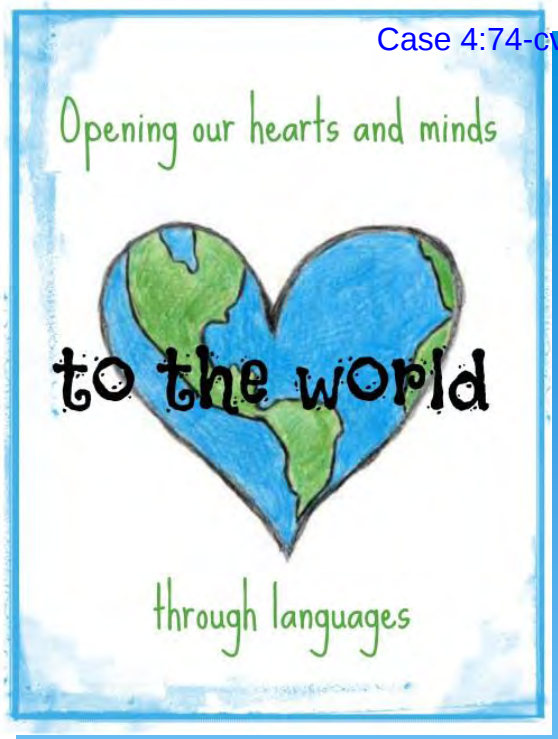
APPENDIX V – 97



New ELD Teacher Training 2016

English Language Development (ELD) Curriculum and Lesson Planning Part II

TUSD Language Acquisition Department

TUCSON UNIFIED SCHOOL DISTRICT

Agenda

- Welcome/Norms/Objectives
- Review of ELD Refined Model
- Review of ELD Schedule
- Implementation of the Model
  - Curriculum and Materials
  - Lesson Planning
- Closure

Session Norms

- **S**et aside preconceived notions
- **M**ake application to your own work with second language learners
- **A**sk questions and use the "Parking Lot"
- **R**espect others' viewpoint and expertise
- **T**ake time to share and be ready to actively participate in all sessions
- **T**ake a break from cell phones

Session Objectives

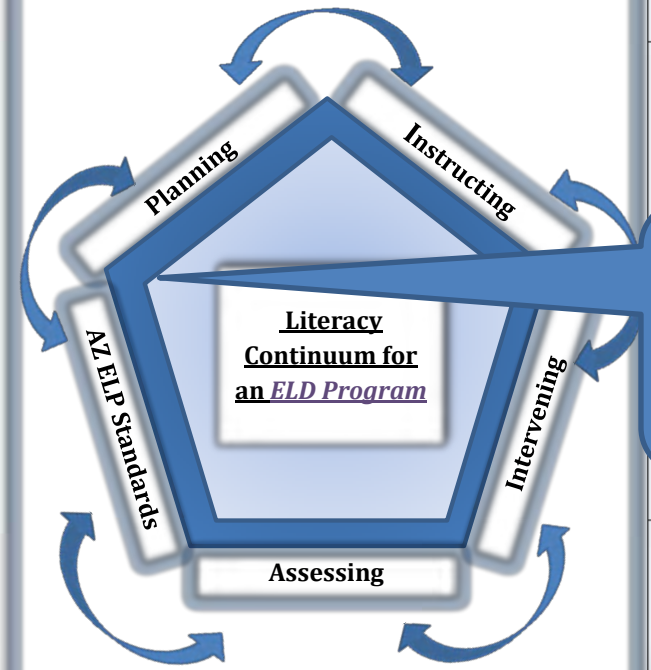
Participants will:

- review the ELD Refined Model components and ELD schedule
- locate and utilize the ELD K-5 curriculum documents for TUSD
- utilize the online lesson planner to design a lesson plan to include the necessary model components
- ensure the designed lesson plan aligns to the posted ELD schedule and ELP standards

TUSD K-5 Literacy Continuum for an *English Language Development Program (ELD)*

English Language Development

ELLs below the Intermediate level on AZELLA and all 1st year ELLs	ELLs at the Intermediate Level on AZELLA and in at least their 2nd year of ELD Instruction
ELD instruction using ELP standards during two integrated blocks, totaling 4 hours *Kinder two integrated blocks totaling 2 hours	ELD instruction using ELP standards during two integrated blocks, totaling 3 hours:
120 minute Block: *Kinder 60 min. ▸ *Oral English Conversation [LS] & Vocabulary[L-2]* ▸ *Reading [R]* • Print Concepts • Phonological Awareness • Phonics & Word Recognition • Fluency • Comprehension • Vocabulary	90 minute Block: ▸ *Oral English Conversation [LS] & Vocabulary[L-2]* ▸ *Reading [R]* • Print Concepts • Phonological Awareness • Phonics & Word Recognition • Fluency • Comprehension • Vocabulary
120 minute block: *Kinder 60 min. ▸ *Grammar[L-1]* ▸ *Writing [W]*	90 minutes block: ▸ *Grammar[L-1]* ▸ *Writing [W]*
Literacy intervention using ELP Standards 30 minutes	



Daily Teaching Structure

Whole Group Instruction
(30 minutes)
~*Read Aloud* or
~*Interactive Read Aloud* or
~*Focus Lessons*

Guided Reading Instruction
(4-6 student)

(25 minutes x 3)
Guided Reading Components:
~*Select the Text*

~*Assessing*

Literacy Block Closure
(15 minutes)
~Purposeful Accountable Talk

This session will highlight this area of the continuum.

Literacy Work Stations (LWS)

- *Read to Self (monitored)*
- *Work on Writing*
- *Word Work*
- *Read to Someone*
- *Listen to Reading*

Assessments

- Universal Screener: DIBELS
- DRA2
- Avenues Assessments
- *Alphachants* (K), *Phonics Street* (1,2), *Reading Basics* (3,4,5)
- State Assessments

Review of the ELD Refined Model

On a note card, write down the answers to the questions on the following slide.

ELD Refined Model Review Questions

- Who receives 4 hours of ELD instruction?
- Do Intermediate level ELLs in their 2nd year or more of the ELD program qualify for 3 hours of ELD instruction?
- What is the required number of hours for ELD instruction in kindergarten?
- What are the time allocations in ELD and what content areas are integrated?

You have 2 minutes to write your answers

Answer Exchange

- With the partner beside you, take turns sharing your answers one at a time.
- Partner A on the left answers first. Partner B answers next.

Check Your Answers

- All English Language Learners (ELLs) and (Y ELLARs) receive 4 hours of ELD instruction.
- As an option, Intermediate level ELLs who are in their 2nd year or more in the program are allowed to receive 3 hours of ELD instruction (two 90 minute integrated blocks).
- ELLS receive 2 hours of ELD instruction in kindergarten.
- The integrated content areas are **Reading/English Oral Conversation/Vocabulary** and **Grammar/Writing.**

Time allocations (must be labeled accurately):

- **Reading/Oral English Conversation/Vocabulary** (120 min.) or (90 min. for Intermediate level who qualify)
- **Writing/Grammar** (120 min.) or (90 min. for Intermediate level who qualify)

With a show of fingers, show how many answers you got correct.

Refinements to the Elementary SEI Model

http://www.azed.gov/english-language-learners/files/2015/01/approved-refinements-to-the-sei-models.pdf

State of Arizona
Department of Education

Approved Refinements to the SEI Models

Implementation may begin in the 2015-20

Elementary Model

Separate recommendations are made for first year ELLs ar
intermediate proficiency level and intermediate students tha
year.

Integration of the 4 time blocks for first year ELLs and
intermediate proficiency level.

Refinement:

Allow elementary and self-contained middle schools flexibil
services to first year ELLs and all ELLs below the intermed

1. ELD instruction using the English Language Proficie
   two "blocks", totaling 4 hours:

   a. Block 1: 120 minutes of integrated reading, oral English conversation and vocabulary

   b. Block 2: 120 minutes of integrated writing and grammar

2. Up to 30 minutes of literacy intervention services with non-ELLs that may count towards the 4-hour requirement if those services meet the instructional needs of the ELL student. (*Please be aware that these services must be provided using state and local funds to ensure federal funds are not supplanted.*)

Intermediate Level ELLs in at least their 2nd year

Refinement:

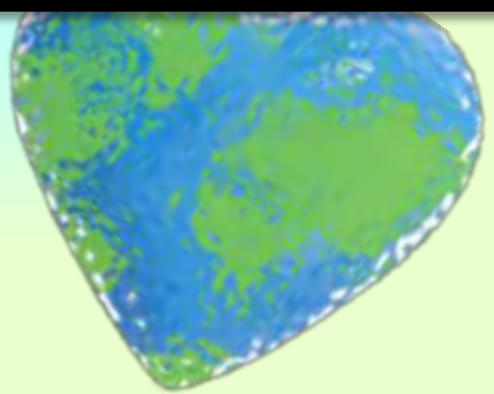
Allow elementary and self-contained middle schools flexibility to integrate required instructional domains and reduce, up to 1 hour, the time required within the SEI Models for ELLs who:

- Demonstrate overall proficiency at the intermediate level on the Arizona English Language Learner Assessment (AZELLA), and
- Are in at least their 2nd year of English language development (ELD) instruction.

For those ELLs for whom flexibility is appropriate, ELD instruction using ELP standards may be delivered during two "blocks", totaling 3 hours:

1. Block 1: 90 minutes of integrated writing and grammar

2. Block 2: 90 minutes of integrated reading, oral English conversation and vocabulary



Reminder - Additional Expectations for the 4-Hour ELD Model Classroom

- Classroom **schedules** must match **lesson plans** and **instruction.**
- Student-friendly **language objectives** that reflect the **English Language Proficiency (ELP) standards must be posted.**
- **Student PHLOTE lists** with students proficiency levels from the AZELLA must be present.
- Instruction must reflect a **50/50 balance** of language use by the students and the teacher.

Review - Posted Daily Schedule (Sample)

- 8:00 a.m.– 8:10 a.m. -Attendance/Pledge
- 8:10 a.m.-10:10 a.m.- **Reading/Oral English Conversation/Vocabulary**
- 10:10- 11:10 a.m.- **Grammar /Writing**
- 11:10 a.m.-11:50 a.m.- Lunch
- 12:00p.m. – 1:00p.m.- **Grammar /Writing**
- 1:00p.m.-2:10 p.m.- Math
- 2:10 p.m.- 2:40 p.m.- Science/ Social Studies
- 2:45- Dismissal

Note: The schedule must match Lesson Plans and Instruction

ADE wants explicit blocks of instruction

Natural Breaks are accepted

Reminder

- **ALL ELD instruction must be driven by the Arizona ELP standards and match the correct time allocation.**
- **Up to 30 minutes of literacy intervention services with non-ELL students may count towards the 4-hour requirement if those services meet the instructional needs of the ELL student and are driven by ELP Standards.**

Which ELP Standards Go With Each Time Allocation?

Time Allocations and ELP Standards Alignment for the Refined Model

	Time Allocations	AZ ELP Standards
120 min. block	Reading & Oral English Conversation and Vocabulary	• Reading Domain • Listening and Speaking Domain • Language Strand standard 2 (only)
120 min. block	Writing & Grammar	• Writing Domain • Language Strand standard 1 (only)

or 90 min. blocks each for Intermediate level students who qualify

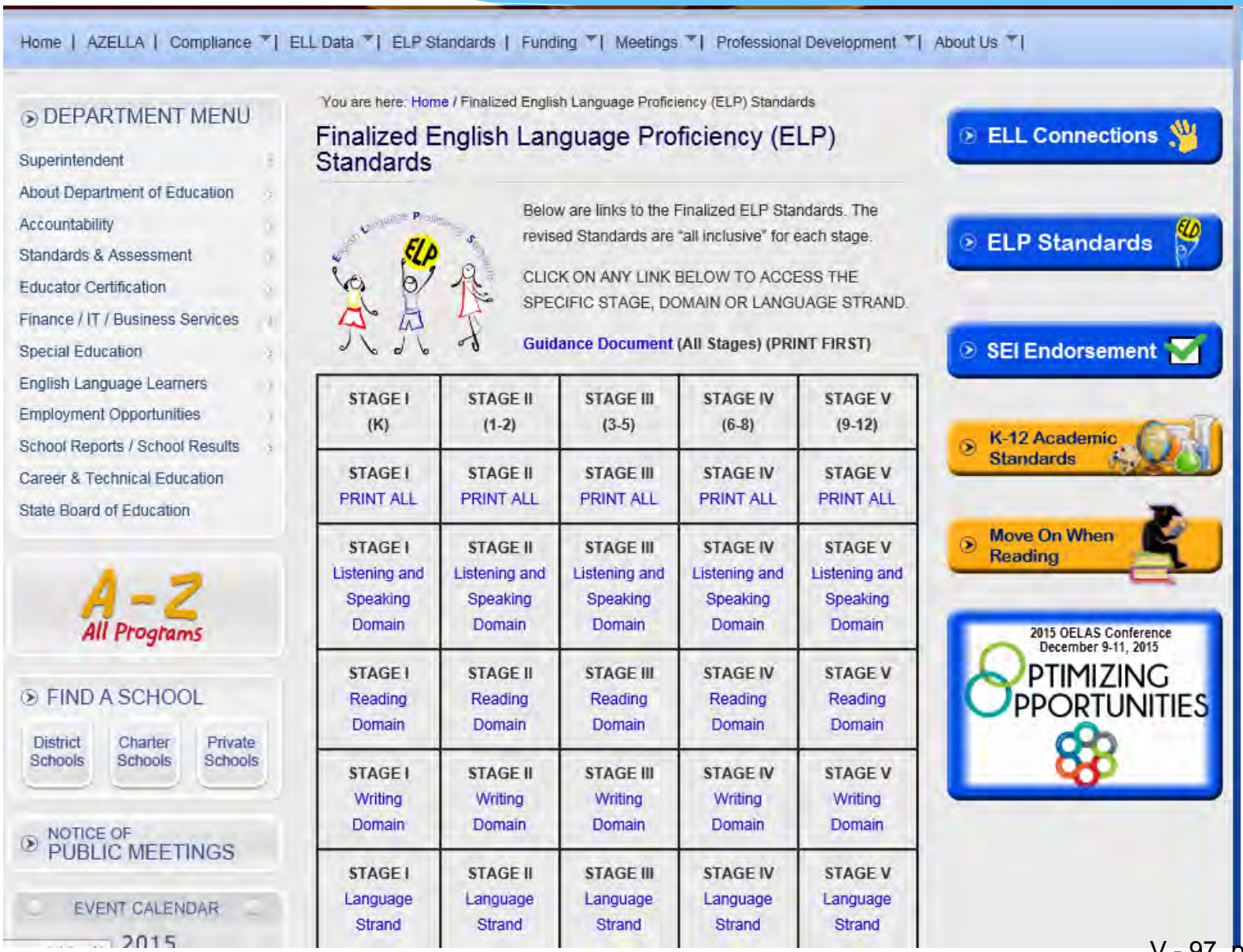
ELP standards documentation and implementation

WHAT WILL DRIVE YOUR INSTRUCTION?

