

APPENDIX V – 61

All Aboard!

With Language and Literacy for ELLs

Revised ELD Model and New ELD Curriculum

Presenters: Cruz Herrera
and Patricia Sandoval-Taylor

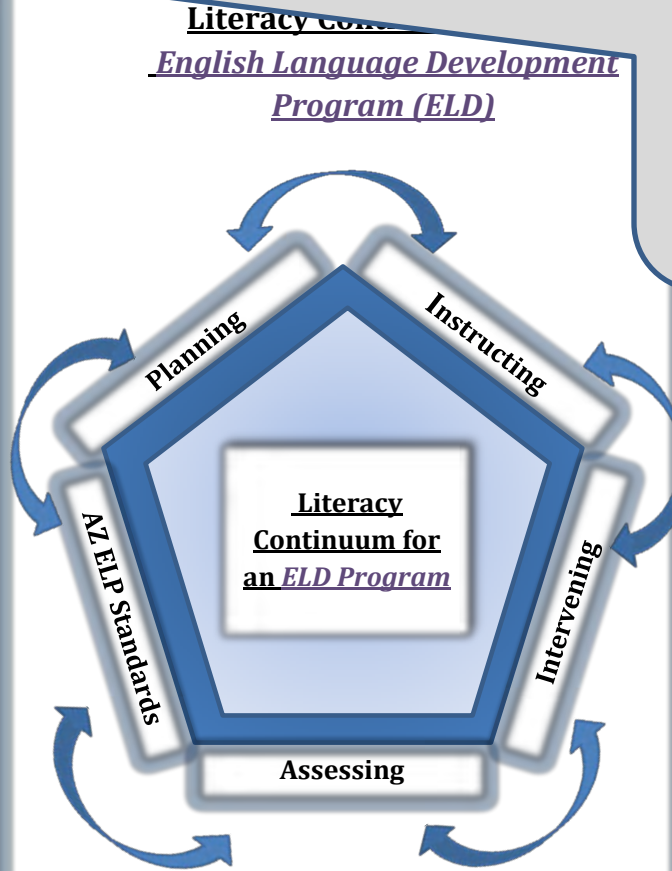
TUSD Language Acquisition Department
2015



Session Norms

- Set aside preconceived notions
- Make application to your own work with ELL students needs in mind
- Ask questions
- **Respect others' viewpoint and expertise**
- Take time to share and be ready to actively participate in all sessions
- Take a break from cell phones

English Language Development	
ELLs below the Intermediate level on AZELLA and all 1 st 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.	90 minute Block:
<ul style="list-style-type: none"> ▶ Oral English Conversation [LS] & Vocabulary[L-2] ▶ Reading [R] <ul style="list-style-type: none"> • Print Concepts • Phonological Awareness • Phonics & Word Recognition • Fluency • Comprehension • Vocabulary 	<ul style="list-style-type: none"> ▶ Oral English Conversation [LS] & Vocabulary[L-2] ▶ Reading [R] <ul style="list-style-type: none"> • Print Concepts • Phonological Awareness • Phonics & Word Recognition • Fluency • Comprehension • Vocabulary
120 minute block: *Kinder 60 min.	90 minutes block:
<ul style="list-style-type: none"> ▶ Grammar[L-1] ▶ Writing [W] 	<ul style="list-style-type: none"> ▶ Grammar[L-1] ▶ Writing [W]
Literacy intervention using ELP Standards 30 minutes	



Where does this session fit into the big picture?

(25 minutes x 3)

Guided Reading Components:

- ~Select the Text
- ~Introduce the Text
- ~Read the Text
- ~Revisit & Discuss Text
- ~ Intermittent Closure
- ~Extend Meaning of the Text

AND/OR

One-on-One Instruction

- ~Conferring or
- ~Assessing

Literacy Block Closure
(15 minutes)

- ~Purposeful Accountable Talk

LWS

- 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 e-Assessment
 - ▶ *Alphachants (K), Phonics Street (1,2), Reading Basics (3,4,5)*
 - ▶ State Assessments
- V - 61, p. 3**

Session Objectives

Given the TUSD Literacy Continuum for an ELD Program the learner will participate in four sessions to gain:

- expertise in the implementation of the new ELD Revised Model and the new TUSD ELD Curriculum
- understanding of purposeful assessment to drive instruction which aligns with the Arizona English Language Proficiency standards
- an in-depth understanding of an ideal literacy classroom structure in an ELD program
- knowledge of the Modified Guided Reading structure for the development of literacy



Stipend Guidelines

Participants are required to attend all 4 full day sessions in order to receive compensation. Late arrival or missing any part of a session will forfeit the entire compensation.

