs. 13-15 Sections A-C	See Glossary of Instructional Strategies.	Teach <b>SkillBuilder</b> "Sequencing and Categorizing Information" TE p. 554	
<b>English Learner Handbook (ELH)</b>	R41, 43, 44, 46, 48, 49, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81 W30, 31, 42, 43, 53, 55	Pgs. 11-13 Sections A-C	See Glossary of Instructional Strategies.		

<b>Reading in the Content Areas (RCA)</b>	R47, 49, 50, 60, 62, 65, 78, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30	Pgs. 8-9; Reading 4	See Glossary of Instructional Strategies.	<b>Writing Assignment</b> Section 1 Essential Question p. 170 See attached CELDT rubric.	
<b>Universal Access for the World History Classroom (UA)</b>	LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30 W22, 25, 27, 28, 30, 33, 34, 35, 39, 42, 43, 45, 46, 48, 50, 53, 55	Pgs. 5-9	Select 1 guided practice, cooperative learning, wrap-up, or introduction strategy and activity to promote listening and speaking skills.		
<b>Chapter 2 Section 2</b>					
<b>Resources</b>	<b>ELD Standards</b>	<b>Instruction</b>	<b>Suggested Strategies</b>	<b>Activities and Projects</b>	<b>Assessments</b>
<b>Reading Essentials and Study Guide (RE&amp;SG)</b>	R43, 46, 47, 49, 50, 62, 65, 78, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30 W24, 25, 28, 34, 35, 39, 45, 48, 50	Pgs. 26-32	See Glossary of Instructional Strategies.	<b>Get Ready to Read</b> "Making Predictions" TE Pgs. 172-173  <b>Organizing Your Thoughts</b> RE&SG p. 26	For alternative assessment strategies see pages T38-T39 in the teacher edition.
<b>Building Academic Vocabulary (BAV)</b>	R41, 43, 44, 46, 48, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30	Pgs. 16-18 Sections D-E	See Glossary of Instructional Strategies.	<b>Teach SkillBuilder</b> "Recognizing Point of View" TE p. 555  <b>Writing Assignment</b> Section 2 Essential Question p. 170 See attached CELDT rubric.	
<b>English Learner Handbook (ELH)</b>	R41, 43, 44, 46, 48, 49, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81 W30, 31, 42, 43, 53, 55	Pgs. 14-16 Sections D-G	See Glossary of Instructional Strategies.		
<b>Reading in the Content Areas (RCA)</b>	R47, 49, 50, 60, 62, 65, 78, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30	Pgs. 10-11; Reading 5	See Glossary of Instructional Strategies.		

<b>Universal Access for the World History Classroom (UA)</b>	LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30 W22, 25, 27, 28, 30, 33, 34, 35, 39, 42, 43, 45, 46, 48, 50, 53, 55	Pgs. 5-9	Select 1 guided practice, cooperative learning, wrap-up, or introduction strategy and activity to promote listening and speaking skills.		
<b>Chapter 2 Section 3</b>					
<b>Resources</b>	<b>ELD Standards</b>	<b>Instruction</b>	<b>Suggested Strategies</b>	<b>Activities and Projects</b>	<b>Assessments</b>
<b>Reading Essentials and Study Guide (RE&amp;SG)</b>	R43, 46, 47, 49, 50, 62, 65, 78, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30 W24, 25, 28, 34, 35, 39, 45, 48, 50	Pgs. 33-37	See Glossary of Instructional Strategies.	<b>Get Ready to Read</b> "Making Predictions" TE Pgs. 172-173  <b>Organizing Your Thoughts</b> RE&SG p. 33	<b>Test Your Knowledge</b> BAV Pg. 21-22  For alternative assessment strategies see pages T38-T39 in the teacher edition.
<b>Building Academic Vocabulary (BAV)</b>	R41, 43, 44, 46, 48, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30	Pgs. 18-20 Sections F-H	See Glossary of Instructional Strategies.	<b>Teach SkillBuilder</b> "Distinguishing Fact from Opinion" TE p. 556  <b>Writing Assignment</b>	
<b>English Learner Handbook (ELH)</b>	R41, 43, 44, 46, 48, 49, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81 W30, 31, 42, 43, 53, 55	Pgs. 17-19 Sections H-J	See Glossary of Instructional Strategies.	Section 3 Essential Question p. 171 See attached CELDT rubric.	
<b>Reading in the Content Areas (RCA)</b>	R47, 49, 50, 60, 62, 65, 78, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30	Pgs. 12-13; Reading 6	See Glossary of Instructional Strategies.		
<b>Universal Access for the World History Classroom (UA)</b>	LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30 W22, 25, 27, 28, 30, 33, 34, 35, 39, 42, 43, 45, 46, 48, 50, 53, 55	Pgs. 5-9	Select 1 guided practice, cooperative learning, wrap-up, or introduction strategy and activity to promote listening and speaking skills.		

### Social Science Standards

**Instructional Period For Chapter 3**

**Medieval Africa**

**September 15 to October 17**  
(Fall Break Sept. 29 – Oct. 10)

**7.4 Students analyze the geographic, political, economic, religious, and social structures of the Sub-Saharan civilizations of Ghana and Mali in Medieval Africa.**

7.4.1 Study the Niger River and the relationship of vegetation zones of forest, Savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.

7.4.2 Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.

7.4.3 Describe the role of the Trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.

7.4.4 Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.

7.4.5 Describe the importance of written and oral traditions in the transmission of African history and culture.

### Chapter 3 Section 1

Resources	ELD Standards	Instruction	Suggested Strategies	Activities and Projects	Assessments
<b>Reading Essentials and Study Guide (RE&amp;SG)</b>	R43, 46, 47, 49, 50, 62, 65, 78, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30 W24, 25, 28, 34, 35, 39, 45, 48, 50	Pgs. 38-44	See Glossary of Instructional Strategies.	<b>Get Ready to Read</b> “Summarizing” TE Pgs. 204-205  <b>Organizing Your Thoughts</b> RE&SG p. 38  Teach <b>SkillBuilder</b> “Analyzing Library and Research Resources” TE p. 557  <b>Writing Assignment</b> Section 1 Essential Question p. 202 See attached CELDT rubric.	For alternative assessment strategies see pages T38-T39 in the teacher edition.
<b>Building Academic Vocabulary (BAV)</b>	R41, 43, 44, 46, 48, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30	Pgs. 23-25 Sections A-B	See Glossary of Instructional Strategies.		
<b>English Learner Handbook (ELH)</b>	R41, 43, 44, 46, 48, 49, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81 W30, 31, 42, 43, 53, 55	Pgs. 21-23 Sections A-C	See Glossary of Instructional Strategies.		
<b>Reading in the Content Areas (RCA)</b>	R47, 49, 50, 60, 62, 65, 78, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30	Pgs. 14-15; Reading 7	See Glossary of Instructional Strategies.		

