



Grade 1  
**ENGLISH LANGUAGE  
DEVELOPMENT**

**2008-09  
SCOPE  
&  
SEQUENCE**



Redlands Unified School District



## REDLANDS UNIFIED SCHOOL DISTRICT

### English Language Development Scope and Sequence

#### INTRODUCTION:

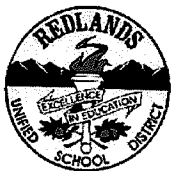
The state of California mandates that all English Language Learners must receive daily ELD instruction at their proficiency level. The Redlands Unified School District requires that all English Language Learners receive 30 minutes of ELD instruction each day. Students at CELDT proficiency levels of Beginning (level 1), Early Intermediate (level 2), and Intermediate (level 3) will receive ELD instruction using **Hampton Brown Into English**. Students at CELDT proficiency levels of Early Advanced (level 4) or Advanced (level 5) receive ELD instruction through **Houghton Mifflin** support materials.

The English Language Development Committee has worked to develop curriculum guides for grades K-3, which ensure that the ELD standards are fully addressed utilizing the **Hampton Brown Into English** materials for levels 1, 2, and 3. All lessons listed under "Text Support" are considered "core" and should be explicitly taught using Hampton Brown materials. Essential support materials are also listed beneath the corresponding lesson. Extension lessons and support materials listed in *italics* are considered optional.

Assessment opportunities are contained within a black box at the end of each unit. They are intended to be administered in an ongoing manner as indicated by the Teacher's Edition.

At the end of each unit is the Standards Alignment to the ELD Progress Profile Card (K-2<sup>nd</sup> = pink / 3<sup>rd</sup> = blue). This document shows which standards are addressed through each assessment task. It is intended for assistance in completing the ELD Progress Profile Card.

The Scope and Sequence has been divided into trimesters for grades 1-3. In grades 1 and 2, there are six Hampton Brown units that are divided over three trimesters. Each trimester includes two units. Units do not need to be taught in order. In grade 3, there are five units to be covered over the span of three trimesters. These units may also be taught in any order. In Kindergarten, there are eight Hampton Brown units. Four units should be taught each semester. This allows teachers the flexibility to provide instruction based on the need to share materials and coordinate with other content areas.



## REDLANDS UNIFIED SCHOOL DISTRICT

### English Language Development Scope and Sequence

#### PHILOSOPHY OF ASSESSMENT:

When English Learners with diverse linguistic, cultural, and educational skills and abilities enter new educational settings, an initial assessment, the California English Language Development Test (CELDT), is administered. The CELDT provides teachers the necessary information for appropriate placement and instruction.

Additionally, English Learners should be evaluated through traditional and performance-based assessments. Ongoing performance-based assessments may reveal strengths and incremental progress not detected by annual testing. Procedures should require students to use prior knowledge and recent learning to accomplish tasks that demonstrate what they know and can do, such as observations, demonstrations, real life scenarios, portfolios, etc. These assessments provide continuous feedback on the effectiveness of instruction and indicate areas for changes in instructional strategies. Ongoing assessments enable teachers to meet the constantly changing needs of the EL student and assist in determining realistic goals for the learner and the teacher.

It is essential that English Learners are assessed in all four strands; Listening, Speaking, Reading, and Writing. Students must be proficient in all strands to successfully comprehend core curriculum. It is important to carefully observe how individual ELs use both receptive and expressive language. Teachers can assess listening skills through verbal and nonverbal means. Oral language skills may be assessed holistically through the assessments contained in this guide.

Assessment is the key to the student's success. Through purposeful use of assessment, the teacher is able to differentiate instruction effectively and meet the specific needs of each individual.

#### Required Assessments

All students at the Beginning, Early Intermediate, and Intermediate level must be assessed using the **Hampton Brown Into English!** Student Progress Form. These completed assessments are to be placed in the ELD Progress Profile Card. Additional assessments may be used as determined by the teacher.

All students at the Early Advanced and Advanced level must be assessed in the same manner as English Only students.

The above assessments should be used to document student growth on the ELD Progress Profile Card for students at all proficiency levels.