Attendance will be taken at the beginning and at the end of each session.



Agenda

- Welcome/Norms
- Ice Breaker/Community Building
- Overview of New ELD Model
 - Discussion Leaders
 - Card Sort
- Model implementation Vignettes
 - “Knotty Problems”
 - Group Model to share-**“Stay or stray”**



Agenda cont.

- Overview of new ELD Curriculum
 - Carrousel
- Planning Session
 - Creating tools to help you plan
 - Templates
 - ELP Stem lists
 - Planning with combination classes
 - Closure

Icebreaker

Grab one M&M and tell us:



Something about yesterday



Something you do well



Something about your childhood



Something you learned last week



Something you can't live without



Something you watch and listen to





Community Building



- **Number off by 4's**
- On a white sheet of paper, draw a circle.
- Pass your sheet to the right
- On your new paper, draw eyes
- Continue this process by passing the paper and adding a feature each time. Add the following: nose, mouth, ears, hair and other adornments.





Community Building cont.

- As a group, participants reach consensus and choose one of the newly created faces to represent their group.
- Participants name the mascot and glue it to a table tent
- Be prepared to introduce your mascot to the group



Session Objectives

Participants will:

- become familiar with the ELD/SEI Model Refinements
- become familiar with the new ELD curriculum documents for TUSD
- be able to incorporate cooperative learning strategies to facilitate content learning
- design a product that reflects their new learning



Discussion Leaders

- ❖ Any participants who attended the SEI Refinements Training in May stand up
- ❖ One or two of these participants will join a group as experts
- ❖ All participants will need the handout titled: ***ELD/SEI Model Refinements Guiding Questions***
- ❖ The expert/s in the group will use the questions on the handout as a guide to share any information they remember from their training
- ❖ Group members take note as experts speak



Discussion Leaders (cont.)

- ❖ All participants will use the handout to confirm the information provided by the expert, add to the information or clarify information as the presentation on this topic takes place.



FACTS

On December 8, 2014, the Arizona State Board of Education approved optional refinements to the Arizona Structured English Immersion Models.

- These refinements are not intended to replace the existing Models, but rather to enhance them.
- These options are not required, and their implementation is at the discretion of the LEA.
- The refinements are designed for optional implementation beginning with the 2015-2016 school year.

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 2015-2016

Elementary Model

Separate recommendations are made for first year ELLs and intermediate proficiency level and intermediate students throughout the year.

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

Refinement:

Allow elementary and self-contained middle schools flexibility in instructional services to first year ELLs and all ELLs below the intermediate level.

1. ELD instruction using the English Language Proficiency standards may be delivered during 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



What will change?

- Who receives 4 hours of English Language Development (ELD) instruction vs. 3 hours ELD instruction and;
- How time allocation are documented and implemented
- How interventions can be integrated



Who Receives 4 hours of ELD Instruction*

What WAS in place

- All English Language Learners (ELLs) and (Y ELLARs) receive 4 hours of ELD instruction

What has CHANGED

- 1st year ELLs and ELLs below the Intermediate Proficiency Level will receive 4 hours of ELD instruction
- Intermediate level ELLs who are in their 2nd year or more in the program will only be required to receive 3 hours of ELD instruction (two 90 minute integrated blocks)

* 2- hours in Kindergarten

Time Allocations

What WAS in place

- 4-hour explicit documentation and implementation of:
 - Reading (60 min.)
 - Oral English Conversation and Vocabulary (60 min.)
 - Writing (60 min.)
 - Grammar (60 min.)

What has CHANGED

- 4-hour integrated documentation and implementation of:
 - Reading & Oral English Conversation and Vocabulary (120 min.) or (90 min. for Intermediate level who qualify)
 - Writing & Grammar (120 min.) or (90 min. for Intermediate level who qualify)



What has changed?

THINK PAIR SHARE

Time Allocations and ELP Standards Alignment for the Refined Model

	Time Allocations	AZ ELP Standards
120 min. block	Reading & Oral English Conversation and Vocabulary	<ul style="list-style-type: none"> • Reading Domain • Listening and Speaking Domain • Language Strand standard 2 (only)
120 min. block	Writing & Grammar	<ul style="list-style-type: none"> • Writing Domain • Language Strand standard 1 (only)

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

ELP standards documentation and implementation

Interventions can be integrated

- 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**



What does not change?

- ELLs have to be separate from the mainstream students for ELD instruction in the refined model;
- ALL ELD instruction must be driven by the Arizona ELP standards and match the correct time allocation.



In addition...