- English Language Proficiency Standards
- TUSD ELD K-5 Curriculum Materials

Where are these located?

Arizona English Language Proficiency Standards



Home | AZELLA | Compliance | ELL Data | ELP Standards | Funding | Meetings | Professional Development | About Us |

DEPARTMENT MENU

- Superintendent
- About Department of Education
- Accountability
- Standards & Assessment
- Educator Certification
- Finance / IT / Business Services
- Special Education
- English Language Learners
- Employment Opportunities
- School Reports / School Results
- Career & Technical Education
- State Board of Education

A - Z All Programs

FIND A SCHOOL

District Schools | Charter Schools | Private Schools

NOTICE OF PUBLIC MEETINGS

EVENT CALENDAR

2015

You are here: Home / Finalized English Language Proficiency (ELP) Standards

Finalized English Language Proficiency (ELP) Standards

Below are links to the Finalized ELP Standards. The revised Standards are "all inclusive" for each stage.

CLICK ON ANY LINK BELOW TO ACCESS THE SPECIFIC STAGE, DOMAIN OR LANGUAGE STRAND.

Guidance Document (All Stages) (PRINT FIRST)

STAGE I (K)	STAGE II (1-2)	STAGE III (3-5)	STAGE IV (6-8)	STAGE V (9-12)
STAGE I PRINT ALL	STAGE II PRINT ALL	STAGE III PRINT ALL	STAGE IV PRINT ALL	STAGE V PRINT ALL
STAGE I Listening and Speaking Domain	STAGE II Listening and Speaking Domain	STAGE III Listening and Speaking Domain	STAGE IV Listening and Speaking Domain	STAGE V Listening and Speaking Domain
STAGE I Reading Domain	STAGE II Reading Domain	STAGE III Reading Domain	STAGE IV Reading Domain	STAGE V Reading Domain
STAGE I Writing Domain	STAGE II Writing Domain	STAGE III Writing Domain	STAGE IV Writing Domain	STAGE V Writing Domain
STAGE I Language Strand	STAGE II Language Strand	STAGE III Language Strand	STAGE IV Language Strand	STAGE V Language Strand

ELL Connections

ELP Standards

SEI Endorsement

K-12 Academic Standards

Move On When Reading

2015 OELAS Conference
December 9-11, 2015
OPTIMIZING OPPORTUNITIES

Arizona English Language Proficiency Standards

http://www.azed.gov/english-language-learners/elps/

Coding Standards

On a scale from one to five, how familiar are you with coding standards?

- How to code ELD standards – Go the TUSD Professional Development Portal- #11535Language Acquisition: ELP Coding Presentation- Self-directed Course
- Fully Coded ELP Standards- http://tusd1.org/contents/depart/language/coded.asp

How do I determine students' proficiency levels to inform the planning of instruction?

PHLOTE LIST EXPLORATION

PHLOTE LIST KEY

SIS Num. / EdFi Num.	Name	Grd	DOB	Prg	PHL	Home Lang.	ELL Exit Date Desc.	ELL Status	Test Date	Oral SS Prof.	Reading SS Prof.	Writing SS Prof.	Total SS Prof.	Over-all Prof.
		PS	03/23/2012		OEE	Spanish								
		KG	02/21/2011		OOO	Spanish								
		01	01/31/2010	SEI	OOO	Spanish	05/25/2016 End of School Year	ELL	02/09/2016	259 P	305 P	227 PEB	2341 P	I
		01	05/31/2010		EEO	English		I-FEP	08/24/2015					P
		01	03/11/2010	ILLP	OOO	Spanish	05/25/2016 End of School Year	ELL	02/22/2016	238 I	214 PEB	259 P	2297 I	I
		01	12/15/2009	SEI	OEO	Spanish	02/09/2016 Reclassified as FEP by Reassessment	R-FEP	02/09/2016	243 I	283 P	251 P	2336 P	P
		03	12/28/2007	Waiver-1	EOE	English	05/25/2016 End of School Year	ELL	02/10/2016	251 P	243 I	237 I	2415 I	I
		04	03/27/2007	SEI	OOO	Spanish	12/06/2013 Withdrawn Due to SPED Criteria	*R-IEP	02/12/2013	231 I	239 I	206 PEB	2277 B	
		05	07/24/2006	SEI	EOE	English	11/07/2011 Withdrawn by Parent Request	R-FEP	02/10/2014	280 P	269 P	274 P	2482 P	P
		06	04/29/2005	Waiver-2	OOO	Spanish	05/20/2016 Withdrawn Due to SPED Criteria	*R-IEP	02/16/2016	215 PEB	187 PEB	206 PEB	2403 B	B
		08	07/09/2003	Waiver-1	OOO	Spanish	02/09/2011 Reclassified as FEP by Reassessment	R-FEP	01/30/2013	273 P	252 P	261 P	2491 P	P
		09	09/22/2001	SEI	EEO	English	10/20/2009 Withdrawn by Parent Request	*PAR-WD	02/23/2016	240 I	194 PEB	241 I	2438 B	B

PHLOTE LIST KEY

1. SIS Num. / EdFi Num= Student SIS# (Matric/Perm ID) and EdFi# (SAIS/SSID)
2. Student Name
3. Student Grade
4. DOB= Student Date of Birth
5. Prg= Student Program Participation in ELD/DL
   - Blank=No Participation
   - SEI=Receiving Participation for Placement in ELD Class
   - ILLP=Receiving Participation for ILLP Services
   - *Waiver 1/Waiver 2=Should be removed and replaced with BIL once PHLOTE list is updated
6. PHL= 3 Language Question Responses
   - E=English
   - O=Language Other Than English
7. Home Language= Primary Home Language
8. ELL Exit Date Desc.= Reason for Last Withdrawal from ***Program Participation***
   (Not necessarily current year information/depends on when student was last given participation in a program)
9. ELL Status= Student Status
   - Blank=Awaiting Upload for Current Test Info/Status (New Students)
   - ELL=English Language Learner
   - *PAR-WD=Withdrawn from ELD Services by Parent Request (Required to take AZELLA until Proficient)
   - *R-IEP=Withdrawn from ELD Services by IEP Decision (No Required ELD Placement or AZELLA Testing)
   - R-FEP=Reclassified (No longer qualified for ELD services)
   - I-FEP=Initial English Proficient (Does not qualify for ELD services)
   - ELLAR=ELL After Reclassification (No Longer Used/Updating System)
   - N-ELL=Non-ELL (No Longer Used/Updating System)
10. Test Date=Most Recent AZELLA Test Date
11. Oral SS Prof.= Oral Scale Score and Proficiency Level
12. Reading SS Prof.= Reading Scale Score and Proficiency Level
13. Writing SS Prof.= Writing Scale Score and Proficiency Level
14. Total SS Prof.= Total Combined Scale Score and Proficiency Level
15. Over-all Prof.= Overall Proficiency Level-Used for Student Placement and Current Status (Overrides Total Combined Proficiency Level)
    A student must be Proficient in Reading/Writing/Total Combined to be considered Overall Proficient

This can found on the ELD Wiki http://avenues4eld.pbworks.com

In TUSD…

ELLs continue to:

- receive instruction using district adopted text- Avenues for a minimum of two hours and other resources aligned to Avenues themes and ELP Standards
- be assessed using Avenues assessments for both summative and formative purposes
- upcoming PD on scanning assessments:

Login and Go to the Intranet…

Curriculum Materials

- English Language Arts - Grades K-12
- ELD - Grades K-5
- ELD - Grades 6-12
- Fine Arts - Grades K-12
- Health/PE - Grades 4-12
- Math - Grades K-12
- Science - Grades K-12
- Social Studies - Grades K-12

- http://tusd1.org/resources/curriculum/eldk-5.asp

Go to:

K-5 English Language Development (ELD) Curriculum Materials

- Understanding ELP alignment to AZCCRS (in PDF)
- SEI/ELD Refinement Model: ADE-approved Refinements to the SEI Models (in PDF) | Structured English Immersion (SEI) Refined Program Model (in PDF)
- Lesson Plan Templates for ELD Instruction: Kindergarten (in Word) | Elementary (in Word)
- Lesson Plan Template for the Elementary ELD Refined Model: Kindergarten (in Word) | Elementary (in Word)
- ILLP
- ELD Literacy Continuum (in PDF)
- ADE - Finalized English Language Proficiency (ELP) Standards
- Useful Links
- ELD Curriculum Writing Project Contributors - 2014-15 (in PDF)

Curriculum Materials by Grade Level

Grade	Curriculum Maps	Scope and Sequence		AZ ELP Correlations to AZ ELA CC Standards	ELP Progression of Text Dependent Questions	eAssessment Correlations to AZ ELP Standards & AZ ELA CC Standards	Avenues Correlations to AZ ELP Standards
		1-Page	Full page by quarter				
Kinder	Qtr 1 Qtr 2 Qtr 3 Qtr 4	Scope and Sequence	Qtr 1 Qtr 2 Qtr 3 Qtr 4	Stage I	Stage I		Avenues Correlations
First	Qtr 1 Qtr 2 Qtr 3 Qtr 4	Scope and Sequence	Qtr 1 Qtr 2 Qtr 3 Qtr 4	Stage II	Stage II	Correlation Guide	Avenues Correlations
Second	Qtr 1 Qtr 2 Qtr 3 Qtr 4	Scope and Sequence	Qtr 1 Qtr 2 Qtr 3 Qtr 4	Stage II	Stage II	Beginning Intermediate Advanced Writing	Avenues Correlations

tp://tusd1.org/index.htm

Understanding ELP alignment to AZCCRS

ADE states:

There is a purposeful overlap of
language domains were not cre
some Performance Indicators w
correlation, it is due to specific
learners.

This correlation of the ELP
the revised/finalized ELP
performance indicato
for the instruction
reclassification.

The AZCCRS are outcome based standards, and the AZ ELP standards are skills based standards. The language skills are all contained in the ELP standards. The AZ ELP standards are the pieces. They purposefully over lap the AZCCRS. You can find the pieces that align to a common core standard in each domain.

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For example, **main idea** can be found in all three domains of the ELP Standards.

- Listening and Speaking Domain
  - portions.
    - In the receptive area,
    - In the productive area,
- Reading Domain: **Main**
- Writing Domain: **Mai**

ductive
identify
the main idea and deta
ion that
includes the main ide
y details.
des the
main idea and key

In addition, the Lang ge Strand can also be incorporated when teaching the **main idea**. For example, teaching compo d or complex sentences (Standard 1-Grammar) and specific content vocabulary in an Informational text vocabulary (Standard 2-Vocabulary) can be included in the lesson about **main idea**.

Remember: During ELD instruction, the AZ ELP standards are required to be documented instead of Common Core.

The AZCCRS are outcome based standards, and the AZ ELP standards are skills based standards. The language skills are all contained in the ELP standards. The AZ ELP standards are the pieces. They purposefully over lap the AZCCRS. You can find the pieces that align to a common core standard in each domain.