# **ACKNOWLEDGEMENTS**

The Redlands Unified School District would like to acknowledge and thank the following teachers for their contribution in the development and/or revision of the **ENGLISH LANGUAGE DEVELOPMENT** Scope & Sequence:

Denise Cates-Darnell  
Bobbie Del Campo  
Joan Meier

Lisa Mills  
Len Racadio  
Dee Simpson



**REDLANDS UNIFIED SCHOOL DISTRICT**

**SCOPE & SEQUENCE: ENGLISH LANGUAGE DEVELOPMENT**

**Hampton Brown *Into English***

**GRADE: 1 LEVEL B**

**TRIMESTER 1**

STANDARD	OBJECTIVE	TEXT SUPPORT
	<p><b>UNIT 1</b> <b>BEST FOOT FORWARD</b></p> <p><b>PART A</b></p>	<p><b>Lesson 1</b> <b>TE p. 9</b> <b>Poster 1</b> <b>Audiocassette 1A</b> <i>Language Log p. 4-5</i></p> <p><b>Lesson 2</b> <b>TE p. 10</b> <b>Activity Sheet 1B</b></p> <p><b>Lesson 3</b> <b>TE p. 11</b> <b>Poster 2</b> <b>Audiocassette 1A</b></p> <p><b>Lesson 4</b> <b>TE p. 12</b> <b>Poster 3</b> <b>Audiocassette 1A</b></p> <p><b>Lesson 5</b> <b>TE p. 13</b> <b>Picture Cards 15-23</b> <i>Language Log pp. 6-7</i></p> <p><i>Reinforcement</i> <i>TE p. 14</i> <i>Audiocassette 1A</i></p>
Listening & Speaking		
Listening & Speaking		
Listening & Speaking		
Listening & Speaking		
Listening & Speaking		
Listening & Speaking		
Listening & Speaking		

STANDARD		OBJECTIVE	TEXT SUPPORT	
Reading		<b>PART B</b>	<b>Lesson 6</b> <b>TE p. 15</b> <b>"Shoes, Shoes, Shoes"</b> <b>Take Home Letter 1, TE pp. 241-243</b>	
Reading			<b>Lesson 7</b> <b>TE pp. 16-17</b> <i>Language Log p. 8</i>	
Reading			<b>Lessons 8 &amp; 9</b> <b>TE p. 18</b> <b>Audiocassette 1B</b> <i>Language Log p. 9</i>	
Writing			<b>Lesson 10</b> <b>TE p. 19</b>	
Reading			<i>Theme Theater</i> <i>TE pp. 20-21</i>	
Reading			<b>PART C</b>	<b>Lesson 11</b> <b>TE p. 22</b>
Reading				<b>Lesson 12</b> <b>TE pp. 23-25</b>
Reading				<b>Lesson 13</b> <b>TE pp. 26-27</b> <b>Activity Sheets 1C &amp; 1D</b> <i>Language Log p. 11</i>
Reading				<b>Lesson 14</b> <b>TE pp. 28-29</b> <b>Poster 4</b>
Reading				<b>Lesson 15</b> <b>TE pp. 30-31</b>

<b>STANDARD</b>		<b>OBJECTIVE</b>	<b>TEXT SUPPORT</b>
Writing			<b>Lesson 16</b> <b>TE pp. 32-34</b> <b>Activity Sheet 1E</b> <i>Language Log pp. 12-13</i>
<b>Student Progress Form 1</b> <b>"Best Foot Forward"</b> <b>TE p. 228</b>			

STANDARD		OBJECTIVE	TEXT SUPPORT
		<b>UNIT 2 A WALK IN THE WOODS</b>	
		<b>PART A</b>	
Reading			<b>Lesson 1</b> <b>TE p. 45</b> <i>Language Log p. 14</i>
Reading			<b>Lesson 2</b> <b>TE p. 46</b> <b>Audiocassette 2A</b> <b>Poster 5</b>
Reading			<b>Lesson 3</b> <b>TE p. 47</b> <b>Poster 6</b> <b>Audiocassette 2A</b>
Reading			<b>Lesson 4</b> <b>TE p. 48</b> <b>Audiocassette 2A</b> <b>Poster 7</b>
Reading			<b>Lesson 5</b> <b>TE pp. 49-50</b> <i>Language Log pp. 15-16</i> <i>Picture Cards 24-33 &amp; 40-48</i>  <i>Extension</i> <i>TE p. 50</i> <i>Picture Cards 24-33 &amp; 40-48</i>
Reading		<b>PART B</b>	
Reading			<b>Lesson 6</b> <b>TE p. 51</b> <b>"Bear's Walk"</b> <b>Take Home Letter 2, TE pp. 247-249</b>  <b>Lesson 7</b> <b>TE pp. 52-53</b> <i>Language Log pp. 17-18</i>