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 with eAssessment for both summative and formative purposes (please see program model hand-out)



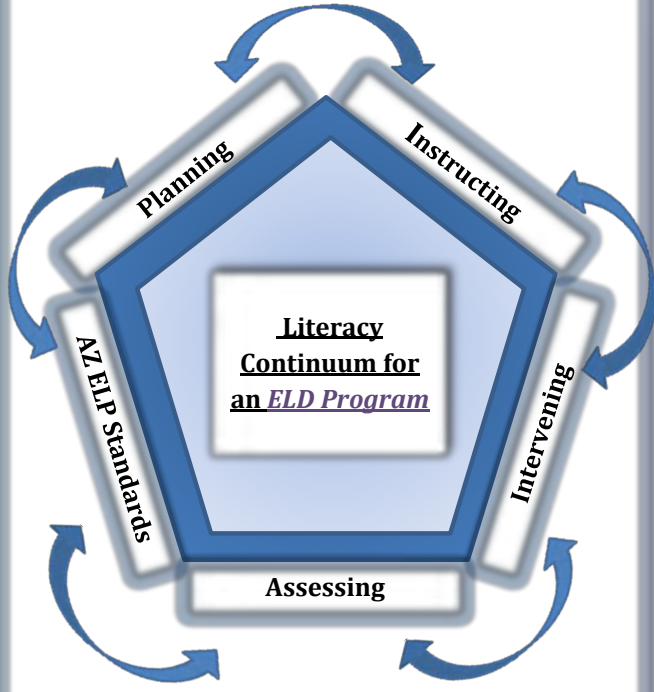
CARD SORT

With a partner:

- Read the following cards
- Categorize and place blue cards under the correct heading

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Literacy intervention using ELP Standards 30 minutes	

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



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 ~Introduce the Text ~Read the Text ~Revisit & Discuss Text ~ Intermittent Closure ~Extend Meaning of the Text AND/OR One-on-One Instruction ~Conferring or ~Assessing
Literacy Block Closure (15 minutes) ~Purposeful Accountable Talk

LWS

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Sample

LESSON PLAN

Kindergarten Integrated ELD Weekly Lesson Plan

*Date: 8/15/2015*Time: from 8:30 to 9:30Grade: **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 1 on 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.1 Walk 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 <i>Come with me to School</i> 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 T11 Progress Check on T11 Avenues Story Time/ Circle Time School Tools T18 Phonological Awareness Isolate and Count Words T18 Read the Little Book <i>A School</i>

Second Grade Integrated ELD Weekly Lesson Plan (Sample)

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*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
<p>Mini Lesson: Questions: Model asking and answering questions and have children practice asking and answering questions using Picture Cards. <i>Avenues Teacher's Edition T66f</i></p> <p>Picture Cards B13-B24 (various animals)</p>	<p>Mini Lesson: Verb Be: Teach how to use <i>am, is, are</i> and then have partners ask and answer questions using these verbs. <i>Teacher's Edition T68c-T68d</i> Verbs <i>am, is, are</i> (Unit Progress Test)</p>	<p>Mini Lesson: Negative Sentences: Reread pages 70-84 and teach how to make negative sentences using <i>is not</i> and <i>are not</i>. Invite children to use the Big Book to make up negative sentences about Mama Cat and her kittens. <i>Teacher's Edition T85</i> Materials: Big Book Work Practice Book: What Do You See? ; page PB22</p>	<p>Mini Lesson: Questions: Display page 72 and model how to ask and answer questions. Have children role-play story characters asking and answering questions. <i>Teacher's Edition T72-73</i></p>	<p>Mini Lesson: Subject/Verb Agreement: Lead children in a game of <i>Mama Cat Says</i> 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. Vds. 61, p. 29 <i>Birds _____, A Zebra _____.</i> <i>Teacher's Edition T65c, T65d</i></p>



PHLOTE LIST EXPLORATION

HOW DO I GROUP STUDENTS FOR THE REVISED ELD MODEL?

Remember....

- Students who are at the Intermediate level and in at least their 2nd year of ELD instruction are eligible to receive 3 hours of ELD instruction.
- Ways to determine eligibility are:
 - Mojave Enrollment history
 - CUM-AZELLA scores
 - Student is new to this country or state
 - Contact LAD