<b>Universal Access for the World History Classroom (UA)</b>	LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30 W22, 25, 27, 28, 30, 33, 34, 35, 39, 42, 43, 45, 46, 48, 50, 53, 55	Pgs. 11-15	Select 1 guided practice, cooperative learning, wrap-up, or introduction strategy and activity to promote listening and speaking skills.		
<b>Chapter 3 Section 2</b>					
<b>Resources</b>	<b>ELD Standards</b>	<b>Instruction</b>	<b>Suggested Strategies</b>	<b>Activities and Projects</b>	<b>Assessments</b>
<b>Reading Essentials and Study Guide (RE&amp;SG)</b>	R43, 46, 47, 49, 50, 62, 65, 78, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30 W24, 25, 28, 34, 35, 39, 45, 48, 50	Pgs. 45-51	See Glossary of Instructional Strategies.	<b>Get Ready to Read</b> "Summarizing" TE Pgs. 204-205  <b>Organizing Your Thoughts</b> RE&SG p. 45	For alternative assessment strategies see pages T38-T39 in the teacher edition.
<b>Building Academic Vocabulary (BAV)</b>	R41, 43, 44, 46, 48, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30	Pgs. 26-28 Sections C-F	See Glossary of Instructional Strategies.	<b>Teach SkillBuilder</b> "Analyzing Primary Source Documents" TE p. 558	
<b>English Learner Handbook (ELH)</b>	R41, 43, 44, 46, 48, 49, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81 W30, 31, 42, 43, 53, 55	Pgs. 24-26 Sections D-F	See Glossary of Instructional Strategies.	<b>Writing Assignment</b> Section 2 Essential Question p. 202 See attached CELDT rubric.	
<b>Reading in the Content Areas (RCA)</b>	R47, 49, 50, 60, 62, 65, 78, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30	Pgs. 16-17; Reading 8	See Glossary of Instructional Strategies.		
<b>Universal Access for the World History Classroom (UA)</b>	LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30 W22, 25, 27, 28, 30, 33, 34, 35, 39, 42, 43, 45, 46, 48, 50, 53, 55	Pgs. 11-15	Select 1 guided practice, cooperative learning, wrap-up, or introduction strategy and activity to promote listening and speaking skills.		

**Chapter 3 Section 3**

<b>Resources</b>	<b>ELD Standards</b>	<b>Instruction</b>	<b>Suggested Strategies</b>	<b>Activities and Projects</b>	<b>Assessments</b>
<b>Reading Essentials and Study Guide (RE&amp;SG)</b>	R43, 46, 47, 49, 50, 62, 65, 78, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30 W24, 25, 28, 34, 35, 39, 45, 48, 50	Pgs. 53-57	See Glossary of Instructional Strategies.	<b>Get Ready to Read</b> "Summarizing" TE Pgs. 204-205  <b>Organizing Your Thoughts</b> RE&SG p. 52	<b>Test Your Knowledge</b> BAV Pg. 32-34  For alternative assessment strategies see pages T38-T39 in the teacher edition.
<b>Building Academic Vocabulary (BAV)</b>	R41, 43, 44, 46, 48, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30	Pgs. 29-31 Sections G-I	See Glossary of Instructional Strategies.	Teach <b>SkillBuilder</b> "Building a Database" TE p. 559  <b>Writing Assignment</b> Section 3 Essential Question p. 203 See attached CELDT rubric.	
<b>English Learner Handbook (ELH)</b>	R41, 43, 44, 46, 48, 49, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81 W30, 31, 42, 43, 53, 55	Pgs. 27-30 Sections G-I	See Glossary of Instructional Strategies.		
<b>Reading in the Content Areas (RCA)</b>	R47, 49, 50, 60, 62, 65, 78, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30	Pgs. 18-19; Reading 9	See Glossary of Instructional Strategies.		
<b>Universal Access for the World History Classroom (UA)</b>	LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30 W22, 25, 27, 28, 30, 33, 34, 35, 39, 42, 43, 45, 46, 48, 50, 53, 55	Pgs. 11-15	Select 1 guided practice, cooperative learning, wrap-up, or introduction strategy and activity to promote listening and speaking skills.		

<p>Instructional Period For Chapter 4</p> <p><b>China in the Middle Ages</b></p> <p>October 20 to October 31</p>	<p><b>Social Science Standards</b></p> <p><b>7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</b></p> <p>7.3.1 Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.</p> <p>7.3.2 Describe agricultural, technological, and commercial developments during the Tang and Sung periods.</p> <p>7.3.3 Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.</p> <p>7.3.4 Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.</p> <p>7.3.5 Trace the historic influence of such discoveries as tea, the manufacture of paper, woodblock printing, the compass, and gunpowder.</p> <p>7.3.6 Describe the development of the imperial state and the scholar-official class.</p>
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**Chapter 4 Section 1**