STANDARD	OBJECTIVE	TEXT SUPPORT
Reading		<b>Lessons 8 &amp; 9</b> <b>TE p. 54</b> <b>Audiocassette 2B</b> <i>Language Log p. 19</i>
Writing		<b>Lesson 10</b> <b>TE p. 55</b>
Reading		<i>Theme Theater</i> <i>TE p. 56-57</i>
Reading	<b>PART C</b>	<b>Lesson 11</b> <b>TE pp. 58 -59</b> <b>Poster 8</b> <i>Language Log p. 20</i>
Reading		<b>Lesson 12</b> <b>TE pp. 60-62</b> <b>Picture Cards 25,27,30-39</b> <b>Activity Sheet 2A</b> <b>Language Log pp. 21-22</b>
Reading		<b>Lesson 13</b> <b>TE p. 63</b>
Reading		<b>Lesson 14</b> <b>TE pp. 64-65</b>
Reading		<b>Lesson 15</b> <b>TE pp. 66-67</b> <i>Language Log p. 23</i>
Writing		<b>Lesson 16</b> <b>TE pp. 68-70</b> <i>Language Log p. 24</i>

**Student Progress Form 2**  
**"A Walk in the Woods"**  
**TE p. 229**



STANDARD	OBJECTIVE	TEXT SUPPORT
Reading		<p><b>Lesson 7</b>  <b>TE pp. 88-89</b>  <i>Language Log p. 28</i></p>
Reading		<p><b>Lessons 8 &amp; 9</b>  <b>TE pp. 90-91</b>  <b>Audiocassette 3B</b>  <i>Language Log pp. 29-30</i></p>
Writing		<p><b>Lesson 10</b>  <b>TE p. 91</b></p>
Reading		<p><i>Theme Theater</i>  <i>TE p. 92-93</i>  <i>Posters 9 &amp; 10</i>  <i>Activity Sheet 3C</i></p>
Reading	<b>PART C</b>	<p><b>Lesson 11</b>  <b>TE pp. 94-95</b>  <i>Language Log p. 31</i></p>
Reading		<p><b>Lesson 12</b>  <b>TE p. 96</b>  <b>Poster 11</b>  <i>Language Log p. 32</i></p>
Reading		<p><b>Lesson 13</b>  <b>TE pp. 97-99</b>  <b>Poster 12</b></p>
Reading		<p><b>Lesson 14</b>  <b>TE pp. 100-101</b>  <b>Picture Card 57-62</b>  <i>Language Log p. 33</i></p>





STANDARD	OBJECTIVE	TEXT SUPPORT
Reading		<b>Lessons 8 &amp; 9</b> <b>TE p. 126</b> <b>Audiocassette 4B</b> <i>Language Log pp. 41-42</i>
Writing		<b>Lesson 10</b> <b>TE p. 127</b>
Reading		<i>Theme Theater</i> <i>TE pp. 128-129</i>
Reading	<b>PART C</b>	<b>Lesson 11</b> <b>TE p. 130</b>
Reading		<b>Lesson 12</b> <b>TE pp. 131-133</b> <i>Language Log p. 43</i>
Reading		<b>Lesson 13</b> <b>TE pp. 134-135</b> <i>Language Log p. 44</i>
Reading		<b>Lesson 14</b> <b>TE pp. 136-137</b> <i>Language Log p. 45</i>
Reading		<b>Lesson 15</b> <b>TE pp. 138-139</b> <b>Poster 16</b> <b>Picture Card 65</b> <i>Language Log p. 46</i>
Writing		<b>Lesson 16</b> <b>TE pp. 140-142</b> <b>Activity Sheet 4F</b> <i>Language Log p. 47</i>