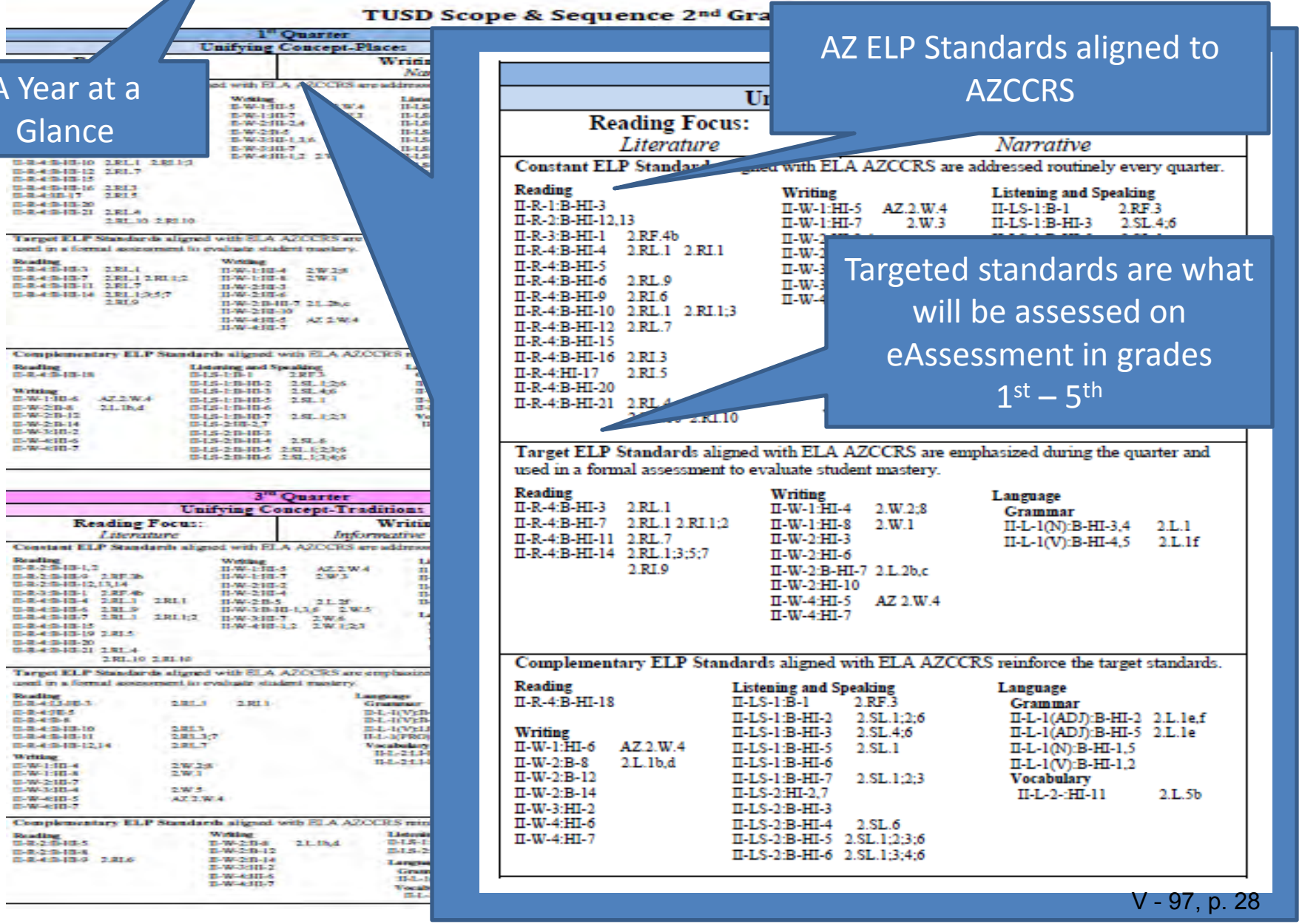
During ELD instruction, the AZ ELP standards are required to be documented instead of Common Core. However, if you have an SEI Mix class it is required to have both AZ ELPS and AZCCRS documented.

Scope and Sequence (1 Page)

A Year at a Glance

AZ ELP Standards aligned to AZCCRS

Targeted standards are what will be assessed on eAssessment in grades 1st – 5th



Full Page by Quarter

TUSD 2nd Gra

Includes the written ELP standard and codes to make documentation and instruction easier

Reading Focus: *Literature*	Writing Focus: *Narrative*	
Constant ELP Standards aligned with ELA CCSS a… …ressed routinely every quarter.		
Reading		
Identify features of a sentence	II-R-1:B-HI-3	
Identify inflectional endings	II-R-2:B-HI-12	
Read high frequency words and irregular sight words fluently	II-R-2:B-HI-13	
Read with fluency demonstrating automaticity	II-R-3:B-HI-1	2.RF.4b
Ask questions to clarify text	II-R-4:B-HI-4	2.RL.1 2.RI.1
Sequence a story or event with a beginning, middle and end with transition words	II-R-4:B-HI-5	
Make connections to text while reading (text-to-text and text-to-self)	II-R-4:B-HI-6	2.RL.9
Identify the author's purpose for writing a book	II-R-4:B-HI-9	2.RI.6
Identify cause and effect of specific events in a literary selection	II-R-4:B-HI-10	2.RL.1 2.RI.1;3
Describe the setting from a literary selection	II-R-4:B-HI-12	2.RL.7
Locate information from a completed graphic organizer	II-R-4:B-HI-15	
Follow multiple-step positive and negative written directions which include prepositions	II-R-4:B-HI-16	2.RI.3
Identify a variety of sources	II-R-4:HI-17	2.RI.5
Identify words that the author selects in a literary selection to create a graphic visual image	II-R-4:B-HI-20	
Identify words that the author selects to create a rich auditory experience (alliteration, onomatopoeia) in a literary selection	II-R-4:B-HI-21	2.RL.4
By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range		2.RL.10
By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band		2.RI.10

Curriculum Maps

Enduring Understandings

Extended Texts and Short Connected Texts

Standards

...AP

English ... Grade, Quarter 1

Big Ideas

ENDURING UNDERSTANDING:

Understanding the setting of a story is a key element in interpreting and understanding the story.

ESSENTIAL QUESTION:

How does understanding the setting of a story help the reader interpret and understand the literature?

EXTENDED TEXT(S):

Unit 1: The Big City

- **Big Book:** *The Adventures of Taxi D...* Debra & Sal Barracca T13
- **Poetry:** *A Movie in My Pillow* by Jo... Argueta T16
- **Fiction:** *Chinatown* by William Lo...2

Unit 2: Seed to Sandwich

- **Big Book:** *Mrs. Mc Nosh and the Great Big Squash* by Sarah Weeks T77
- **Drama:** *Clever Ana and the Greedy Giant* by Lada Kratky T78

SHORT CONNECTED TEXTS & MEDIA

Unit 1: The Big City

- *City Poem* by Langston Hughes

Leveled Books and Window on Literacy

- *A Great Day in the City* by Casey Eggers DRA8
- *Sing a Song of People* by Lois Lenski DRA10
- *What's on the Road?* By Norman Yu DRA1
- *This Is My Street* by Felix James DRA1
- *Weather in the City* by George Wong DRA4
- *What Did They Drive?* By George Wong DRA5
- *Lights Go On* by Marvin Buckley DRA4
- *I Work at Night* by Leroy Taylor DRA5
- *A New School* by Marvin Buckley DRA8
- *From the Skyscraper* by Marvin Buckley DRA8
- *My Town Used to Be Small* by Marvin Buckley DRA10
- This Is My Street by Felix James DRA13
- Work Vehicles by Joseph Ciciano DRA16
- **Language Songs:** CD 1
  Big Book: pages 5-8
- **Kidspiration CD-ROM Picture Libraries:** Everyday for pictures of community places.
- **Selection Readings CD1**
- **Profile Picture Cards:** C1-C12

Unit 2: Seed to Sandwich

Leveled Books and Window on Literacy

- *Farmers Market* by Juan Quintana DRA2
- *Farming* by Gail Gibbons DRANF28
- *Food Comes From Farms* by Miles Taylor DRA8
- *From Field to Florist* by Felix James DRA14
- *What's Inside?* By Jean Bennett DRA12
- *Plants on My Plate* by Cathy Smith DRA10
- *Seeds Grow into Plants* by Mario Lucca DRA10
- *How Does My Garden Grow?* By David Tunkin DRA9
- *Big Red Tomatoes* by Pamela Graham DRA13
- *Peanuts* by Pamela Graham DRA17
- *Potatoes* by Beatrice Duggan DRA13
- *Corn* by Marvin Buckley DRA15

- **Language Songs:** CD 1
  Big Book: pages 9-12
- **Kidspiration CD-ROM Picture Libraries:** Animals & Plants; Food & Health; language Arts for pictures of animals, food, and folk tale characters.
- **Selection Readings:** CD1
- **Profile Picture Cards:** C13-C24

Standards

Target

Reading		Writing		Language	
II-R-4.B-HI-3	2.RL.1	II-W-1.HI-4	2.W.2,8	Grammar	
II-R-4.B-HI-7	2.RI.1 2.RI.1,2	II-W-1.HI-8	2.W.1	II-L-1(N).B-HI-3,4	2.L.1
II-R-4.B-HI-11	2.RL.7	II-W-2.HI-3		II-L-1(V).B-HI-4,5	2.L.1f
II-R-4.B-HI-14	2.RL.1,3,5,7 2.RI.9	II-W-2.HI-6			
		II-W-2.B-HI-7	2.L.2b,c		
		II-W-2.HI-10			
		II-W-4.HI-5	AZ.2.W.4		
		II-W-4.HI-7			

Complementary

Reading		Listening and Speaking		Language	
II-R-4.B-HI-18		II-LS-1.B-1	2.RF.3	Grammar	
Writing		II-LS-1.B-HI-2	2.SL.1,2,6	II-L-1(ADJ).B-HI-2	2.L.1e,f
II-W-1.HI-6	AZ.2.W.4	II-LS-1.B-HI-3	2.SL.4,6	II-L-1(ADJ).B-HI-5	2.L.1e
II-W-2.B-8	2.L.1b,d	II-LS-1.B-HI-5	2.SL.1	II-L-1(N).B-HI-1,5	
II-W-2.B-12		II-LS-1.B-HI-6		II-L-1(V).B-HI-1,2	
II-W-2.B-14		II-LS-1.B-HI-7	2.SL.1,2,3	Vocabulary	
II-W-3.HI-2		II-LS-2.HI-2,7		II-L-2-.HI-11	2.L.5b
II-W-4.HI-6		II-LS-2.B-HI-3			
II-W-4.HI-7		II-LS-2.B-HI-4	2.SL.6		
		II-LS-2.B-HI-5	2.SL.1,2,3,6		
		II-LS-2.B-HI-6	2.SL.1,3,4,6		

Constant throughout the year

Reading		Writing		Listening and Speaking	
II-R-1.B-HI-3		II-W-1.HI-5	AZ.2.W.4	II-LS-1.B-1	2.RF.3
II-R-2.B-HI-12,13		II-W-1.HI-7	2.W.3	II-LS-1.B-HI-3	2.SL.4,6
II-R-3.B-HI-1	2.RF.4b	II-W-2.HI-2,4		II-LS-1.B-HI-5	2.SL.1
II-R-4.B-HI-4	2.RL.1 2.RI.1	II-W-2.B-5	2.L.2f	II-LS-1.B-HI-6	
II-R-4.B-HI-5		II-W-3.HI-1,3,6	2.W.5	II-LS-1.B-HI-7	2.SL.1,2,3
II-R-4.B-HI-6	2.RL.9	II-W-3.HI-7	2.W.6	II-LS-2.B-HI-2,3	
II-R-4.B-HI-9	2.RI.6	II-W-4.HI-1,2	2.W.1,2,3	II-LS-2.B-HI-4	2.SL.6
II-R-4.B-HI-10	2.RL.1 2.RI.1,3			II-LS-2.B-HI-6	2.SL.1,3,4,6
II-R-4.B-HI-12	2.RL.7			II-LS-2. HI-7	
II-R-4.B-HI-15				Language	
II-R-4.B-HI-16	2.RI.3			Vocabulary	
II-R-4.HI-17	2.RI.5			II-L-2.B-HI-4	2.L.4a
II-R-4.B-HI-20				II-L-2.LI-HI-3	2.L.4
II-R-4.B-HI-21	2.RL.4 2.RL.10 2.RI.10				

Research and Writing Connections

Curriculum Maps c

Interdisciplinary Connections

Research component:

- City Book Search - Library Scavenger Hunt T35a about "Cities"
- Where Plants Grow T92-93 Have students use books or the internet to research how plants grow. http://www.kidsgardening.org/
- Food Books- Question-and-Answer Books T129a
- Students will create a question-and-answer book about a food found in their grocery store.
- Make a Product Map T130b
- Students choose a country. Research what crops grow there.

Narrative Component:

- Write about a time that you moved to a new home, city, place, and how you felt.

Opinion Component:

- World Cultures: December Holidays T25- H… holiday customs. Use their responses to cre…
- Literature journal T32- Set aside time for ch… poems and express their ideas and opinions
- Ask students to think about a time whe… and their experiences T62. Have the… experiences.