Resources	ELD Standards	Instruction	Suggested Strategies	Activities and Projects	Assessments
<p><b>Reading Essentials and Study Guide (RE&amp;SG)</b></p>	<p>R43, 46, 47, 49, 50, 62, 65, 78, 81</p> <p>LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30</p> <p>W24, 25, 28, 34, 35, 39, 45, 48, 50</p>	<p>Pgs. 59-64</p>	<p>See Glossary of Instructional Strategies.</p>	<p><b>Get Ready to Read</b> "Summarizing" TE Pgs. 250-251</p> <p><b>Organizing Your Thoughts</b> RE&amp;SG p. 58 Teach <b>SkillBuilder</b> "Summarizing" TE p. 560</p>	<p>For alternative assessment strategies see pages T38-T39 in the teacher edition.</p>
<p><b>Building Academic Vocabulary (BAV)</b></p>	<p>R41, 43, 44, 46, 48, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81</p> <p>LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30</p>	<p>Pgs. 35-36 Sections A-B</p>	<p>See Glossary of Instructional Strategies.</p>	<p><b>Writing Assignment</b> Section 1 Essential Question p. 248 See attached CELDT rubric.</p>	
<p><b>English Learner Handbook (ELH)</b></p>	<p>R41, 43, 44, 46, 48, 49, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81</p> <p>W30, 31, 42, 43, 53, 55</p>	<p>Pgs. 31-32 Sections A-B</p>	<p>See Glossary of Instructional Strategies.</p>		
<p><b>Reading in the Content Areas (RCA)</b></p>	<p>R47, 49, 50, 60, 62, 65, 78, 81</p> <p>LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30</p>	<p>Pgs. 20-21; Reading 10</p>	<p>See Glossary of Instructional Strategies.</p>		

<b>Universal Access for the World History Classroom (UA)</b>	LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30 W22, 25, 27, 28, 30, 33, 34, 35, 39, 42, 43, 45, 46, 48, 50, 53, 55	Pgs. 17-21	Select 1 guided practice, cooperative learning, wrap-up, or introduction strategy and activity to promote listening and speaking skills.		
<b>Chapter 4 Section 2</b>					
<b>Resources</b>	<b>ELD Standards</b>	<b>Instruction</b>	<b>Suggested Strategies</b>	<b>Activities and Projects</b>	<b>Assessments</b>
<b>Reading Essentials and Study Guide (RE&amp;SG)</b>	R43, 46, 47, 49, 50, 62, 65, 78, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30 W24, 25, 28, 34, 35, 39, 45, 48, 50	Pgs. 65-71	See Glossary of Instructional Strategies.	<b>Get Ready to Read</b> "Summarizing" TE Pgs. 250-251  <b>Organizing Your Thoughts</b> RE&SG p. 65	For alternative assessment strategies see pages T38-T39 in the teacher edition.
<b>Building Academic Vocabulary (BAV)</b>	R41, 43, 44, 46, 48, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30	Pgs. 37-38 Sections C-D	See Glossary of Instructional Strategies.	<b>Teach SkillBuilder</b> "Evaluating a Website" TE p. 561  <b>Writing Assignment</b> Section 2 Essential Question p. 248 See attached CELDT rubric.	
<b>English Learner Handbook (ELH)</b>	R41, 43, 44, 46, 48, 49, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81 W30, 31, 42, 43, 53, 55	Pgs. 33-34 Sections C-D	See Glossary of Instructional Strategies.		
<b>Reading in the Content Areas (RCA)</b>	R47, 49, 50, 60, 62, 65, 78, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30	Pgs. 22-23; Reading 11	See Glossary of Instructional Strategies.		
<b>Universal Access for the World History Classroom (UA)</b>	LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30 W22, 25, 27, 28, 30, 33, 34, 35, 39, 42, 43, 45, 46, 48, 50, 53, 55	Pgs. 17-21	Select 1 guided practice, cooperative learning, wrap-up, or introduction strategy and activity to promote listening and speaking skills.		

**Chapter 4 Section 3**

<b>Resources</b>	<b>ELD Standards</b>	<b>Instruction</b>	<b>Suggested Strategies</b>	<b>Activities and Projects</b>	<b>Assessments</b>
<b>Reading Essentials and Study Guide (RE&amp;SG)</b>	R43, 46, 47, 49, 50, 62, 65, 78, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30 W24, 25, 28, 34, 35, 39, 45, 48, 50	Pgs. 72-76	See Glossary of Instructional Strategies.	<b>Get Ready to Read</b> “Summarizing” TE Pgs. 250-251  <b>Organizing Your Thoughts</b> RE&SG p. 72  <b>Teach SkillBuilder</b> “Understanding Cause and Effect” TE p. 562  <b>Writing Assignment</b> Section 3 Essential Question p. 249 See attached CELDT rubric.	For alternative assessment strategies see pages T38-T39 in the teacher edition.
<b>Building Academic Vocabulary (BAV)</b>	R41, 43, 44, 46, 48, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30	Pgs. 38-39 Sections E-F	See Glossary of Instructional Strategies.		
<b>English Learner Handbook (ELH)</b>	R41, 43, 44, 46, 48, 49, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81 W30, 31, 42, 43, 53, 55	Pgs. 35-36 Sections E-F	See Glossary of Instructional Strategies.		
<b>Reading in the Content Areas (RCA)</b>	R47, 49, 50, 60, 62, 65, 78, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30	Pgs. 24-25; Reading 12	See Glossary of Instructional Strategies.		
<b>Universal Access for the World History Classroom (UA)</b>	LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30 W22, 25, 27, 28, 30, 33, 34, 35, 39, 42, 43, 45, 46, 48, 50, 53, 55	Pgs. 17-21	Select 1 guided practice, cooperative learning, wrap-up, or introduction strategy and activity to promote listening and speaking skills.		

**Chapter 4 Section 4**

<b>Resources</b>	<b>ELD Standards</b>	<b>Instruction</b>	<b>Suggested Strategies</b>	<b>Activities and Projects</b>	<b>Assessments</b>
<b>Reading Essentials and Study Guide (RE&amp;SG)</b>	R43, 46, 47, 49, 50, 62, 65, 78, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30 W24, 25, 28, 34, 35, 39, 45, 48, 50	Pgs. 77-82	See Glossary of Instructional Strategies.	<b>Get Ready to Read</b> “Summarizing” TE Pgs. 250-251  <b>Organizing Your Thoughts</b> RE&SG p. 77	<b>Test Your Knowledge</b> BAV Pg. 41-43  For alternative assessment strategies see pages T38-T39 in the teacher edition.
<b>Building Academic Vocabulary (BAV)</b>	R41, 43, 44, 46, 48, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30	Pgs. 39-40 Sections G-I	See Glossary of Instructional Strategies.	<b>Teach SkillBuilder</b> “Making Comparisons” TE p. 563  <b>Writing Assignment</b>	
<b>English Learner Handbook (ELH)</b>	R41, 43, 44, 46, 48, 49, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81 W30, 31, 42, 43, 53, 55	Pgs. 38 Sections G-H	See Glossary of Instructional Strategies.	Section 4 Essential Question p. 249 See attached CELDT rubric.	
<b>Reading in the Content Areas (RCA)</b>	R47, 49, 50, 60, 62, 65, 78, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30	Pgs. 26-27; Reading 13	See Glossary of Instructional Strategies.		
<b>Universal Access for the World History Classroom (UA)</b>	LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30 W22, 25, 27, 28, 30, 33, 34, 35, 39, 42, 43, 45, 46, 48, 50, 53, 55	Pgs. 17-21	Select 1 guided practice, cooperative learning, wrap-up, or introduction strategy and activity to promote listening and speaking skills.		