PHLOTE List Informational KEY

	Matric	Name	Teacher Name	Gd	Prg	Birth Dt	PHL	State Language	PP	Status	TestDate	Oral Scr	Lvl	Read. Scr	Lvl	Writ. Scr	Lvl	Total Raw	Test Lvl	
1.	*			0	eldp	04/15/06	OOO	Spanish												
2.				0	eldp	05/10/06	OOO	Spanish		ELL	08/24/11	014	E	006	B	007	E	027	E	
3.				0	bil	10/28/05	OEE	Spanish		ELL	08/22/11	036	P	011	P	013	B	060	I	
4.				0	eldp	10/12/05	OOO	Spanish		IFEP	08/23/11	036	P	011	P	021	P	068	P	
5.				1	bil	03/04/05	OOO	Spanish		RECL1	03/29/11	038	P	012	P	022	P	072	P	
6.				2	bil	10/13/03	OOO	Spanish		RECL2	09/13/10	052	P	016	I	023	I	091	P	
7.				2	---	11/03/03	EOO	Spanish	Y	ELLAR	09/13/10	051	P	013	I	016	B	080	I	
8.				3	bil	07/09/03	OOO	Spanish	Y	SRECL	02/09/11	051	P	020	P	022	I	093	P	
9.				4	bil	08/15/01	OOO	Spanish		WthPar	02/08/11	039	I	007	B	012	B	058	B	
10.				4	bil	08/07/02	OOO	Spanish	N	ELLAR	10/27/10	049	P	010	I	021	I	080	I	
11.				5	bil	08/25/01	OEO	Spanish		RECL	12/03/10	048	P	018	P	025	P	091	P	

PP = Parent Permission Status for ELLAR Students

Y = Permission given for student to return to ELD program

N = No Permission given for student to return to ELD program

If space is blank for ELLAR/SRECL student - No form is on file with LAD

Y/N status remains with SRECL students but is no longer valid info for placement-SRECL students are permanently reclassified. ELLAR form should be in student folder and on file with LAD for ADE compliance.

IFEP = Initial Fluent English Proficiency

ELL = English Language Learner

ELLAR = ELL after Reclassification

RECL = Reclassified (Newly or beyond 2nd year) Check date of reclassification in student record if necessary

RECL1 = 1st Year Reclassified (Monitoring required)

RECL2 = 2nd Year Reclassified (Monitoring required)

SRECL = Second Time RECL (Student became reclassified after ELLAR status-No longer requires testing)

WthPar = Student withdrawn from ELD program by parent - Must take assessment yearly until reclassification

WthIEP = Student withdrawn from ELD program by IEP - Not required to take assessment

P = Proficient

I = Intermediate

B = Basic

PE/E/B = Pre-Emergent/Emergent/Basic

E = Emergent

PE/E = Pre-Emergent/Emergent

PE = Pre-Emergent



Knowing what you know about the Revised ELD Model and taking into account your students' language proficiencies complete the following T-Chart.

GROUP YOUR STUDENTS



BREAK 15

Knotty Problems

Be prepared to share out your classroom scenario and any challenges you foresee. Then,

- **Number off by 4's**
- Letter off A, B, C, D,
- Letter D takes 2 minutes to share. During this time no one is allowed to interrupt with comments or questions.
- Then, each of the other group members as two minutes to share ideas about possible solutions.
- Repeat process for remaining group members



Stay and Stray

- Select one of the group scenarios to showcase
- Create a visual representation of your scenario that includes the following:
 - the student makeup of your room
 - Evidence of the two ELD blocks and differentiation based on student proficiency
 - Physical arrangement of classroom
 - Schedule
 - Student grouping
 - Classroom workstations or centers
 - Sample lesson plan
 - Etc.



Stay and Stray (cont.)

- One member of the group stays with the project to explain their project to the visiting members.
- Other group members stray to a new project to learn about it and take notes that will be shared with their original group.
- Original groups reconvene to visit each project. The expert within the group will share what they learned.



LUNCH






NEW TUSD ELD CURRICULUM

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	Scope and Sequence	Qtr 1	Stage I	Stage I		Avenues Correlations
	Qtr 2		Qtr 2				
	Qtr 3		Qtr 3				
	Qtr 4		Qtr 4				
First	Qtr 1	Scope and Sequence	Qtr 1	Stage II	Stage II	Correlation Guide	Avenues Correlations
	Qtr 2		Qtr 2				
	Qtr 3		Qtr 3				
	Qtr 4		Qtr 4				
Second	Qtr 1	Scope and Sequence	Qtr 1	Stage II	Stage II	Beginning Intermediate Advanced Writing	Avenues Correlations
	Qtr 2		Qtr 2				
	Qtr 3		Qtr 3				
	Qtr 4		Qtr 4				

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ADE states:

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

This correlation of the ELP standards to the revised/finalized ELP standards performance indicators for the instruction provided by the 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 overlap the AZCCRS. You can find the pieces that align to a common core standard in each domain.

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 overlap the AZCCRS. You can find the pieces that align to a common core standard in each domain.