Interdisciplinary Connections:
Social Studies:

- A Long Journey T26 – Road Maps www.mapquest.com
- Make a City Postcard T36b – World City Photo Archive www.worldcityphotots.org
- Related Leveled Books – A Great Day in the City by Casey Eggers, Sing a Song of People by Lois Lenski , A City by Peter and Connie Roop
- Take a walking tour of your neighborhood with your students.
- Make a diagram/display of your favorite place in your neighborhood to share with your group.
- Children interview family members about kinds of transportations they use.
- Have students' family members share information about their jobs.
- Make a Farm Fact Poster T74f

…als T101, Crabby Creatures T56
…art Salad T74f
…row vegetables in small container or outdoor garden.
…row p. T92-93 www.urbanext.uiuc.edu/first garden/planning/dictionary/…tml
…n Soil T100b

Assessments for each quarter

Performance Assessment

Summative:
- Avenues Pretest (Includes Writing Assessment)
- Diagnostic Phonics Assessment- Phonics Street

Formative (Vocabulary, Grammar, Comprehension/Critical Thinking, High Frequency Words):
- Unit 1
- Unit 2

Writing Focus Assessment (Advanced Level Only):
Avenues Unit 1 Writing Assessment:
- Process of Writing: Revising and Editing
- Written Composition: *Students will write a composition and write about they feel about their town or city.*

Avenues Unit 2 Writing Assessment:
- Process of Writing: Revising and Editing
- Written Composition: *Students will write a composition about a vegetable.*

Additional Resources for Teaching ELD…

- ELD Wiki- http://avenues4eld.pbworks.com
- http://tusd1.org/resources/curriculum/eldk-5.asp
- http://www.azed.gov/english-language-learners/elps/
- How to code ELD standards – Go the TUSD Professional Development Portal- #11535Language Acquisition: ELP Coding Presentation- Self-directed Course
- Fully Coded ELP Standards- http://tusd1.org/contents/depart/language/coded.asp
- EMC Avenues K-5 Bibliographies - http://tusd1.org/contents/depart/emc/avenues.asp

How will you use these tools?

Documenting evidence of the ELD model

LESSON PLANNING

Elementary Integrated ELD Weekly Lesson Plan

*Date: _____ *Time: from _____ to _____

Grade(s): * ELPS(s): Stage II ☐ III ☐ * Proficiency Level (s): PEF ☐ B ☐ BI ☐ I ☐

*ELD Blocks: Oral English Conversation, Vocabulary and Reading Grammar and Writing

*ELP Code and Standard(s):

*Student Friendly Objectives:

Academic Vocabulary:	Materials:

*Lesson:

Assessment:

Push! Activity:

*These are areas that will show evidence of compliance with the ELD 4 hour model.

Kindergarten Integrated ELD Weekly Lesson Plan

***Date:** 8/15/2016 ***Time: from** 8:30 **to** 9:30

Grade: K *** ELPS(s) Stage I** *** Proficiency Level (s): PEE ■ B ■ BI ■ I ■**

***ELD Blocks:** **Oral English Conversation,Vocabulary and Reading 60 min** **Grammar and Writing 60 min**

***ELP Code and Standard(s):**
I-LS-1: B-HI-5 S/W demonstrates understanding of oral communications by following multiple-step directions which include prepositions.
I-L-2: B-HI-2 S/W demonstrate knowledge of vocabulary by recognizing sight words.
I-R-3: B-HI-2 S/W demonstrate knowledge of reading comprehension by making predictions based on the title, cover illustrations, and text.

***Student Friendly Objectives:**
I will show I understand how to communicate by listening and following directions during vocabulary builder activities.
I will show I understand my weekly vocabulary words by matching my words to a picture card.
I will show I understand the story by making predictions about the story ***Come with me to School***

Academic Vocabulary: See list vocab for Unit 1on pg. T 1a
color words, school tools High frequency word: a

Materials: Phonics Picture Card 72 (color red)Vocabulary Builder 1 and School Tool Manipulatives, Song CD 1,
Color chips and sorting maps and Doc camera
Big Book Come with me to School
Picture Cards 38,46,56,103; Word cards ;School tool manipulatives
Alphachant Lap book Mm and Phonics picture cards for M
Sentence strips and pocket chard

Monday	Tuesday	Wednesday	Thursday	Friday
Alphachant Lesson 1 Listen and chant using Mm Lapbook and CD Track 1 T8 Show and Tell Letter M **Avenues** Circle Time: Explore colors T.1Walk around classroom and school using post it notes to identify colors with color words. Phonological Awareness Isolate Words T.1 Introduce Vocabulary T2	**Alphachant Lesson 1** Listen and Chant Letter Mm Lapbook and CD track 1. T9 **Avenues** Story Time/ Circle Time Colors T. 4 Phonological Awareness T 4 Preview the Big Book *Come with me to School* Big Book Picture walk and Preview Script pages 1-24 T5 Share the Big Book T6- 9	**Alphachant Lesson 1** Shared Reading Lapbook M with Song CD Track 1 Connect Mm T10 Alphachant Lesson 1 T11 Use white boards to practice **Avenues** Activity Time/ Circle Time. Use picture cards T. 10 Phonological Awareness Isolate Words using color chips T10	**Alphachant Lesson 1** T11 Shared Reading Lapbook M with Song CD Track 1. Use white boards to practice writing letter M **Avenues** Time to Talk/ Circle Time T14-17 Language Songs Big Book School Tools pg.1a and Song CD1 Track 3-4 Invite school workers into share how they use their tools.	**Alphachant Lesson 1 T11** Shared Reading Lapbook M with Song CD Track 1 Use white boards to practice writing letter M. Progress Check on T11Progress Check on T11 **Avenues** Story Time/ Circle Time School Tools T18 Phonological Awareness Isolate and Count Words T18 Read the Little Book *A School*

Second Grade Integrated ELD Weekly Lesson Plan (Sample)

*Date: 8/15/2015 *Time: from 10:00 to 12:00

*ELD Blocks: **Oral English Conversation, Vocabulary and Reading 120min** | **Grammar and Writing 120 min**

Grade: 2nd * ELPS(s) Stage II * Proficiency Level (s): PEE ■ B ■ I ■

***ELP Code and Standard(s):**

Grammar: II-L-1(Q):LI-2: The students will demonstrate knowledge of parts of speech by forming Yes/No questions in the simple present tense with given forms of "to do" + subjects + verbs.

Grammar: II-L-1(V):B-5: The student will demonstrate knowledge of parts of speech by choosing a simple present tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement)

Writing: II-W-2: HI-10: The student will identify and apply conventions of standard English in his or her written communications by using subject-verb agreement in sentences in a variety of writing applications with instructional support.

*Student Friendly Objectives:

I will show I understand parts of speech by asking and answering questions that include a subject and verbs such as *am, is, are* within a sentence frame.
I will show I understand parts of speech by using verbs to make a negative sentence.
I will identify and apply conventions in my writing by using a subject and verb in my sentence(s).

Academic Vocabulary:

Question
Subject
Verb
Negative

Materials:
Monthly Writing Journals
Picture It Graphic Organizers
White Board / Dry erase markers, White Eraser tape
M,T-: Picture Cards B13-B24 (various animals)
W: Big Book, Practice Book: What Do You See? ; page PB22
F: Big Book, blank oak tag strips; Picture Perfect Word Book (optional), Picture Cards B13-B24

Monday	Tuesday	Wednesday	Thursday	Friday
Mini Lesson: Questions: Model asking and answering questions and have children practice asking and answering questions using Picture Cards. *Avenues Teacher's Edition* T66f Picture Cards B13-B24 (various animals)	**Mini Lesson:** Verb Be: Teach how to use am, is, are and then have partners ask and answer questions using these verbs. Teacher's Edition T68c-T68d Verbs am, is, are (Unit Progress Test)	**Mini Lesson:** Negative Sentences: Reread pages 70-84 and teach how to make negative sentences using is not and are not. Invite children to use the Big Book to make up negative sentences about Mama Cat and her kittens. Teacher's Edition T85 Materials: Big Book Work Practice Book: What Do You See? ; page PB22	**Mini Lesson:** Questions: Display page 72 and model how to ask and answer questions. Have children role-play story characters asking and answering questions. Teacher's Edition T72-73	**Mini Lesson:** Subject/Verb Agreement: Lead children in a game of Mama Cat Says to introduce the concept of action words. Then use Big Book page 36 to teach subject-verb agreement with action verbs. Children use sentence frames and pictures to practice action words. i.e.: Birds ____ ; A Zebra ____. Teacher's Edition T65w

4 Hour Lesson Documentation

Reading/Oral English Conversation/ Vocabulary

Writing/ Grammar

Elementary Integrated ELD Weekly Lesson Plan

*Date: August 24-28, 2015 *Time: from 8:00 to 10:00

Grade(s): Second * ELPS(s): Stage II ■ III □ * Proficiency Level (s): PEE ■ B ■ BI ■ I ■

*ELD Blocks: Oral English Conversation, Vocabulary and Reading Grammar and Writing

*ELP Code and Standard(s):
II-LS-1:B-HI-7
The students will demonstrate understanding of oral communications by responding to academic discussions sharing one's view on facts, ideas, and/or events using academic vocabulary.
II-LS-2:B-HI-5
The students will communicate orally by asking and responding to academic questions using complete sentences.
II-L-2:B-HI-4
The students will demonstrate knowledge of vocabulary by using grade specific academic vocabulary and symbols within context.
II-R-2:B-HI-13
The students will demonstrate knowledge of decoding by reading high frequency words and irregular sight words fluently.
II-R-4:B-HI-7
The students will demonstrate knowledge of reading comprehension by summarizing the main idea and details from text, using complete sentences.
II-R-4:B-HI-11
The student will demonstrate knowledge of reading comprehension by describing characters from a literary selection.

*Student Friendly Objectives:
I will be able to share my opinion using vocabulary words.
I will be able to ask and answer questions using complete sentences.
I will be able to use vocabulary words in context.
I will be able to read high frequency words with fluency.
I will be able to retell the main idea and details from text using complete sentences.
I will be able to describe the characters in the story.

Academic Vocabulary:
transportation, taxi, bus, subway, delivery truck, skyscraper, office building, apartment, park, street, crosswalk, sidewalk, bus stop
High Frequency Words:
have, him, day, all, would

Materials:
Avenues teacher guide, Day of the Dead big book, Avenues student anthology, Word Work, Leveled Readers, Promethean Board with internet connection, Practice book

*Lesson: Avenues

Monday	Tuesday	Wednesday	Thursday	Friday
Build Background and Vocabulary Introduce the unit opener visual. Have children make a city picture frame. Then preview the unit content vocabulary. T10-11–T12-13	Build Background and Vocabulary Have children view Picture Cards and sort them into city workers and city places. Then have children draw a neighborhood and tell the class about it. T13b	Phonological Awareness Identify Rhyming Words: Show and name pictures from the Big Book. Tell children you see something that rhymes with the words and have children guess the word. T13f	Cultural Perspectives World Transportation: Children share information about travel in other places with the class. T13d	Phonological Awareness Identify Rhyming Words: Have children use crayons to identify words that rhyme with color words. T13f

Second Grade Integrated ELD Weekly Lesson Plan (Sample)

*Date: 8/15/2015 *Time: from 10:00 to 12:00

*ELD Blocks: Oral English Conversation, Vocabulary and Reading 120min — Grammar and Writing 120 min

Grade: 2nd * ELPS(s) Stage II * Proficiency Level (s): PEE ■ B ■ I ■

*ELP Code and Standard(s):
Grammar: II-L-1(Q):LI-2: The students will demonstrate knowledge of parts of speech by forming Yes/No questions in the simple present tense with given forms of "to do" + subjects + verbs.
Grammar: II-L-1(V):B-5: The student will demonstrate knowledge of parts of speech by choosing a simple present tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement)
Writing: II-W-2: HI-10: The student will identify and apply conventions of standard English in his or her written communications by using subject-verb agreement in sentences in a variety of writing applications with instructional support.

*Student Friendly Objectives:
I will show I understand parts of speech by asking and answering questions that include a subject and verbs such as *am, is, are* within a sentence frame.
I will show I understand parts of speech by using verbs to make a negative sentence.
I will identify and apply conventions in my writing by using a subject and verb in my sentence(s).