<p>Instructional Period For Chapter 5</p> <p><b>Medieval Japan</b></p> <p>Nov. 3 to Nov. 21 (Start but allocate for Trimester 2 report card)</p>	<p style="text-align: center;"><b>Social Science Standards</b></p> <p><b>7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.</b></p> <p>7.5.1 Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.</p> <p>7.5.2 Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.</p> <p>7.5.3 Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo, and samurai and the lasting influence of the warrior code in the twentieth century.</p> <p>7.5.4 Trace the development of distinctive forms of Japanese Buddhism.</p> <p>7.5.5 Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's Tale of Genji.</p> <p>7.5.6 Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.</p>
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**Chapter 5 Section 1**

Resources	ELD Standards	Instruction	Suggested Strategies	Activities and Projects	Assessments
<p><b>Reading Essentials and Study Guide (RE&amp;SG)</b></p>	<p>R43, 46, 47, 49, 50, 62, 65, 78, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30 W24, 25, 28, 34, 35, 39, 45, 48, 50</p>	<p>Pgs. 83-87</p>	<p>See Glossary of Instructional Strategies.</p>	<p><b>Get Ready to Read</b> "Summarizing" TE Pgs. 294-295</p> <p><b>Organizing Your Thoughts</b> RE&amp;SG p. 83</p>	<p>For alternative assessment strategies see pages T38-T39 in the teacher edition.</p>
<p><b>Building Academic Vocabulary (BAV)</b></p>	<p>R41, 43, 44, 46, 48, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30</p>	<p>Pgs. 45-48 Sections A-B</p>	<p>See Glossary of Instructional Strategies.</p>	<p>Teach <b>SkillBuilder</b> "Making Predictions" TE p. 564</p>	
<p><b>English Learner Handbook (ELH)</b></p>	<p>R41, 43, 44, 46, 48, 49, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81 W30, 31, 42, 43, 53, 55</p>	<p>Pgs. 39-40 Sections A-B</p>	<p>See Glossary of Instructional Strategies.</p>	<p><b>Writing Assignment</b> Section 1 Essential Question p. 292 See attached CELDT rubric.</p>	
<p><b>Reading in the Content Areas (RCA)</b></p>	<p>R47, 49, 50, 60, 62, 65, 78, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30</p>	<p>Pgs. 28-29; Reading 14</p>	<p>See Glossary of Instructional Strategies.</p>		

<b>Universal Access for the World History Classroom (UA)</b>	LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30 W22, 25, 27, 28, 30, 33, 34, 35, 39, 42, 43, 45, 46, 48, 50, 53, 55	Pgs. 23-25	Select 1 guided practice, cooperative learning, wrap-up, or introduction strategy and activity to promote listening and speaking skills.		
<b>Chapter 5 Section 2</b>					
<b>Resources</b>	<b>ELD Standards</b>	<b>Instruction</b>	<b>Suggested Strategies</b>	<b>Activities and Projects</b>	<b>Assessments</b>
<b>Reading Essentials and Study Guide (RE&amp;SG)</b>	R43, 46, 47, 49, 50, 62, 65, 78, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30 W24, 25, 28, 34, 35, 39, 45, 48, 50	Pgs. 89-94	See Glossary of Instructional Strategies.	<b>Get Ready to Read</b> "Summarizing" TE Pgs. 294-295  <b>Organizing Your Thoughts</b> RE&SG p. 88	For alternative assessment strategies see pages T38-T39 in the teacher edition.
<b>Building Academic Vocabulary (BAV)</b>	R41, 43, 44, 46, 48, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30	Pgs. 48-50 Sections C-E	See Glossary of Instructional Strategies.	Teach <b>SkillBuilder</b> "Drawing Inferences and Conclusions" TE p. 565	
<b>English Learner Handbook (ELH)</b>	R41, 43, 44, 46, 48, 49, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81 W30, 31, 42, 43, 53, 55	Pgs. 41-43 Sections C-E	See Glossary of Instructional Strategies.	<b>Writing Assignment</b> Section 2 Essential Question p. 293 See attached CELDT rubric.	
<b>Reading in the Content Areas (RCA)</b>	R47, 49, 50, 60, 62, 65, 78, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30	Pgs. 30-31; Reading 15	See Glossary of Instructional Strategies.		
<b>Universal Access for the World History Classroom (UA)</b>	LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30 W22, 25, 27, 28, 30, 33, 34, 35, 39, 42, 43, 45, 46, 48, 50, 53, 55	Pgs. 23-25	Select 1 guided practice, cooperative learning, wrap-up, or introduction strategy and activity to promote listening and speaking skills.		