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

- Listening and Speaking Domain: Main idea can be found in both the receptive and productive portions.
 - In the receptive area, *identify the main idea and details.*
 - In the productive area, *include the main idea and details.*
- Reading Domain: Main idea *identify the main idea and details.*
- Writing Domain: Main idea *include the main idea and key details.*

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

In addition, the Language strand can also be incorporated when teaching the main idea. For example, teaching compound 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.

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

TUSD Scope & Sequence 2 nd Grade			
1 st Quarter			
Unifying Concept-Places			
Reading Focus: <i>Literature</i>		Writing <i>Informative</i>	
Constant ELP Standards aligned with ELA AZCCRS are addressed routinely every quarter.			
Reading		Writing	Listening and Speaking
II-R-1:B-HI-3		II-W-1:HI-5	AZ 2.W.4 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-4	
II-R-4:B-HI-4	2.RL.1 2.RI.1	II-W-2:HI-5	
II-R-4:B-HI-5		II-W-3:HI-1	
II-R-4:B-HI-6	2.RL.9	II-W-3:HI-2	
II-R-4:B-HI-9	2.RI.6	II-W-3:HI-3	
II-R-4:B-HI-10	2.RL.1 2.RI.1,3	II-W-4:HI-1	
II-R-4:B-HI-12	2.RL.7		
II-R-4:B-HI-15			
II-R-4:B-HI-16	2.RI.3		
II-R-4:HI-17	2.RI.5		
II-R-4:B-HI-20			
II-R-4:B-HI-21	2.RL.4		
	2.W.2 2.RI.10		
Target ELP Standards aligned with ELA AZCCRS are emphasized during the quarter and used in a formal assessment to evaluate student mastery.			
Reading		Writing	Language
II-R-4:B-HI-3	2.RL.1	II-W-1:HI-4	2.W.2:8
II-R-4:B-HI-7	2.RL.1 2.RI.1,2	II-W-1:HI-8	2.W.1
II-R-4:B-HI-11	2.RL.7	II-W-2:HI-3	Grammar
II-R-4:B-HI-14	2.RL.1,3;5:7 2.RI.9	II-W-2:HI-6	II-L-1(N):B-HI-3,4 2.L.1
		II-W-2:B-HI-7	II-L-1(V):B-HI-4,5 2.L.1f
		II-W-2:HI-10	
		II-W-4:HI-5	AZ 2.W.4
		II-W-4:HI-7	
Complementary ELP Standards aligned with ELA AZCCRS reinforce the target standards.			
Reading		Listening and Speaking	Language
II-R-4:B-HI-18		II-LS-1:B-1	Grammar
		II-LS-1:B-HI-2	II-L-1(ADJ):B-HI-2 2.L.1e,f
Writing		II-L-1:B-HI-3	II-L-1(ADJ):B-HI-5 2.L.1e
II-W-1:HI-6	AZ 2.W.4	II-LS-1:B-HI-5	2.SL.1
II-W-2:B-8	2.L.1b,d	II-LS-1:B-HI-6	II-L-1(N):B-HI-1,5
II-W-2:B-12		II-LS-1:B-HI-7	II-L-1(V):B-HI-1,2
II-W-2:B-14		II-LS-2:HI-2,7	Vocabulary
II-W-3:HI-2		II-LS-2:B-HI-3	II-L-2:HI-11 2.L.5b
II-W-4:HI-6		II-LS-2:B-HI-4	
II-W-4:HI-7		II-LS-2:B-HI-5	
		II-LS-2:B-HI-6	
		2.SL.1:2;3;6	
		2.SL.1:3;4;6	
3 rd Quarter			
Unifying Concept-Traditions			
Reading Focus: <i>Literature</i>		Writing <i>Informative</i>	
Constant ELP Standards aligned with ELA AZCCRS are addressed routinely every quarter.			
Reading		Writing	Listening and Speaking
II-R-2:B-HI-9	2.RF.2b	II-W-1:HI-5	AZ 2.W.4
II-R-2:B-HI-12,13,14		II-W-1:HI-7	2.W.3
II-R-3:B-HI-1	2.RF.4b	II-W-2:HI-4	
II-R-4:B-HI-4	2.RL.1 2.RI.1	II-W-2:HI-5	
II-R-4:B-HI-5		II-W-3:HI-1	
II-R-4:B-HI-6	2.RL.9	II-W-3:HI-2	
II-R-4:B-HI-9	2.RI.6	II-W-3:HI-3	
II-R-4:B-HI-10	2.RL.1 2.RI.1,3	II-W-4:HI-1	
II-R-4:B-HI-12	2.RL.7		
II-R-4:B-HI-15			
II-R-4:B-HI-16	2.RI.3		
II-R-4:HI-17	2.RI.5		
II-R-4:B-HI-20			
II-R-4:B-HI-21	2.RL.4		
	2.W.2 2.RI.10		
Target ELP Standards aligned with ELA AZCCRS are emphasized during the quarter and used in a formal assessment to evaluate student mastery.			
Reading		Writing	Language
II-R-4:B-HI-3	2.RL.1	II-W-1:HI-4	2.W.2:8
II-R-4:B-HI-7	2.RL.1 2.RI.1,2	II-W-1:HI-8	2.W.1
II-R-4:B-HI-11	2.RL.7	II-W-2:HI-3	Grammar
II-R-4:B-HI-14	2.RL.1,3;5:7 2.RI.9	II-W-2:HI-6	II-L-1(N):B-HI-3,4 2.L.1
		II-W-2:B-HI-7	II-L-1(V):B-HI-4,5 2.L.1f
		II-W-2:HI-10	
		II-W-4:HI-5	AZ 2.W.4
		II-W-4:HI-7	
Complementary ELP Standards aligned with ELA AZCCRS reinforce the target standards.			
Reading		Listening and Speaking	Language
II-R-4:B-HI-18		II-LS-1:B-1	Grammar
		II-LS-1:B-HI-2	II-L-1(ADJ):B-HI-2 2.L.1e,f
Writing		II-L-1:B-HI-3	II-L-1(ADJ):B-HI-5 2.L.1e
II-W-1:HI-6	AZ 2.W.4	II-LS-1:B-HI-5	2.SL.1
II-W-2:B-8	2.L.1b,d	II-LS-1:B-HI-6	II-L-1(N):B-HI-1,5
II-W-2:B-12		II-LS-1:B-HI-7	II-L-1(V):B-HI-1,2
II-W-2:B-14		II-LS-2:HI-2,7	Vocabulary
II-W-3:HI-2		II-LS-2:B-HI-3	II-L-2:HI-11 2.L.5b
II-W-4:HI-6		II-LS-2:B-HI-4	
II-W-4:HI-7		II-LS-2:B-HI-5	
		II-LS-2:B-HI-6	
		2.SL.1:2;3;6	
		2.SL.1:3;4;6	