Academic Vocabulary:
Question
Subject
Verb
Negative

Materials:
Monthly Writing Journals
Picture It Graphic Organizers
White Board / Dry erase markers, White Eraser tape
M,T-: Picture Cards B13-B24 (various animals)
W: Big Book, Practice Book: What Do You See? : page PB22
F: Big Book, blank oak tag strips; Picture Perfect Word Book (optional), Picture Cards B13-B24

Monday	Tuesday	Wednesday	Thursday	Friday
Mini Lesson: Questions: Model asking and answering questions and have children practice asking and answering questions using Picture Cards. *Avenues Teacher's Edition* T66f Picture Cards B13-B24 (various animals)	**Mini Lesson:** Verb Be: Teach how to use am, is, are and then have partners ask and answer questions using these verbs. Teacher's Edition T68c-T68d Verbs am, is, are (Unit Progress Test)	**Mini Lesson:** Negative Sentences: Reread pages 70-84 and teach how to make negative sentences using is not and are not. Invite children to use the Big Book to make up negative sentences about Mama Cat and her kittens. Teacher's Edition T85 Materials: Big Book Work Practice Book: What Do You See? - page PB22	**Mini Lesson:** Questions: Display page 72 and model how to ask and answer questions. Have children role-play story characters asking and answering questions. Teacher's Edition T72-73	**Mini Lesson:** Subject/Verb Agreement: Lead children in a game of Mama Cat Says to introduce the concept of action words. Then use Big Book page 36 to teach subject-verb agreement with action verbs. Children use sentence frames and pictures to practice action words. i.e.: Birds _____. A Zebra _____. Teacher's Edition T65u-T65v

[Online Planner Link]

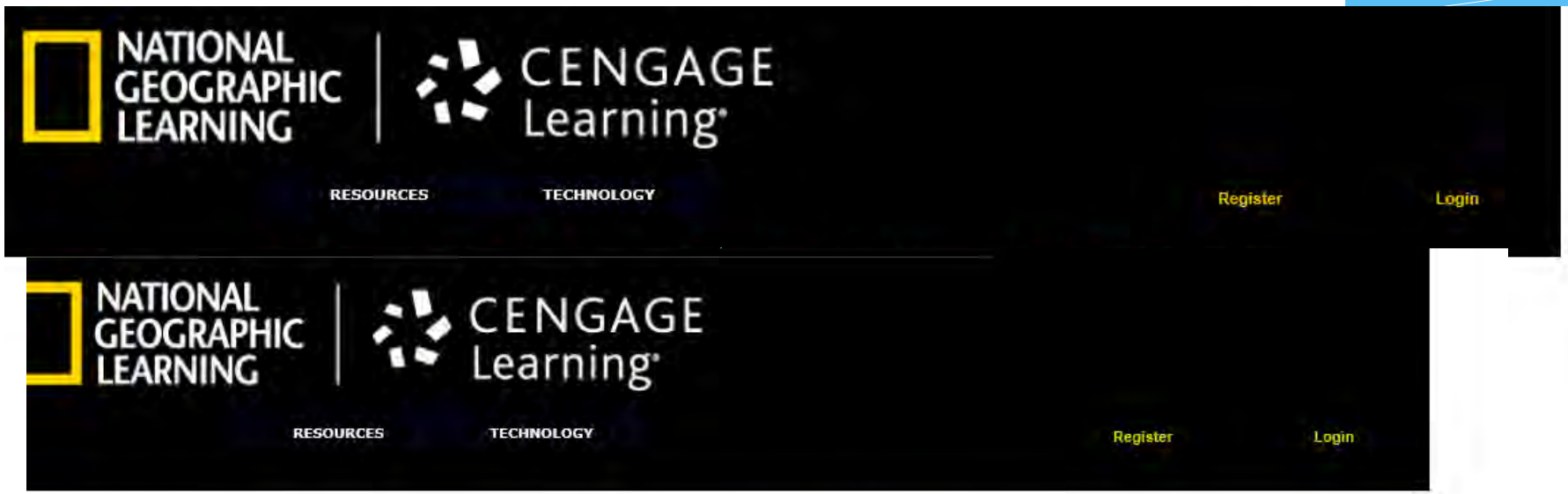
WARNING:

This website may not last much longer, but while it is still intact, we'd like to share the benefits of using the online planner. It includes more details than the teacher's guide and can make your planning life much easier.

We will also share ways to save your work in order to use it in the future.

Getting There-

Type Avenues online lesson planner into the search bar.



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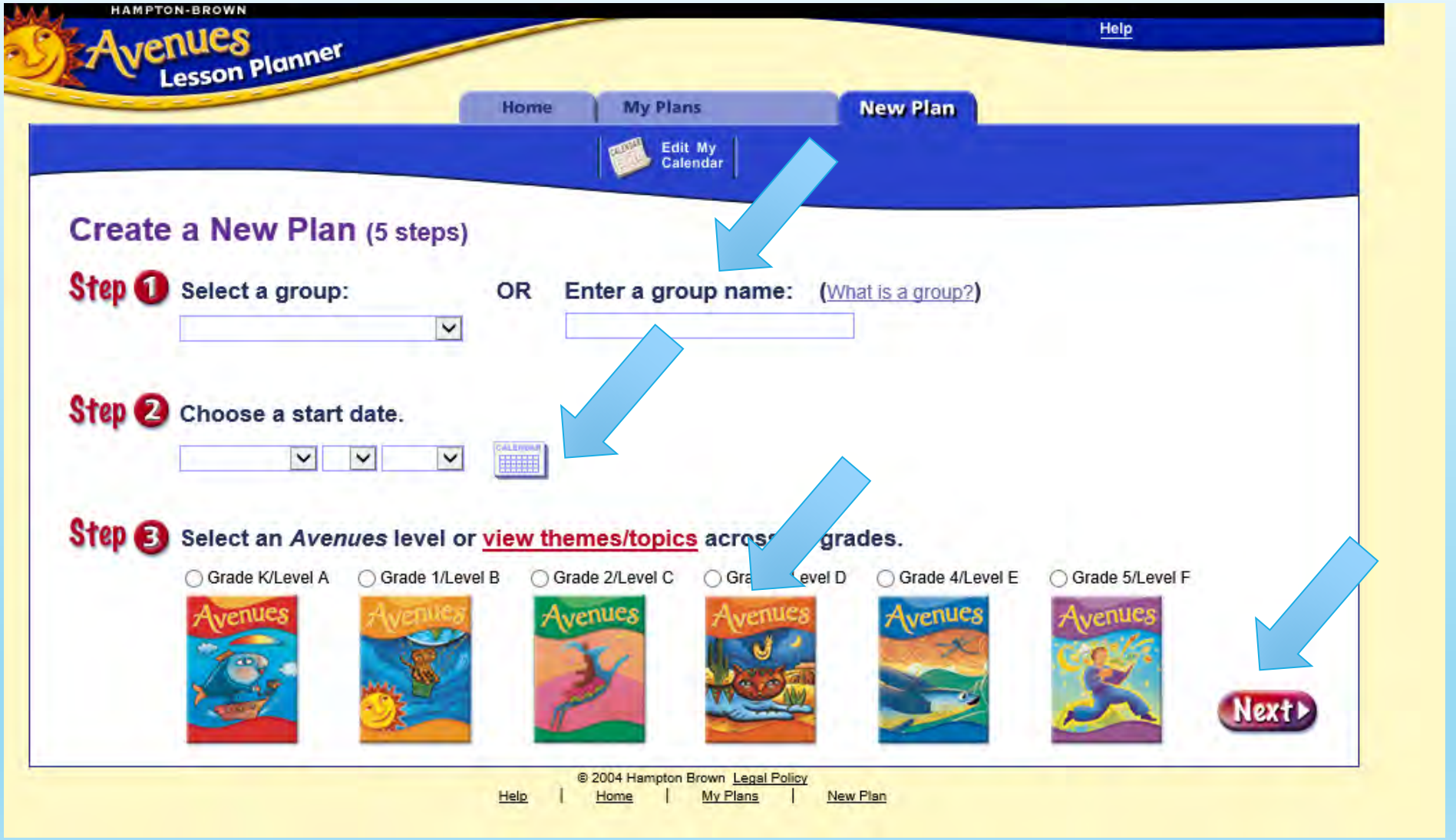
HAMPTON-BROWN
Avenues Lesson Planner
Help
Home
My Plans
New Plan
Edit My Calendar
Create a New Plan (5 steps)
Step 1 Select a group:
OR
Enter a group name:
(What is a group?)
Step 2 Choose a start date.
Step 3 Select an Avenues level or view themes/topics across grades.
Grade K/Level A
Grade 1/Level B
Grade 2/Level C
Grade 3/Level D
Grade 4/Level E
Grade 5/Level F
Next
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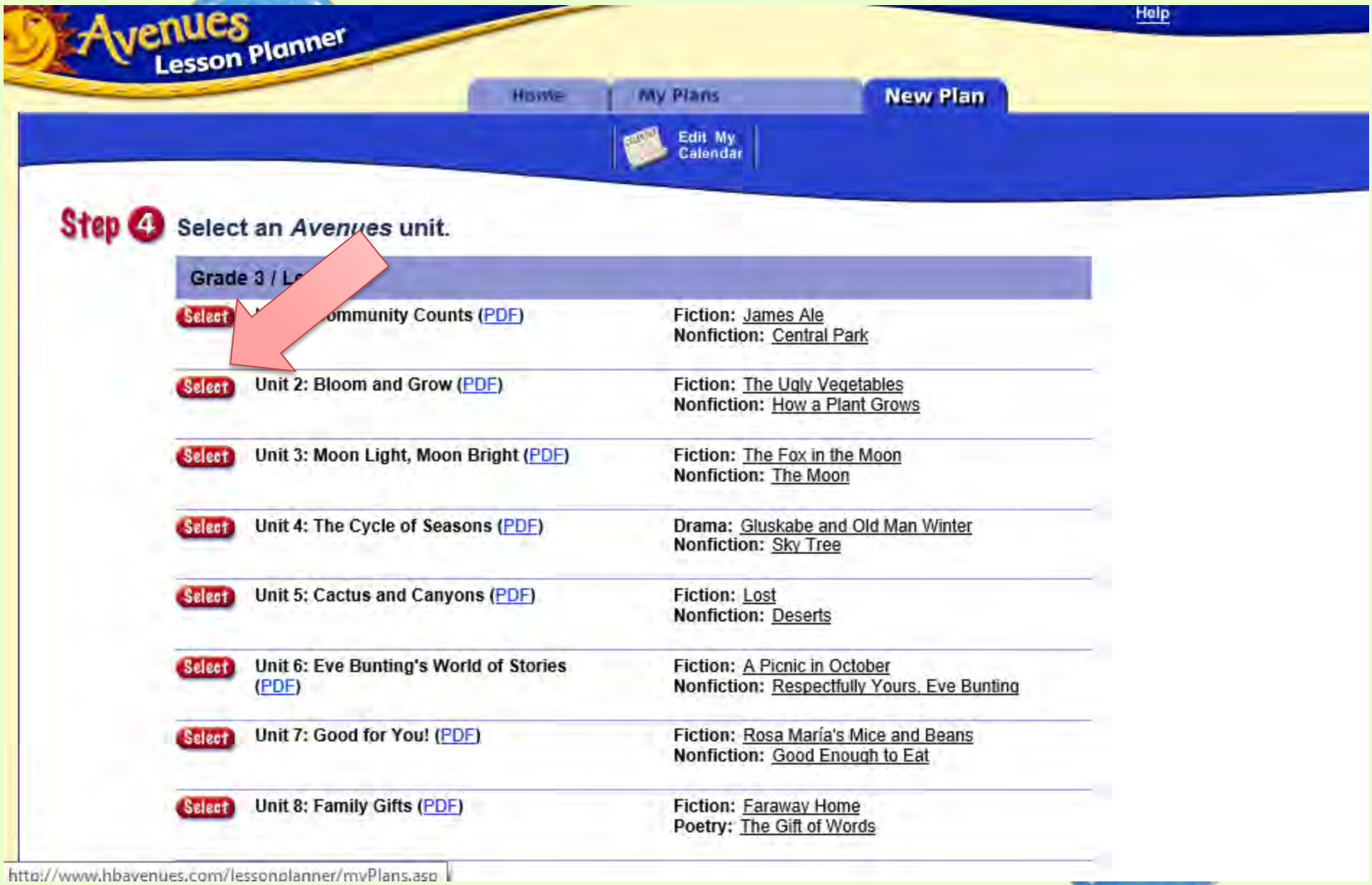
Help | Home | My Plans | New Plan


Avenues Lesson Planner
Help
Home
My Plans
New Plan
Edit My Calendar
Step 4 Select an Avenues unit.
Grade 3 / Le
Select ommunity Counts (PDF)
Fiction: James Ale
Nonfiction: Central Park
Select Unit 2: Bloom and Grow (PDF)
Fiction: The Ugly Vegetables
Nonfiction: How a Plant Grows
Select Unit 3: Moon Light, Moon Bright (PDF)
Fiction: The Fox in the Moon
Nonfiction: The Moon
Select Unit 4: The Cycle of Seasons (PDF)
Drama: Gluskabe and Old Man Winter
Nonfiction: Sky Tree
Select Unit 5: Cactus and Canyons (PDF)
Fiction: Lost
Nonfiction: Deserts
Select Unit 6: Eve Bunting's World of Stories (PDF)
Fiction: A Picnic in October
Nonfiction: Respectfully Yours, Eve Bunting
Select Unit 7: Good for You! (PDF)
Fiction: Rosa María's Mice and Beans
Nonfiction: Good Enough to Eat
Select Unit 8: Family Gifts (PDF)
Fiction: Faraway Home
Poetry: The Gift of Words
http://www.hbavenues.com/lessonplanner/myPlans.asp

Avenues Lesson Planner

Help

Home | My Plans | New Plan

Edit My Calendar

Step 5 S a pla

Start wi e of the pre-made plans. (You can always edit it!)

- 25- utes/day (emphasis on language development)
- minutes/day (language and literacy emphasis)
- minutes/day (language, literacy, and content)
- 90-120 minutes/day (full literacy block with content connections)

OR

Create your own plan from scratch.