**Chapter 5 Section 3**

<b>Resources</b>	<b>ELD Standards</b>	<b>Instruction</b>	<b>Suggested Strategies</b>	<b>Activities and Projects</b>	<b>Assessments</b>
<b>Reading Essentials and Study Guide (RE&amp;SG)</b>	R43, 46, 47, 49, 50, 62, 65, 78, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30 W24, 25, 28, 34, 35, 39, 45, 48, 50	Pgs. 95-100	See Glossary of Instructional Strategies.	<b>Get Ready to Read</b> "Summarizing" TE Pgs. 294-295  <b>Organizing Your Thoughts</b> RE&SG p. 95	<b>Test Your Knowledge</b> BAV Pg. 52-53  For alternative assessment strategies see pages T38-T39 in the teacher edition.
<b>Building Academic Vocabulary (BAV)</b>	R41, 43, 44, 46, 48, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30	Pgs. 51 Sections F-G	See Glossary of Instructional Strategies.	<b>Teach SkillBuilder</b> "Recognizing Economic Indicators" TE p. 566  <b>Writing Assignment</b> Section 3 Essential Question p. 293 See attached CELDT rubric.	
<b>English Learner Handbook (ELH)</b>	R41, 43, 44, 46, 48, 49, 57, 59, 60, 61, 65, 75, 77, 78, 80, 81 W30, 31, 42, 43, 53, 55	Pgs. 45-47 Sections F-H	See Glossary of Instructional Strategies.		
<b>Reading in the Content Areas (RCA)</b>	R47, 49, 50, 60, 62, 65, 78, 81 LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30	Pgs. 32-33; Reading I6	See Glossary of Instructional Strategies.		
<b>Universal Access for the World History Classroom (UA)</b>	LS12, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 30 W22, 25, 27, 28, 30, 33, 34, 35, 39, 42, 43, 45, 46, 48, 50, 53, 55	Pgs. 23-25	Select I guided practice, cooperative learning, wrap-up, or introduction strategy and activity to promote listening and speaking skills.		

# Glossary of Instructional Strategies

## LISTENING/SPEAKING STRATEGIES

**Action English Pictures** – Sequenced action pictures used as students speaking/writing prompts.

**Anticipatory Chart** - Before reading a selection, hearing a selection or viewing a video students are asked to complete the first two sections of the chart-"What I already know about ..." and "What I would like to find out about ...." After the information has been presented students complete the "What I learned..." section. Responses are shared with a partner. This is also known as a KWL Chart

**Anticipatory Guide** - Students are given a series of statements that relate to a reading selection, lecture, or video. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

**Brainstorming** - Students work as a whole group with the teacher, or in small groups. Begin with a stimulus such as a word, phrase, picture, or object and record all responses to that stimulus without prejudice. Prewriting or INTO strategy. The students give ideas on a topic while a recorder writes them down. The students should be working under time pressure to create as many ideas as possible. All ideas count; everything is recorded. More ideas can be built on the ideas of others.

**Carousel Brainstorming** - Each small group has a poster with a title related to the topic of the lesson. Each group uses a different colored marker to write 4 to 5 strategies/activities that relate to their topic. Students rotate to all the other posters, reading them and adding 2 to 3 more strategies. Students discuss the results.

**Character Hot Seat** – A student takes on the persona of a character in literature and responds “in character” to questions posed by other students.

**Character Matrix** - In groups, students create a grid, which lists the characters horizontally on the left and character traits vertically across the top. The students determine the traits used. Group members decide if each character possesses each of the traits and writes "yes" or "no" in the appropriate box.

**Choral Speaking** – A group oral recitation of a specific part of a poem or play.

**Cloze Method** – Any activity in which students fill in key words/phrases to complete a statement or to extend a thought.

**Clustering/Webbing/Mapping** - Students, in a large group, small groups, or individually, begin with a word circled in the center, then connect the word to related ideas, images, and feelings which are also circled. Prewriting or INTO strategy.

**Collaborative Groups** – Term used when students work together in small groups (4 or 5) to communicate about a task, be exposed to others' thinking, to develop interpersonal skills, and to work with others.

**Comprehension Check** - The teacher or students read the selection aloud. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'." The teacher uses a variety of question types: *Right There, Think and Search, On My Own* (See QAR, Day One.)

**Controversy Restatement** – Small group activity in which student 1 takes a pro or con stand on a controversial issue/topic and gives reasons for his position; student 2 repeats student 1's position and reasons and then gives his own position and reasons; student 3 repeats student 2's positions and reasons, then gives his own position and reasons, etc. until all have had a chance to speak.

**Co-op Co-op** - Students work in teams to complete a project. The steps are: student-centered class discussion, selection of student study teams, team building and skill development, team topic selection, mini-topic selection, mini-topic preparation, mini-topic presentations, preparation of team presentations, team presentations, evaluation.

**Cooperative Dialogue** -

1. Students number off one through four.
2. Each student pairs with another student from a different group who has the same number.
3. Following the timeline from the article that was previously read each pair writes a dialogue between two characters in the passage.
4. Pairs are selected to present dialogues in chronological order to the class. activity is designed to be a text "re-presentation:"

**Cooperative Graphing** - This activity involves graphing information based on a survey. Each group of four will take a survey of how many countries each has visited (or other teacher-determined information). A bar graph is then developed. Each person in the group is responsible for one aspect of the graph, and signs his/her name on the chart along with their area of responsibility. Jobs are: survey group members and record results, construct the graph, write names and numbers on the graph, write title and assist with graph construction. Each person in the group describes his/her part of the graph to the class.

**Corners** - Cooperative activity used to introduce a topic. The teacher poses a question or topic along with four choices. On a 3x5 card students write their choice and the reasons for it. Students go to the corner of the room representing their choice. In their corner, students pair up and share their reasons for selecting that corner. The topic is discussed. For example, the corners could be labeled cone, cube, pyramid, and sphere with information about each figure provided. Students go to the corner, learn about the figure, and return to teach other team members.

**Cross Examination** – Students work in groups to perform impressions of courtroom scene (judge, attorneys, witnesses, etc.) to bring out evidence, facts, etc.

**Famous Person Mystery** - The name of a famous person, living or deceased is placed on the back of each student. Without looking, students try to guess who the person is by asking questions that require only yes/no answers.

**Graphic Organizers** - Graphic organizers are charts, graphs, or diagrams, which encourage students to see information as a component of systems rather than isolated facts. Students may complete these as they read or view a presentation. There are a variety of ways to use graphic organizers, including the following: semantic word map, story chart, Venn diagram, spider map, network tree, word map, and KWL chart. Other examples of graphic organizers are listed below.

Comparison-Contrast Matrix-Students determine similarities and differences between two people, things, solutions, organisms stories, ideas, or cultures.

Branching Diagrams - Organization charts, hierarchical relationships systems, family trees.

Interval Graphs - Chronological order, bar graphs, parallel events, number value.

Flowcharts - Sequential events, directions, decision making, writing reports, study skills.

Matrix Diagram - Schedules, statistics, problem solving, comparisons with multiple criteria.

Fishbone Diagram - Cause and effect, timeline.