Full Page by Quarter

TUSD 2nd Grade

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

Reading Focus: <i>Literature</i>	Writing Focus: <i>Narrative</i>	
Constant ELP Standards aligned with ELA CCSS are addressed routinely every quarter.		
<u>Reading</u>		
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

English

MAP

4th Grade, Quarter 1

Big Ideas	Extended Texts and Short Connected Texts		Standards																		
<p>ENDURING UNDERSTANDING:</p> <p>Understanding the setting of a story is a key element in interpreting and understanding the story.</p> <p>ESSENTIAL QUESTION:</p> <p>How does understanding the setting of a story help the reader interpret and understand the literature?</p>	<p>EXTENDED TEXT(S):</p> <p>Unit 1: The Big City</p> <ul style="list-style-type: none"> • Big Book: <i>The Adventures of Taxi Driver</i> by Debra & Sal Barracca T13 • Poetry: <i>A Movie in My Pillow</i> by Jon Argueta T16 • Fiction: <i>Chinatown</i> by William Lowndes T2 	<p>Unit 2: Seed to Sandwich</p> <ul style="list-style-type: none"> • Big Book: <i>Mrs. Mc Nosh and the Great Big Squash</i> by Sarah Weeks T77 • Drama: <i>Clever Ana and the Greedy Giant</i> by Lada Kratky T78 	<p>Target</p> <table border="0"> <tr> <td>Reading</td> <td>Writing</td> <td>Language</td> </tr> <tr> <td> II-R-4 B-HI-3 2.RL.1 II-R-4 B-HI-7 2.RL.1 2.RL.1,2 II-R-4 B-HI-11 2.RL.7 II-R-4 B-HI-14 2.RL.1,3,5,7 2.RI.9 </td> <td> II-W-1 HI-4 2.W.2,3 II-W-1 HI-8 2.W.1 II-W-2 HI-3 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 </td> <td> II-L-1(N) B-HI-3,4 2.L.1 II-L-1(V) B-HI-4,5 2.L.1f </td> </tr> </table> <p>Complementary</p> <table border="0"> <tr> <td>Reading</td> <td>Listening and Speaking</td> <td>Language</td> </tr> <tr> <td> II-R-4 B-HI-18 II-W-1 HI-6 AZ 2.W.4 II-W-2 B-8 2.L.1b,d II-W-2 B-12 II-W-2 B-14 II-W-3 HI-2 II-W-4 HI-6 II-W-4 HI-7 </td> <td> II-LS-1 B-1 2.RF.3 II-LS-1 B-HI-2 2.SL.1,2,6 II-LS-1 B-HI-3 2.SL.4,6 II-LS-1 B-HI-5 2.SL.1 II-LS-1 B-HI-6 II-LS-1 B-HI-7 2.SL.1,2,3 II-LS-2 HI-2,7 II-LS-2 B-HI-3 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 </td> <td> II-L-1(ADJ) B-HI-2 2.L.1e,f II-L-1(ADJ) B-HI-3 2.L.1e II-L-1(N) B-HI-1,5 II-L-1(V) B-HI-1,2 Vocabulary II-L-2 HI-11 2.L.5h </td> </tr> </table> <p>Constant throughout the year</p> <table border="0"> <tr> <td>Reading</td> <td>Writing</td> <td>Listening and Speaking</td> </tr> <tr> <td> II-R-1 B-HI-3 II-R-2 