Go

HAMPTON-BROWN
Avenues Lesson Planner
Help
My Plans
View/Edit
New Plan
Week of 10/31/2016
Edit My Calendar
Print Plan
My Activities
Group: Training 10.25
Plan: Grade 3/Level D Unit 2
Click a day to add activities.
Click an activity to see details, delete, o
ow to edit)
Monday 10/31/2016 Notes 80 min.
Build Background and Vocabulary
Introduce the Unit
T64-65-T66-67
40 min.
Build Background and Vocabulary
Chant: What's the Secret?
T67a
15 min.
Build Background and Vocabulary
Gardening Charades
T67b
25 min.
Tuesday 11/1/2016 Notes 95 min.
Oral Language Development
Prior Knowledge: Vegetable Names
T68e
10 min.
Oral Language Development
Function: Ask and Answer Questions
T68f
20 min.
Oral Language Development
Read Aloud How Plants Grow
T68f
15 min.
Key Vocabulary
Song: Garden Gifts
T68-T69
30 min.
Learning to Read
Phonics and High Frequency Words
20 min.
Wednesday 11/2/2016 Notes 110 min.
Writing Project 1
6. Study Organization
T63i-T63j
20 min.
Oral Language Development
Quicktalk
T70a
5 min.
Preview the Selection
Picture Walk
T70a-T70b
10 min.
Preview Language
Grammar: Questions, Commands
T70c-T70d
25 min.
Preview Organization
Read and Map: Comparisons
T70e-T70f
30 min.
Learning to Read
Phonics and High Frequency Words
20 min.
Thursday 11/3/2016 Notes 120 min.
Oral Language Development
Build Background: Beauty
T70g
10 min.
Key Vocabulary
Review Key Words
T70h
10 min.
Read and Build Comprehension
Beginning Readers: Key Points Reading
T70i-T94
20 min.
Read and Build Comprehension
On-Level Readers: Read Together
T70i-T94
20 min.
Read and Build Comprehension
Advanced Readers: Read Silently & Aloud
T70i-T94
20 min.
Connect to Social Studies
Farmer's Markets
T90-91
Friday 11/4/2016 Notes 120 min.
Writing Project 1
7. Practice Revising
T63i-T63j
30 min.
Cultural Perspectives
U.S. Culture: Flowers for Special Days
T80
15 min.
Respond to Literature
Make Comparisons: Retell the Story
T96
35 min.
Respond to Literature
Talk It Over: Compare Genres
T97
20 min.
Learning to Read
Phonics and High Frequency Words
20 min.

HAMPTON-BROWN

Avenues Lesson Planner

Home

Week of 10/31/2016

Click a day to add activities.
Click an activity to see details, delete, or move. (How to edit)

Monday 10/31/2016 Notes	80 min.	Tuesday 11/1/2016 Notes	95 min.
Build Background and Vocabulary Introduce the Unit T64-65-T66-67	40 min.	Oral Language Development Prior Knowledge: Vegetable Names T68e	10
Build Background and Vocabulary Chant: What's the Secret? T67a	15 min.	Oral Language Development Function: Ask and Answer Questions T68f	20 min.
Build Background and Vocabulary Gardening Charades T67b	25 min.	Oral Language Development Read Aloud *How Plants Grow* T68f	15 min.
		Key Vocabulary Song: Garden Gifts T68-T69	30 min.
		Learning to Read Phonics and High Frequency Words	20 min.

Avenues Lesson Planner | Add Activities - Internet Explorer

http://www.hbavenues.com/lessonplanner/addActivities.asp?sectionTypeID=16&planID=186187&theDate=11%2F1

Tuesday
11/1/2016

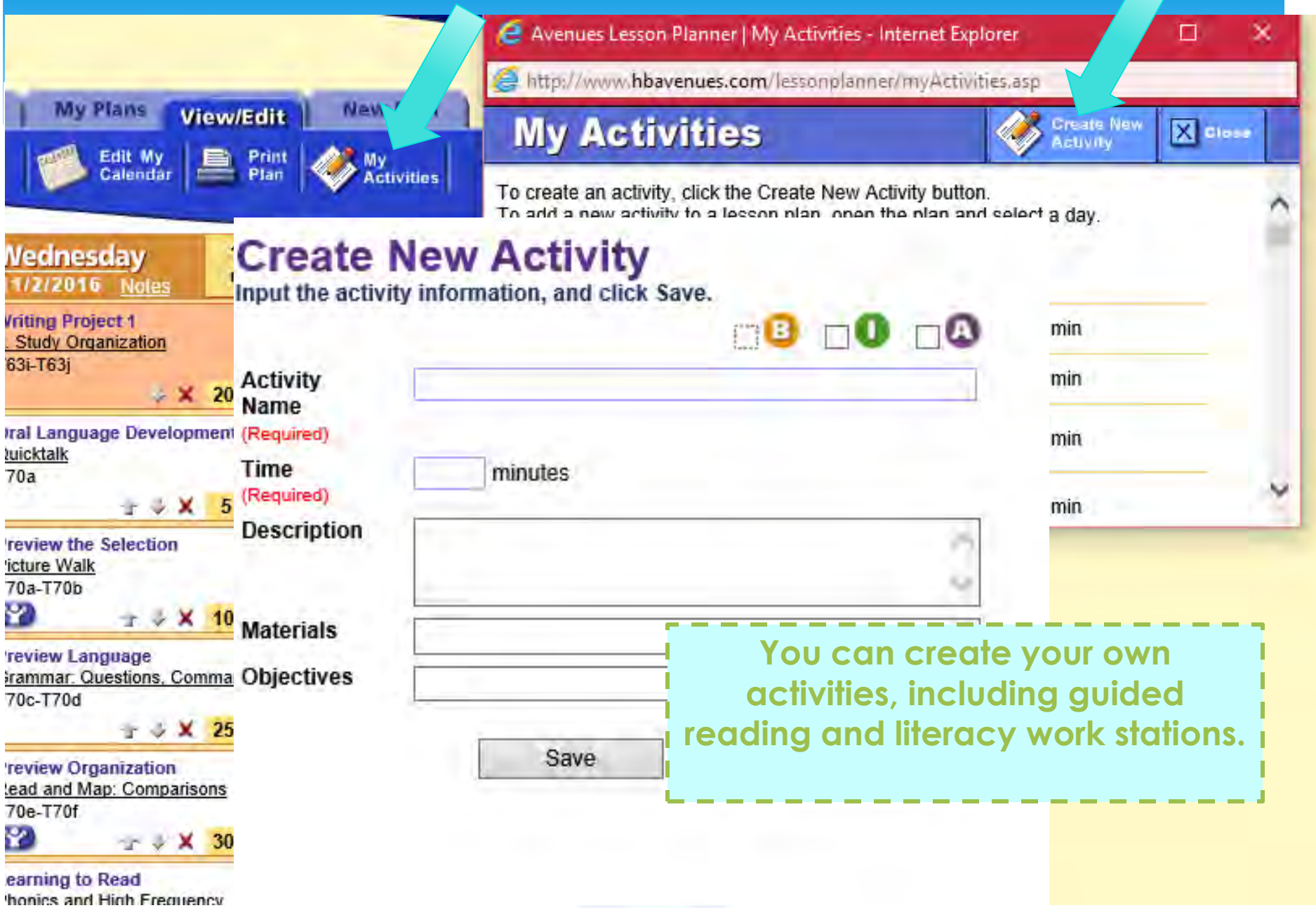
Close

Add Activities for B I A

- Unit Laun… T64–T67b
- Fiction: T…ugly Vegetables T68a–T101b
- Nonfic… How …nt Grows T102a–T121b
- Unit …-Up T… 123
- Wr… Proje…
- Phonics a… h Frequency Words
- Leveled Bo…

Add	Read & Build Comprehension	Beginning Readers: Leveled Books	20 min
Add	Read & Build Comprehension	On-Level Readers: Leveled Books	20 min

My Activities


My Plans
View/Edit
Edit My Calendar
Print Plan
My Activities
Avenues Lesson Planner | My Activities - Internet Explorer
http://www.hbavenues.com/lessonplanner/myActivities.asp
My Activities
Create New Activity
Close
To create an activity, click the Create New Activity button.
To add a new activity to a lesson plan, open the plan and select a day.
Wednesday
11/2/2016 Notes
Writing Project 1
Study Organization
T63i-T63j
Oral Language Development
Quicktalk
T70a
Preview the Selection
Picture Walk
T70a-T70b
Preview Language
Grammar: Questions, Comma
T70c-T70d
Preview Organization
Read and Map: Comparisons
T70e-T70f
Learning to Read
Phonics and High Frequency
Create New Activity
Input the activity information, and click Save.
Activity Name
(Required)
Time
(Required)
minutes
Description
Materials
Objectives
Save
min
min
min
min
You can create your own activities, including guided reading and literacy work stations.

HAMPTON-BROWN

Avenues Lesson Planner

Help

Home | My Plans | View/Edit | New Plan

Week of 10/31/2016

Edit My Calendar | Print Plan | My Activities

Group: Training 10.25
Plan: Grade 3/Level D Unit 2

Click a day to add activities.
Click an activity to see details, delete, or move. (How to edit)

Monday
10/31/2016 Notes

Build Background an... Vocabulary
Introduce the Unit
T64-65-T66-67
40 min.

Build Background and Vocabulary
Chant: What's the Secret?
T67a
15 min.

Build Background and Vocabulary
Gardening Charades
T67b
25 min.

Tuesday
11/1/2016 Notes
95 min.

Oral Language Development
Prior Knowledge: Vegetable Names
T68e

Oral Language Develop...
Function: Ask and Ans... Questions
T68f
20 min.

Oral Language Development
Read Aloud *How Plants Grow*
T68f
15 min.

Key Vocabulary
Song: Garden Gifts
T68-T69
30 min.

Learning to Read
Phonics and High Frequency Words
20 min.

Wednesday
11/2/2016 Notes
110 min.

Writing Project 1
6. Study Organization
T63i-T63j
20 min.

Oral Language Development
Quicktalk
T70a
5 min.

Preview the Selection
Picture Walk
T70a-T70b
10 min.

Preview Language
Grammar: Questions, Commands
T70c-T70d
25 min.

Preview Organization
Read and Map: Comparisons
T70e-T70f
30 min.

Learning to Read
Phonics and High Frequency Words
20 min.

Thursday
11/3/2016 Notes
120 min.

Oral Language Development
Build Background: Beauty
T70g
10 min.

Key Vocabulary
Review Key Words
T70h
10 min.

Read and Build Comprehension
Beginning Readers: Key Points Reading
T70i-T94
20 min.

Read and Build Comprehension
On-Level Readers: Read Together
T70i-T94
20 min.

Read and Build Comprehension
Advanced Readers: Read Silently & Aloud
T70i-T94
20 min.

Connect to Social Studies
Farmer's Markets
T90-91

Friday
11/4/2016 Notes
120 min.

Writing Project 1
7. Practice Revising
T63i-T63j
30 min.

Cultural Perspectives
U.S. Culture: Flowers for Special Days
T80
15 min.

Respond to Literature
Make Comparisons; Retell the Story
T96
35 min.

Respond to Literature
Talk It Over; Compare Genres
T97
20 min.

Learning to Read
Phonics and High Frequency Words
20 min.

http://www.hhavenues.com/lessonplanner/myPlans.asp

HAMPTON-BROWN

Avenues Lesson Planner

Help

Home | My Plans | View/Edit | New Plan

Week of 10/31/2016

Edit My Calendar | Print Plan | My Activities

Group: Training 10.25
Plan: Grade 3/Level D Unit 2

Click a day to add activities.
Click an activity to see details, delete, or move. (How to edit)

Monday 10/31/2016 Notes — 80 min.

- Build Background and Vocabulary — Introduce the Unit — T64-65-T66-67 — 40 min.
- Build Background and Vocabulary — Chant: What's the Secret? — T67a — 15 min.
- Build Background and Vocabulary — Gardening Charades — T67b — 25 min.

Tuesday 11/1/2016 Notes — 95 min.

- Oral Language Development — Prior Knowledge: Vegetable Names — T68e — 10 min.
- Oral Language Development — Function: Ask and Answer Questions — T68f — 20 min.
- Oral Language Development — Read Aloud *How Plants Grow* — T68f — 15 min.
- Key Vocabulary — Song: Garden Gifts — T68-T69 — 30 min.
- Learning to Read — Phonics and High Frequency Words — 20 min.

Wednesday 11/2/2016 Notes

- Writing Project 1 — 6. Study Organization — T63i-T63j — 20 min.
- Oral Language Development — Quicktalk — T70a — 5 min.
- Preview the Selection — Picture Walk — T70a-T70b — 10 min.
- Preview Language — Grammar: Questions, Commands — T70c-T70d — 25 min.
- Preview Organization — Read and Map: Comparisons — T70e-T70f — 30 min.
- Learning to Read — Phonics and High Frequency Words — 20 min.