**Group Discussion, Stand Up and Share, and Roam the Room** - After the teacher asks a question, students discuss and report their group findings to the class. Teams can share their best answer, perhaps on the board at the same time, or on an overhead transparency. When an individual student has something important to share with the class, he or she stands up. When one person from each group is standing, the teacher calls on one of these students for a response. If others have a similar response, they sit down. Students move around the room to view the work of other teams. They return to their teams to Round Robin share what they have learned.

**Image and Quote with Cooperative Poster** - Groups of four are formed. Students read a selection. Each chooses a quote and an image that have impact for them.

**Round Robin share** - Groups come to consensus on favorite image and quote. Each student takes one colored pen. With all members participating, and each using their chosen color, they draw the group image and write the group quote on a piece of butcher or easel paper. Each member signs the poster with his or her pen. Posters are shared with the class.

**Inside-Outside Circle** - Students are arranged into two equal circles, one inside the other. Students from the smaller inside circle face those in the outer larger circle and vice versa. Students ask each other questions about a review topic. These may be either teacher or student generated. Students from one of the circles rotate to either the left or right. The teacher determines how many steps and in which direction. Another question is asked and answered.

**In-Text Questions** - Students answer teacher-constructed questions about a reading selection as they read it. Questions are designed to guide students through the reading and provide a purpose for reading. Students preview In-Text questions first then answer them as they read the article. Students review their answers with their small group, then share them with the whole group.

**Jigsaw** - 4-6 people per "home" team. Name the teams. Within each team, number off 1-4. All ones form an "expert group," as do twos, threes, and fours. Each expert group is assigned a part to read (or do). Experts take 15 minutes to read, take notes, discuss, and prepare presentations. Return to home teams. Each expert takes 5 minutes to present to home team.

**K-W-L-(W) Chart** – A three or four column chart to use before (preview) and after a lesson/unit (review): What we **K**now, What we **W**ant to know, What we **L**earned, (What else we **W**ant to know)

**Line-Ups** - Line-ups can be used to improve communication and to form teams. The entire class lines up according to a specific criteria (age, birthday, first letter of name, distance traveled to school, etc.). The end of the line can move to the head of the line and pair up until each person has a partner. This is called "folding the line." Teams of four members can then be formed from this line-up.

**Literature Circles (Groups)** – Students meet in small groups / circles to discuss, explore, share information, and insights, thoughts, and feelings about different literary genre.

**Novel Ideas** - Groups of four are formed. Each group member has a sheet of paper with the team name or number in the corner. Each person writes, "We think a story/selection entitled (insert appropriate title) might be about ..." Each person then has one minute to list what he or she thinks the story might be about. For example, a story entitled "Eleven" might be about a football team, roll of dice, etc. Each person draws a line. Members Round Robin share their lists. As each member shares, other members add new ideas to their lists. Groups then take turns standing in a line and reading their possible topics for the whole group. Topics may not be repeated. All students add new or "novel" ideas, not on their lists.

**Numbered Heads Together** - A 5-step cooperative structure used to review basic facts and information. Students number off 1 to 4. Teacher asks a question. Students consult one another to make sure everyone can answer the question. Teacher randomly picks a number from 1 to 4. Those students with that number raise their hand: Teacher randomly chooses one of the groups. The group member with the previously-selected number answers the question. After the student responds, the other teams may agree with a thumbs up or a thumbs down hand signal. Teacher may ask another student to add to the answer if an incomplete response is given.

**Open Mind Diagram** - Each person in a group of four uses a different colored marker to participate in the poster creation. Students draw a shape of a head and, inside the head, write words, quotes from the story, symbols and pictures. Words can be made into pictures of parts of the face.

**Pairs Check** - Cooperative pairs work on drill and practice activities. Students have worksheets. One student answers the first question while a second student acts as the coach. After the coach is satisfied that the answer is correct, then roles are reversed. Then this pair can check with the other pair on the team. If all agree, then the process continues. If they do not agree, students try one more time to figure out the answer, or ask for help from the teacher.

**Pantomime-A-Tale** - This technique can be used with fiction or nonfiction reading selections. Divide an article into sections. Each group prepares their assigned section as a pantomime. There should be one group member who reads the section, with appropriate pauses, and three members who act it out without using words. Rehearsal is important, so allow time for it.

**Pass the Picture** -Each person in a group has a visual of a person. A blank sheet of paper is clipped to the back. The teacher asks a question (e.g., "What is his/her name?"). Students write the answer in a complete sentence on the blank paper. Students then pass the visual and the paper to the student on the right. The teacher continues asking questions and students continue writing the answer, then passing the visual to the right for 6-8 questions. At the end, each student will have a descriptive paragraph for each visual. Each student takes a visual and shares it with the group while reading **the final** paragraph description.

**Picture This** - This activity is useful as a vocabulary or concept review. A blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. Students are not to label the drawings. Students exchange papers with a partner and partners try to correctly label each other's drawings.

**Posters** - As a BEYOND activity students create a poster in small groups. The following list describes several types of posters that the teacher may assign.

Illustrated Timeline - Tell the plot or sequence on a timeline, with pictures that depict the events.

Movie Poster - Advertise the content from a lesson by creating a movie poster complete with ratings, pictures, actors, descriptions, and comments by a critic.

Comic Strip - Create a 6-paneled comic strip of the lesson content.

Image and Quote - Choose an image and quote from the lesson content that are representative or important. Poster should include a title.

Advertisement - Choose an item from the lesson content and make a newspaper or magazine ad for it.

**Ranking and Consensus Building** - Students individually rank items in a list from least important to most important. Each group or pair comes to a consensus on the order.

**Reciprocal Teaching** - Two students work together to read a passage. Each may have a text or they may share a text. Student A reads one paragraph aloud, then asks Student B one or two good questions. (See QAR below.) B answers or explains why (s)he cannot. A and B discuss questions and answers. The process is repeated in reverse.

**Reflections** - Students reflect, in writing, on what was learned, what was confusing, and connections of this lesson to other lessons/other content areas/real world. Students may also reflect on their progress as a student, what to do differently next time, or what was liked about the topic.

**Round Robin** - Cooperative learning structure in which team members share ideas verbally on a topic. Group members share in order, without interruption, comment, discussion, or questions from other members so that everyone has an opportunity to share.