B-HI-12,13 II-R-3 B-HI-1 2.RF.4b II-R-4 B-HI-4 2.RL.1 2.RI.1 II-R-4 B-HI-5 II-R-4 B-HI-6 2.RI.9 II-R-4 B-HI-9 2.RI.6 II-R-4 B-HI-10 2.RL.1 2.RI.1,3 II-R-4 B-HI-12 2.RL.7 II-R-4 B-HI-15 II-R-4 B-HI-16 2.RI.3 II-R-4 HI-17 2.RI.3 II-R-4 B-HI-20 II-R-4 B-HI-21 2.RI.4 2.RI.10 2.RI.10 </td> <td> II-W-1 HI-5 AZ 2.W.4 II-W-1 HI-7 2.W.3 II-W-2 HI-2,4 II-W-2 B-5 2.L.2f II-W-3 HI-1,3,6 2.W.5 II-W-3 HI-7 2.W.6 II-W-4 HI-1,2 2.W.1,2,3 </td> <td> II-LS-1 B-1 2.RF.3 II-LS-1 B-HI-3 2.SL.4,6 II-LS-1 B-HI-5 2.SL.1 II-LS-1 B-HI-6 II-LS-1 B-HI-7 2.SL.1,2,3 II-LS-2 B-HI-2,3 II-LS-2 B-HI-4 2.SL.6 II-LS-2 B-HI-6 2.SL.1,3,4,6 II-LS-2 HI-7 Language Vocabulary II-L-2 B-HI-4 2.L.4a II-L-2 L1-HI-3 2.L.4 </td> </tr> </table>	Reading	Writing	Language	II-R-4 B-HI-3 2.RL.1 II-R-4 B-HI-7 2.RL.1 2.RL.1,2 II-R-4 B-HI-11 2.RL.7 II-R-4 B-HI-14 2.RL.1,3,5,7 2.RI.9	II-W-1 HI-4 2.W.2,3 II-W-1 HI-8 2.W.1 II-W-2 HI-3 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	II-L-1(N) B-HI-3,4 2.L.1 II-L-1(V) B-HI-4,5 2.L.1f	Reading	Listening and Speaking	Language	II-R-4 B-HI-18 II-W-1 HI-6 AZ 2.W.4 II-W-2 B-8 2.L.1b,d II-W-2 B-12 II-W-2 B-14 II-W-3 HI-2 II-W-4 HI-6 II-W-4 HI-7	II-LS-1 B-1 2.RF.3 II-LS-1 B-HI-2 2.SL.1,2,6 II-LS-1 B-HI-3 2.SL.4,6 II-LS-1 B-HI-5 2.SL.1 II-LS-1 B-HI-6 II-LS-1 B-HI-7 2.SL.1,2,3 II-LS-2 HI-2,7 II-LS-2 B-HI-3 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	II-L-1(ADJ) B-HI-2 2.L.1e,f II-L-1(ADJ) B-HI-3 2.L.1e II-L-1(N) B-HI-1,5 II-L-1(V) B-HI-1,2 Vocabulary II-L-2 HI-11 2.L.5h	Reading	Writing	Listening and Speaking	II-R-1 B-HI-3 II-R-2 B-HI-12,13 II-R-3 B-HI-1 2.RF.4b II-R-4 B-HI-4 2.RL.1 2.RI.1 II-R-4 B-HI-5 II-R-4 B-HI-6 2.RI.9 II-R-4 B-HI-9 2.RI.6 II-R-4 B-HI-10 2.RL.1 2.RI.1,3 II-R-4 B-HI-12 2.RL.7 II-R-4 B-HI-15 II-R-4 B-HI-16 2.RI.3 II-R-4 HI-17 2.RI.3 II-R-4 B-HI-20 II-R-4 B-HI-21 2.RI.4 2.RI.10 2.RI.10	II-W-1 HI-5 AZ 2.W.4 II-W-1 HI-7 2.W.3 II-W-2 HI-2,4 II-W-2 B-5 2.L.2f II-W-3 HI-1,3,6 2.W.5 II-W-3 HI-7 2.W.6 II-W-4 HI-1,2 2.W.1,2,3	II-LS-1 B-1 2.RF.3 II-LS-1 B-HI-3 2.SL.4,6 II-LS-1 B-HI-5 2.SL.1 II-LS-1 B-HI-6 II-LS-1 B-HI-7 2.SL.1,2,3 II-LS-2 B-HI-2,3 II-LS-2 B-HI-4 2.SL.6 II-LS-2 B-HI-6 2.SL.1,3,4,6 II-LS-2 HI-7 Language Vocabulary II-L-2 B-HI-4 2.L.4a II-L-2 L1-HI-3 2.L.4
Reading	Writing	Language																			