Thursday 11/3/2016 — 120

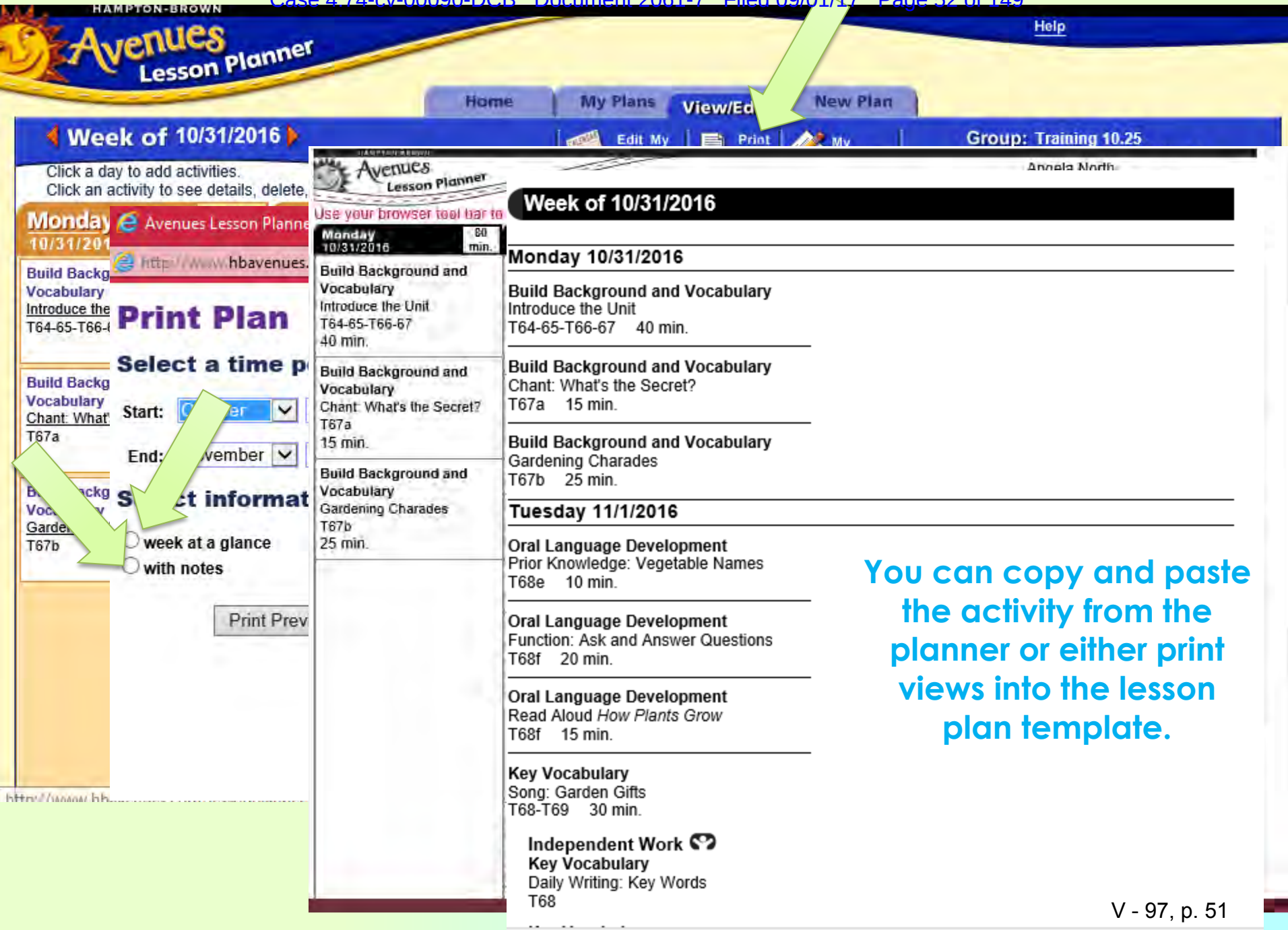
- Read … On-Level — T70i-T94 — 20 min.
- Read and Build Comprehension — Advanced Readers: Read Silently & Aloud — T70i-T94 — 20 min.
- Connect to Social Studies — Farmer's Markets — T90-91

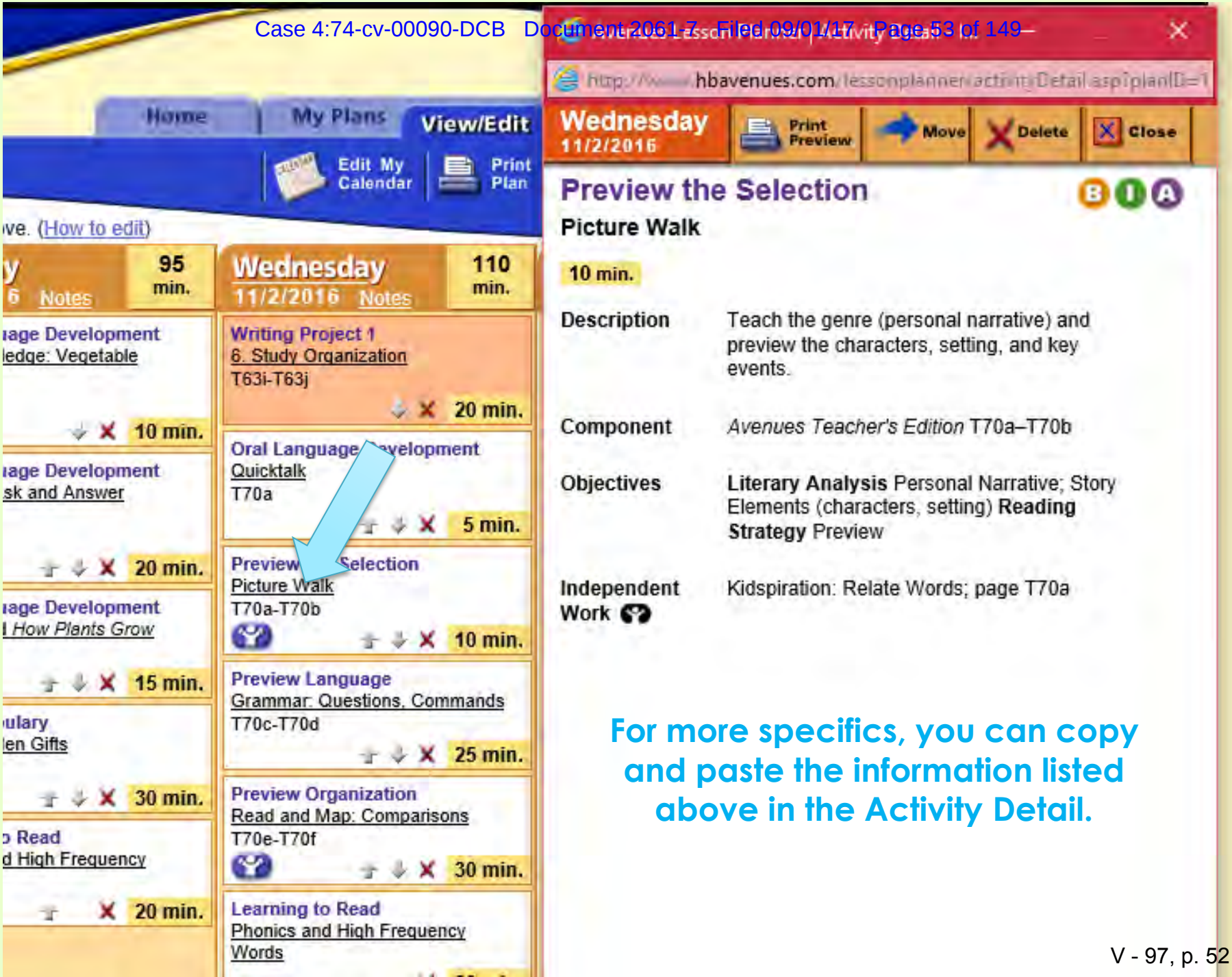
Friday 11/4/2016 Notes — 120 min.

- … Retell the — 35 min.
- …ond to Literature — …k It Over: Compare Genres — T97 — 20 min.
- Learning to Read — Phonics and High Frequency Words — 20 min.

Please do not use this function. It will change others' work, as well.

http://www.hbavenues.com/lessonplanner/myPlans.asp


HAMPTON-BROWN
Avenues Lesson Planner
Help
Home
My Plans
View/Ed
New Plan
Week of 10/31/2016
Edit My
Print
Group: Training 10.25
Click a day to add activities.
Click an activity to see details, delete,
Monday
10/31/201
Avenues Lesson Planne
http://www.hbavenues.
Print Plan
Select a time p
Start:
End:
vember
t informat
week at a glance
with notes
Print Prev
Avenues Lesson Planner
Use your browser tool bar to
Monday 10/31/2016
60 min.
Build Background and Vocabulary
Introduce the Unit
T64-65-T66-67
40 min.
Build Background and Vocabulary
Chant: What's the Secret?
T67a
15 min.
Build Background and Vocabulary
Gardening Charades
T67b
25 min.
Week of 10/31/2016
Monday 10/31/2016
Build Background and Vocabulary
Introduce the Unit
T64-65-T66-67 40 min.
Build Background and Vocabulary
Chant: What's the Secret?
T67a 15 min.
Build Background and Vocabulary
Gardening Charades
T67b 25 min.
Tuesday 11/1/2016
Oral Language Development
Prior Knowledge: Vegetable Names
T68e 10 min.
Oral Language Development
Function: Ask and Answer Questions
T68f 20 min.
Oral Language Development
Read Aloud How Plants Grow
T68f 15 min.
Key Vocabulary
Song: Garden Gifts
T68-T69 30 min.
Independent Work
Key Vocabulary
Daily Writing: Key Words
T68
You can copy and paste the activity from the planner or either print views into the lesson plan template.



For more specifics, you can copy and paste the information listed above in the Activity Detail.

ELD 4 HOUR LESSON PLAN TEMPLATE

Oral English Conversation, Vocabulary and Reading

***Lesson:**

Monday	Tuesday	Wednesday	Thursday	Friday
Build Background and Vocabulary Introduce the UnitT64-65-T66-67	1. **Key Vocabulary** Song: Garden Gifts T68-T69 30 min. ▪ ▪ ▪ Daily Writing: Key Words T68 Practice Book: Garden Words PB18	Preview the Selection Picture Walk 10 min. Description: Teach the genre (personal narrative) and preview the characters, setting, and key events. ComponentAvenues Teacher's Edition T70a–T70b Objectives Literary Analysis Personal Narrative; Story Elements (characters, setting) Reading Strategy Preview Independent Work Kidspiration: Relate Words; page T70a	▫ **Key Vocabulary** Review Key Words T70h10 min. **Independent Work** **Key Vocabulary** Practice Key Words T70h	Cultural Perspectives U.S. Culture: Flowers for Special Days T80 15 min. Respond to Literature Make Comparisons; Retell the Story T96 35 min. Respond to Literature Talk It Over, Compare Genres T97 20 min. Learning to Read Phonics and High Frequency Words 20 min.

Copied from the online planner.

Copied from the "Week at a Glance" print preview.

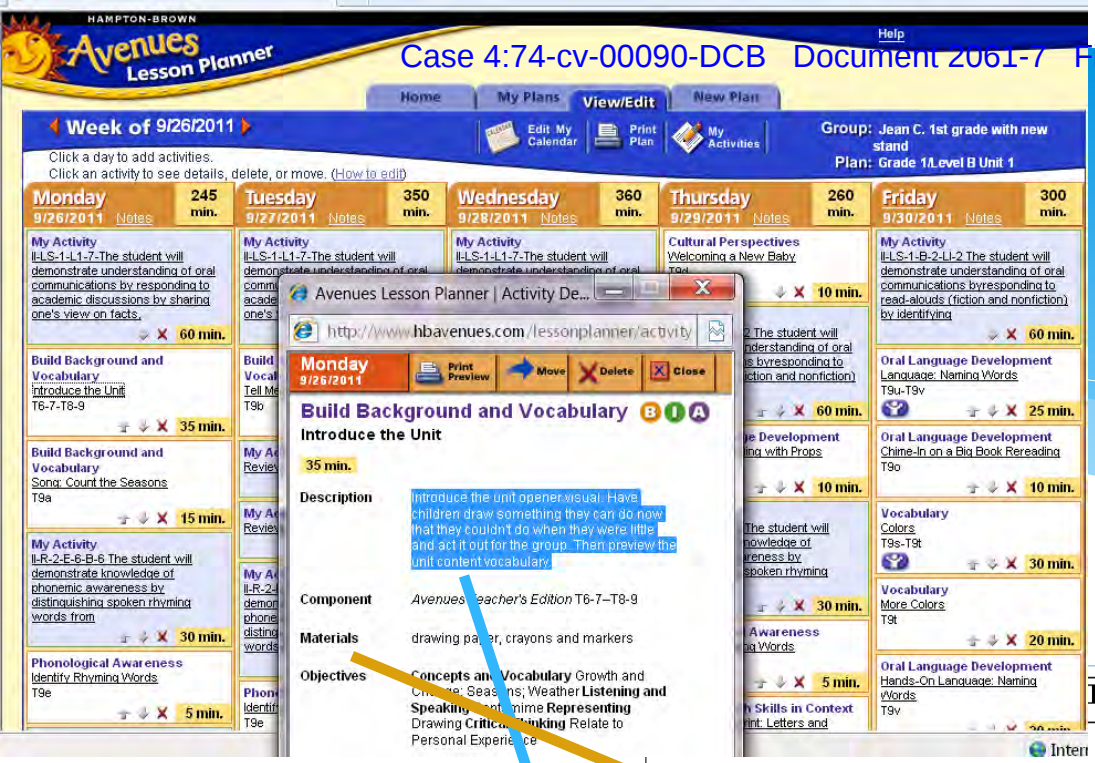
Copied from the "Activity Detail"

Copied from the "With Notes" print preview.

Snippet of the online planner.

Note, a writing activity was included that day but will be "snipped" into that plan instead.

Notice all areas will need some form of editing, but that way, you can make it work for you and your style of planning.



I III IV V *Proficiency Level(s): PE E B I

*Time Allocation:
Writing

Reading, Oral English Conversation &Vocab.