**Same-Different** - In pairs, students sit across from but different, pictures. Their job is to fill out what is the same and what is different in their pictures, without seeing what the other sees. Each student has a recording sheet. Students alternate recording the similarities and differences they find.

**Telephone** - Critical listening activity in which an oral message is passed on from one student to another; the last student then repeats the message to compare it with the original message.

**Think-Pair-Share** - When asked to consider an idea or answer a question, students write their ideas on paper (think). Each student turns to another student nearby and reads or tells his or her own responses (pair, share). This is an oral exchange, not a reading of each other's papers.

**Three Step Interview** - Group participants letter off A-B-C-D. They use the following interview steps in order to share what they have written in a quickwrite until they all have been read. Step 1: A interviews B C interviews D Step 2: B interviews A D interviews C Step 3: A interviews C and D about B, B interviews C and D about A, C interviews A and B about D, D interviews A and B about C.

**Verbalizing** -Students share with a partner ideas they have on a topic. Pre-writing or INTO strategy.

**Visualization** - In response to a teacher prompt, students visualize in their mind a particular time or place and concentrate on sensory images. (Tell students to "turn on the TV in their minds.")

**Vocabulary Cards** - Each student selects a difficult vocabulary word from the story and creates a card in the following manner: The word and its definition in the front, and a drawing and the vocabulary word in a sentence in the back. These cards are shared with team members, then exchanged with other groups.

## READING STRATEGIES

**Choral Reading** - Groups of students chorally present a poem, or other reading selection. One person reads the title, author, and origin. Each person says at least one line individually. Pairs of students read one or more lines. Three students read one or more lines. All students read an important line.

**Directed Reading-Thinking Activity (DRTA)** – A reading strategy that “walks” students through a process that increases comprehension and fosters independent reading/study skills. Steps: Preview, predict the content, read in sections, check predictions, and summarize.

**Interactive Reading Guide** - Working in groups, students write down everything they know about a reading selection topic. Then, they write three questions they want to have answered by the selection. Each student reads a short first section silently; then students retell the information with a partner. Next, the first \_\_\_ pages (teacher's choice) are read aloud in the group, each person taking a turn to read. Then, the group predicts four things that will be discussed in the next section. The groups finish reading the chapter silently. Each person writes four thinking questions for a partner to answer. (Why do you think ? Why do/did \_\_\_ ? How does \_\_\_ relate to your life or experiences? Compare \_\_\_ to \_\_. What if \_\_\_? Predict \_\_\_) Papers are exchanged and answers are given to each other's questions. Finally, with a partner, a chart or diagram is drawn to illustrate the main points of the chapter.

**In-Text Questions** - Students answer teacher-constructed questions about a reading selection as they read it. Questions are designed to guide students through the reading and provide a purpose for reading. Students preview In-Text questions first then answer them as they read the article. Students review their answers with their small group, then share them with the whole group.

**Jigsaw** - 4-6 people per "home" team. Name the teams. Within each team, number off 1-4. All ones form an "expert group," as do twos, threes, and fours. Each expert group is assigned a part to read (or do). Experts take 15 minutes to read, take notes, discuss, and prepare presentations. Return to home teams. Each expert takes 5 minutes to present to home team.

**Language Experience Approach** - This is a reading strategy based on a common experience. The students dictate a story to the teacher, who then records the story. The teacher then uses the reading as a practice on word recognition, sentence patterns, and vocabulary items.

**Learning Logs** - Double-entry journals with quotes, summaries, notes on the left and responses reactions, predictions, questions, or memories on the right.

**Literature Circles (Groups)** – Students meet in small groups / circles to discuss, explore, share information, and insights, thoughts, and feelings about different literary genre.

**PQRST Study Strategy** - **Preview:** Student skims the title, side headings, pictures and graphics to identify writer's generalization. **Question:** Student identifies questions that the writer is going to answer during the reading. **Read:** Student reads to obtain answers to the questions and takes notes. **Summarize:** Student summarizes the information regarding each question posed. **Test:** Student tests the generalization against the supporting information to see if the author has enough information to support the generalization.

**Prediction** - Students make a prediction about the subject they are about to read by selecting an answer to a multiple-choice question.

**Question-Answer Relationship (QAR)** - This program teaches students strategies for answering questions. It also points out the sources for different kinds of questions. Here are the three types of answers:

Right There The answer is located directly in the reading

Think and Search The answer is "between the lines." The reader needs to analyze, make inference and/or predict the answer based on the information in the reading.

On My Own The answer is "beyond the lines." The reader must base the answer on his/her own experience.

**Read Around Groups** -After completing a writing assignment, students are divided into groups of equal size. A group leader collects the group's papers then, in a clockwise direction, passes them to the next group. Each member of the group receives one paper then reads it. Readers star a line they especially like. One minute is allowed for reading and marking each paper. At signal the students pass the paper to the person on the right. After reading the papers of one group, the group chooses one paper to read aloud to the class. If time allows, groups may continue to pass papers until everyone has read all the papers.

**Reading Circles/ Book Clubs** Once students choose a book from a selection of 4 to 5 titles, they form a group with those reading the same book. Students read and solve the teacher-designed activities that relate to their book. The group shares with the class what they have learned from their reading.

**Reading Log-** Students complete while reading a selection. The left-hand side contains topic headings for sections of the reading. Students are to briefly summarize each topic. On the right--hand side students reflect on the implications of each topic.

**Reciprocal Teaching** - Two students work together to read a passage. Each may have a text or they may share a text. Student A reads one paragraph aloud, then asks Student B one or two good questions. (See QAR below.) B answers or explains why (s)he cannot. A and B discuss questions and answers. The process is repeated in reverse.

**SQ3R** – A systematic approach to reading texts and learning assigned material: Survey, Question, Read, Recite, and Review

## **WRITING STRATEGIES**

**Action English Pictures** – Sequenced action pictures used as students speaking/writing prompts.

**Big Book** – A culminating activity which incorporates major concepts of the content studied; students work in small groups to write, illustrate, and publish a book based on a topic studied.