II-R-4 B-HI-3 2.RL.1 II-R-4 B-HI-7 2.RL.1 2.RL.1,2 II-R-4 B-HI-11 2.RL.7 II-R-4 B-HI-14 2.RL.1,3,5,7 2.RI.9	II-W-1 HI-4 2.W.2,3 II-W-1 HI-8 2.W.1 II-W-2 HI-3 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	II-L-1(N) B-HI-3,4 2.L.1 II-L-1(V) B-HI-4,5 2.L.1f																			
Reading	Listening and Speaking	Language																			
II-R-4 B-HI-18 II-W-1 HI-6 AZ 2.W.4 II-W-2 B-8 2.L.1b,d II-W-2 B-12 II-W-2 B-14 II-W-3 HI-2 II-W-4 HI-6 II-W-4 HI-7	II-LS-1 B-1 2.RF.3 II-LS-1 B-HI-2 2.SL.1,2,6 II-LS-1 B-HI-3 2.SL.4,6 II-LS-1 B-HI-5 2.SL.1 II-LS-1 B-HI-6 II-LS-1 B-HI-7 2.SL.1,2,3 II-LS-2 HI-2,7 II-LS-2 B-HI-3 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	II-L-1(ADJ) B-HI-2 2.L.1e,f II-L-1(ADJ) B-HI-3 2.L.1e II-L-1(N) B-HI-1,5 II-L-1(V) B-HI-1,2 Vocabulary II-L-2 HI-11 2.L.5h																			
Reading	Writing	Listening and Speaking																			
II-R-1 B-HI-3 II-R-2 B-HI-12,13 II-R-3 B-HI-1 2.RF.4b II-R-4 B-HI-4 2.RL.1 2.RI.1 II-R-4 B-HI-5 II-R-4 B-HI-6 2.RI.9 II-R-4 B-HI-9 2.RI.6 II-R-4 B-HI-10 2.RL.1 2.RI.1,3 II-R-4 B-HI-12 2.RL.7 II-R-4 B-HI-15 II-R-4 B-HI-16 2.RI.3 II-R-4 HI-17 2.RI.3 II-R-4 B-HI-20 II-R-4 B-HI-21 2.RI.4 2.RI.10 2.RI.10	II-W-1 HI-5 AZ 2.W.4 II-W-1 HI-7 2.W.3 II-W-2 HI-2,4 II-W-2 B-5 2.L.2f II-W-3 HI-1,3,6 2.W.5 II-W-3 HI-7 2.W.6 II-W-4 HI-1,2 2.W.1,2,3	II-LS-1 B-1 2.RF.3 II-LS-1 B-HI-3 2.SL.4,6 II-LS-1 B-HI-5 2.SL.1 II-LS-1 B-HI-6 II-LS-1 B-HI-7 2.SL.1,2,3 II-LS-2 B-HI-2,3 II-LS-2 B-HI-4 2.SL.6 II-LS-2 B-HI-6 2.SL.1,3,4,6 II-LS-2 HI-7 Language Vocabulary II-L-2 B-HI-4 2.L.4a II-L-2 L1-HI-3 2.L.4																			

Research and Writing
Connections

Curriculum Maps of

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 create...
- Literature journal T32- Set aside time for ch poems and express their ideas and opinions
- Ask students to think about a time when and their experiences T62. Have the experiences.

Assessments for each quarter

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/
[.html](#)

h Soil T100b

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.*



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

VISIT THE SITE LIVE



Group input

GALLERY WALK



EXPLORE LINKS AND PREPARE TO CREATE A LESSON PLAN

Chalk Talk

Closure

List three things you learned from this session?

List two things you found interesting and you would like to learn more about?

Record one question you still have about the model or the new ELD curriculum?





For questions contact
The Language Acquisition Department
225-4600

Have a Wonderful Summer!