*ELP Standard(s)/ Performance Indicator (s):

*Language Objective:

Academic Vocabulary:	Materials: *Avenues Teacher's Edition* T6-7–T8-9, *Avenues Teacher's Edition* T6-7–T8-9

*Lesson:
Monday: Introduce the unit opener visual. Have children draw something they can do now that they couldn't do when they were little and act it out for the group. Then preview the unit content vocabulary

ELD 4 HOUR LESSON PLAN TEMPLATE

Oral English Conversation, Vocabulary and Reading

*Lesson:

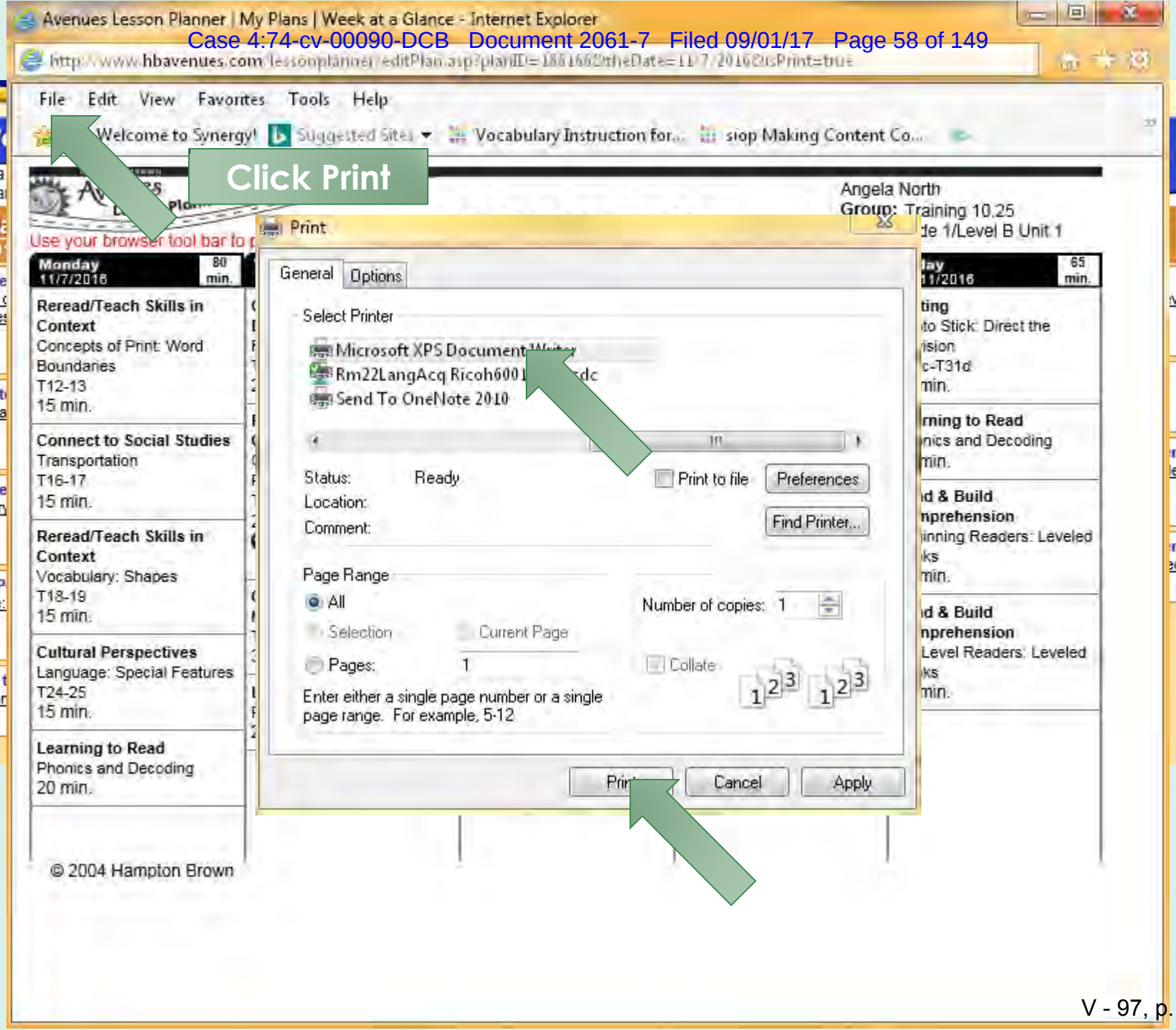
Monday 10/31/2016 Notes	80 min.	Tuesday 11/1/2016 Notes	95 min.	Wednesday 11/2/2016 Notes	90 min.	Thursday 11/3/2016 Notes	80 min.	Friday 11/4/2016 Notes	75 min.
Build Background and Vocabulary Introduce the Unit T64-65-T66-67	40 min.	Oral Language Development Prior Knowledge: Vegetable Names T68e	10 min.	Oral Language Development Quicktalk T70a	5 min.	Oral Language Development Build Background: Beauty T70g	10 min.	Respond to Literature Make Comparisons; Retell the Story T96	35 min.
Build Background and Vocabulary Chant: What's the Secret? T67a	15 min.	Oral Language Development Function: Ask and Answer Questions T68f	20 min.	Preview the Selection Picture Walk T70a-T70b	10 min.	Key Vocabulary Review Key Words T70h	10 min.	Respond to Literature Talk It Over; Compare Genres T97	20 min.
Build Background and Vocabulary Gardening Charades T67b	25 min.	Oral Language Development Read Aloud *How Plants Grow* T68f	15 min.	Preview Language Grammar: Questions, Commands T70c-T70d	25 min.	Read and Build Comprehension Beginning Readers: Key Points Reading T70i-T94	20 min.	Learning to Read Phonics and High Frequency Words	20 min.
		Key Vocabulary Song: Garden Gifts T68-T69	30 min.	Preview Organization Read and Map: Comparisons T70e-T70f	30 min.	Read and Build Comprehension On-Level Readers: Read Together T70i-T94	20 min.		
		Learning to Read Phonics and High Frequency Words	20 min.	Learning to Read Phonics and High Frequency Words	20 min.	Learning to Read Phonics and High Frequency Words	20 min.		

You can also create two different lesson plans – one for Oral English Conversation/Vocabulary/Reading and one for Grammar/Writing. Then, you can select the corresponding activities, create your own activities and using the snipping tool, paste them into the two different lesson plan templates.

You can save the documents you copy and paste into the templates in order to utilize them in coming years.

You can also do the following:

SAVING YOUR PLANS


Avenues Lesson Planner | My Plans | Week at a Glance - Internet Explorer
File Edit View Favorites Tools Help
Welcome to Synergy!
Vocabulary Instruction for...
Click Print
Angela North
Group: Training 10.25
Print
General
Options
Select Printer
Microsoft XPS Document Writer
Send To OneNote 2010
Status: Ready
Location:
Comment:
Print to file
Preferences
Find Printer...
Page Range
All
Selection
Current Page
Pages: 1
Number of copies: 1
Collate
Enter either a single page number or a single page range. For example, 5-12
Print
Cancel
Apply
Monday 11/7/2016 80 min.
Reread/Teach Skills in Context
Concepts of Print: Word Boundaries
T12-13
15 min.
Connect to Social Studies
Transportation
T16-17
15 min.
Reread/Teach Skills in Context
Vocabulary: Shapes
T18-19
15 min.
Cultural Perspectives
Language: Special Features
T24-25
15 min.
Learning to Read
Phonics and Decoding
20 min.
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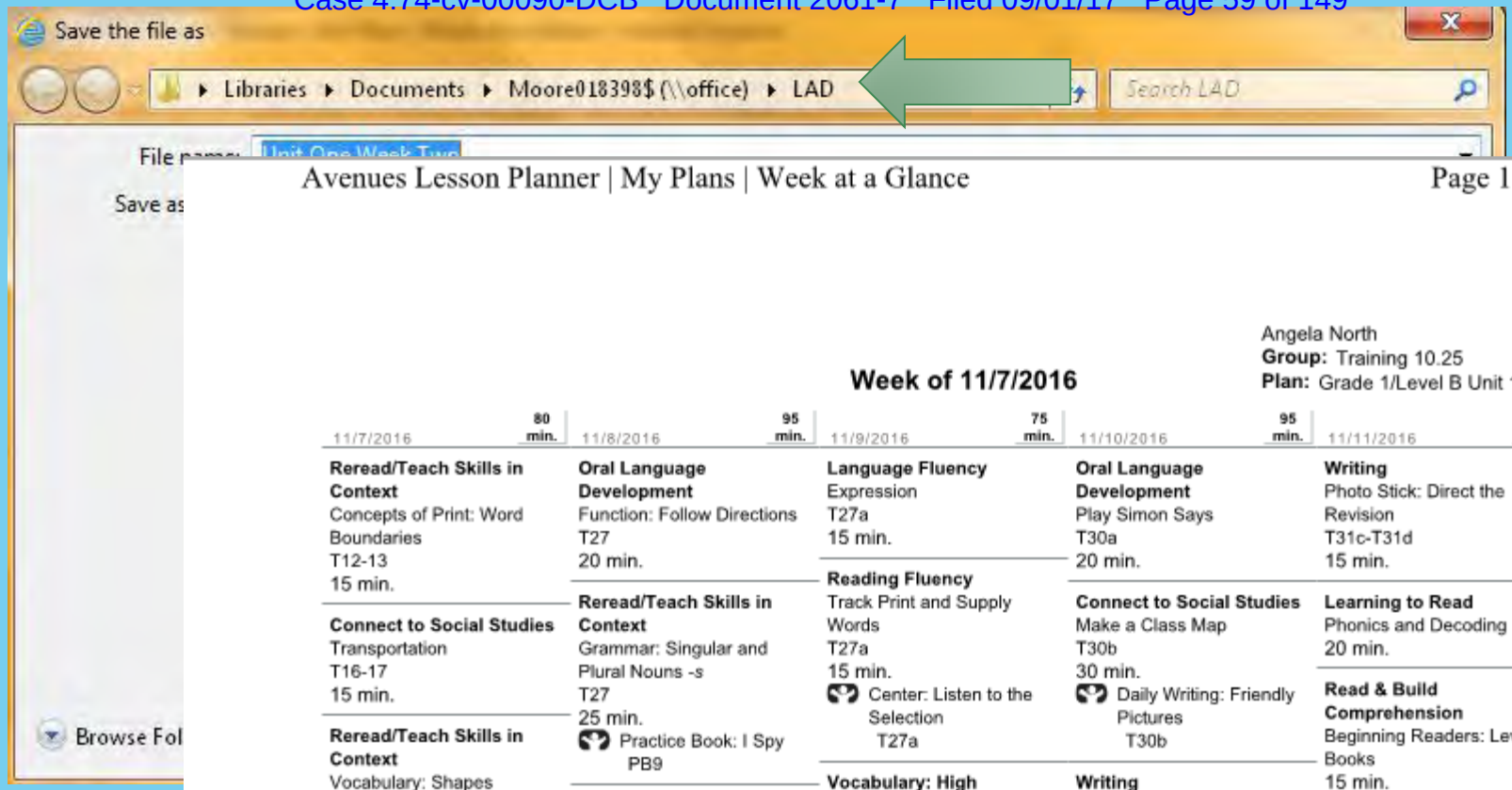

Angela North
Group: Training 10.25
Plan: Grade 1/Level B Unit 1

Week of 11/7/2016

11/7/2016 — 80 min.	11/8/2016 — 95 min.	11/9/2016 — 75 min.	11/10/2016 — 95 min.	11/11/2016 — 65 min.
Reread/Teach Skills in Context Concepts of Print: Word Boundaries T12-13 15 min.	**Oral Language Development** Function: Follow Directions T27 20 min.	**Language Fluency** Expression T27a 15 min.	**Oral Language Development** Play Simon Says T30a 20 min.	**Writing** Photo Stick: Direct the Revision T31c-T31d 15 min.
Connect to Social Studies Transportation T16-17 15 min.	**Reread/Teach Skills in Context** Grammar: Singular and Plural Nouns *-s* T27 25 min. Practice Book: I Spy PB9	**Reading Fluency** Track Print and Supply Words T27a 15 min. Center: Listen to the Selection T27a	**Connect to Social Studies** Make a Class Map T30b 30 min. Daily Writing: Friendly Pictures T30b	**Learning to Read** Phonics and Decoding 20 min.
Reread/Teach Skills in Context Vocabulary: Shapes T18-19 15 min.	**Connect to Math** Make a Feelings Graph T31a-T31b 30 min.	**Vocabulary: High Frequency Words** Learn New Words T27b 25 min. Practice Book: My New School PB10	**Writing** Photo Stick: Direct the Prewrite T31c-T31d 25 min. Photo Stick: Draft T31c-T31d	**Read & Build Comprehension** Beginning Readers: Leveled Books 15 min.
Cultural Perspectives Language: Special Features T24-25 15 min.	**Learning to Read** Phonics and Decoding 20 min.	**Learning to Read** Phonics and Decoding 20 min.	**Learning to Read** Phonics and Decoding 20 min.	**Read & Build Comprehension** On-Level Readers: Leveled Books 15 min.
Learning to Read Phonics and Decoding 20 min.				

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Online Planner Link

Lesson Planning…

- Create a lesson plan for the week
  - Use the following:
    - curriculum guides and resources
    - lesson plan template for ELD instruction
    - grade-level Avenues materials
- Share your lesson plan and ideas with your grade level colleagues

PD Opportunities for ELD

- #13107 ELD Assessment Scanning Using School City Platform – 10/27/16, LIRC Computer Lab, Session I – 3:30-4:30pm, Session 2 – 4:45-5:45pm
- #28042 Literacy Work Stations in an ELD Classroom – 11/16/16, Manzo Elementary, 3:45-5:45pm
- #28043 Modified Guided Reading for ELLs – 12/6/16, LIRC PD Room, 3:45-5:45

CATHERINE ESPINOZA

ANGELA MOORE

MARISA PARGAS

THANK YOU FOR ATTENDING TODAY'S TRAINING