**Brainstorming** - Students work as a whole group with the teacher, or in small groups. Begin with a stimulus such as a word, phrase, picture, or object and record all responses to that stimulus without prejudice. Prewriting or INTO strategy. The students give ideas on a topic while a recorder writes them down. The students should be working under time pressure to create as many ideas as possible. All ideas count; everything is recorded. More ideas can be built on the ideas of others.

**Character Development Chart** – Students plot the development of character traits of a character in a story on a line graph.

**Character Profile** – Students describe a simple character in a story by completing a profile form (home, age, profession, hobby, accomplishments, quote, etc.) and then illustrate a setting for the character based on the profile.

**Character Web** – A graphic organizer to record information about a character from the point of view of other characters.

**Clustering/Webbing/Mapping** - Students, in a large group, small groups, or individually, begin with a word circled in the center, then connect the word to related ideas, images, and feelings which are also circled. Prewriting or INTO strategy.

**Create your own Book** – Students prepare, with appropriate illustrations, page numbers, and information, all parts of a book except the text; students prepare: title page, table of contents, index, bibliography, and glossary.

**Diorama** – A three-dimensional scene containing figures and cutouts to illustrate the setting for a piece of literature or a historical event.

**Graphic Organizers** - Graphic organizers are charts, graphs, or diagrams, which encourage students to see information as a component of systems rather than isolated facts. Students may complete these as they read or view a presentation. There are a variety of ways to use graphic organizers, including the following: semantic word map, story chart, Venn diagram, spider map, network tree, word map, and KWL chart. Other examples of graphic organizers are listed below.

Comparison-Contrast Matrix-Students determine similarities and differences between two people, things, solutions, organisms stories, ideas, or cultures.

Branching Diagrams -Organization charts, hierarchical relationships systems, family trees.

Interval Graphs-Chronological order, bar graphs, parallel events, number value.

Flowcharts - Sequential events, directions, decision making, writing reports, study skills.

Matrix Diagram-Schedules, statistics, problem solving, comparisons with multiple criteria.

Fishbone Diagram-Cause and effect, timeline.

**Hot Topics** - Students title a sheet "Hot Topics". This sheet is kept in an accessible place in their notebooks or portfolios. Students brainstorm with the teacher on possible topics of interest related to the content of the course. Each student writes down at least ten Hot Topics and adds to the list throughout the year. Students occasionally choose one Hot Topic and write in depth on the topic as a class assignment or as homework. These may be included in their portfolios.

**Idea Starts** -Use a prompt for writing, such as a quote, a photo, words from a vocabulary list, an article, a poem, opening lines to a story, an unusual object, a film, or a guest speaker to get students started.

**Interactive Reading Guide** - Working in groups, students write down everything they know about a reading selection topic. Then, they write three questions they want to have answered by the selection. Each student reads a short first section silently; then students retell the information with a partner. Next, the first \_\_\_ pages (teacher's choice) are read aloud in the group, each person taking a turn to read. Then, the group predicts four things that will be discussed in the next section. The groups finish reading the chapter silently. Each person writes four thinking questions for a partner to answer. (Why do you think ? Why do/did \_\_\_ ? How does \_\_\_ relate to your life or experiences? Compare \_\_\_ to \_\_. What if \_\_\_ ? Predict \_\_\_ ) Papers are exchanged and answers are given to each other's questions. Finally, with a partner, a chart or diagram is drawn to illustrate the main points of the chapter.

**Journals** -Students keep questions and ideas in a journal. These may be used later to develop a formal piece of writing.

**Learning Logs** - Double-entry journals with quotes, summaries, notes on the left and responses reactions, predictions, questions, or memories on the right.

**Posters** - As a BEYOND activity students create a poster in small groups. The following list describes several types of posters that the teacher may assign.

Illustrated Timeline Tell the plot or sequence on a timeline, with pictures that depict the events.

Movie Poster Advertise the content from a lesson by creating a movie poster complete with ratings, pictures, actors, descriptions, and comments by a critic.

**Comic Strip** Create a 6-paneled comic strip of the lesson content.

**Image and Quote** Choose an image and quote from the lesson content that are representative or important. Poster should include a title.

**Advertisement** Choose an item from the lesson content and make a newspaper or magazine ad for it.

**Quickdrawing** - Students sketch ideas that relate to a topic. Prewriting or INTO strategy.

**Quickwrite** - Pre-reading or pre-writing focus activity. Students are asked to respond to a question in writing for 5 minutes. Emphasis is on getting thoughts and ideas on paper. Grammar, spelling, style not important.

**Quickwriting** - Students respond quickly to a prompt without self-editing. If students get stuck they can repeat phrases over and over until a new idea comes to mind. Prewriting or INTO strategy.

**RAFT** - May be used in any content area to reinforce information and check for understanding. Individuals or groups of students write about information that has been presented to them. The teacher determines the role of the writer, audience, format, and topic (RAFT). For example, in a science class, students are asked to write using the following RAFT - Role of Writer Cloud; Audience Earth; Format Weather report; Topic Explanation of upcoming thunderstorms.

**Reader Response Chart** - Students draw a T-chart on their paper. On the left side they write 3 interesting quotes from the story and on the right side students respond to the quote with personal reactions, memories, questions, compare/contrast, or something to learn more about.

**Reading Log** - Students complete while reading a selection. The left-hand side contains topic headings for sections of the reading. Students are to briefly summarize each topic. On the right-hand side students reflect on the implications of each topic.

**Reflections** - Students reflect, in writing, on what was learned, what was confusing, and connections of this lesson to other lessons/other content areas/real world. Students may also reflect on their progress as a student, what to do differently next time, or what was liked about the topic.

**Round Table** - The teacher asks a question that has many possible answers. In groups, the students make a list of possible answers by one at a time saying an answer out loud and writing it down on a piece of paper. The paper is then passed to the next student to record another answer. The process continues until the teacher tells the students to stop.

**Vocabulary Cards** - Each student selects a difficult vocabulary word from the story and creates a card in the following manner: The word and its definition in the front, and a drawing and the vocabulary word in a sentence in the back. These cards are shared with team members, then exchanged with other groups.

\* Adapted from Oakland Unified School District Office of Bilingual Education (1999) ELD Standards handbook *A Pathway to English Language Arts Standards and Academic Excellence* and Sweetwater Union High School District (2007) *SDAIE Strategies: A Glossary of Instructional Strategies*.