**Student Progress Form 4**  
**TE p. 231**  
**"Under Construction"**

STANDARD	OBJECTIVE	TEXT SUPPORT
Listening & Speaking	<p align="center"><b>UNIT 5 JUST AROUND THE CORNER PART A</b></p>	<p><b>Lesson 1</b>  <b>TE p. 153</b>  <b>Picture Cards 90-94</b>  <i>Language Log pp. 48-49</i></p>
Listening & Speaking		<p><b>Lesson 2</b>  <b>TE p. 154</b>  <b>Poster 17</b>  <b>Picture Cards 77-89</b>  <b>Audiocassette 5A</b></p>
Listening & Speaking		<p><b>Lesson 3</b>  <b>TE p. 155</b>  <b>Poster 18</b>  <b>Audiocassette 5A</b></p>
Listening & Speaking		<p><b>Lesson 4</b>  <b>TE p. 156</b>  <b>Poster 19</b>  <b>Audiocassette 5A</b></p>
Listening & Speaking		<p><b>Lesson 5</b>  <b>TE p. 157</b></p> <p><i>Reinforcement</i>  <i>TE p. 158</i>  <i>Picture Cards 77-89</i></p>
Reading	<p align="center"><b>PART B</b></p>	<p><b>Lesson 6</b>  <b>TE p. 159</b>  <b>Take Home Letter 5, pp. 275-277</b>  <b>"One Afternoon"</b></p>

STANDARD	OBJECTIVE	TEXT SUPPORT
Reading		<b>Lesson 7</b> <b>TE pp. 160-161</b> <i>Language Log 53</i>
Reading		<b>Lessons 8 &amp; 9</b> <b>TE pp. 162-163</b> <b>Picture Cards 77-94</b> <b>Audiocassette 5B</b> <i>Language Log 54</i>
Writing		<b>Lesson 10</b> <b>TE p. 163</b>
Reading		<i>Theme Theater</i> <i>TE pp. 164-165</i>
Reading	<b>PART C</b>	<b>Lesson 11</b> <b>TE p. 166</b>
Reading		<b>Lesson 12</b> <b>TE pp. 167-169</b> <i>Language Log 55</i>
Reading		<b>Lesson 13</b> <b>TE pp. 170-171</b> <b>Poster 18</b> <b>Language Log pp. 56-57</b>
Reading		<b>Lesson 14</b> <b>TE pp. 172-173</b> <b>Activity Sheets 5B, 5C</b> <i>Language Log p. 58</i>
Reading		<b>Lesson 15</b> <b>TE pp. 174-175</b> <b>Activity Sheet 5D</b>



<b>STANDARD</b>	<b>OBJECTIVE</b>	<b>TEXT SUPPORT</b>
Writing		<b>Lesson 16</b> <b>TE pp. 176-178</b> <b>Picture Cards 77-89</b> <b>Activity Sheet 5E</b> <b><i>Language Log pp. 59-60</i></b>
<b>Student Progress Form 5</b> <b>"Just Around the Corner"</b> <b>TE p. 232</b>		

STANDARD	OBJECTIVE	TEXT SUPPORT
	<b>UNIT 6 FARM FRESH</b>	
	<b>PART A</b>	
Listening & Speaking		<b>Lesson 1</b> <b>Picture Cards 95-119</b> <i>Language Log pp. 61-62</i>
Listening & Speaking		<b>Lesson 2</b> <b>TE p. 190</b> <b>Poster 21</b> <b>Audiocassette 6A</b>
Listening & Speaking		<b>Lesson 3</b> <b>TE p. 191</b> <b>Poster 22</b> <b>Picture Cards 98-106</b> <b>Audiocassette 6A</b>
Listening & Speaking		<b>Lesson 4</b> <b>TE p. 192</b> <b>Poster 23</b> <b>Audiocassette 6A</b>
Listening & Speaking		<b>Lesson 5</b> <b>TE p. 193</b> <i>Language Log p. 63</i>
Listening & Speaking		<i>Reinforcement</i> <i>Picture Cards 95-106, 112-117</i>
Reading	<b>PART B</b>	<b>Lesson 6</b> <b>TE p. 195</b> <b>Take Home Letter 6 TE, pp. 287-289</b> <b>"The Goat In The Chili Patch"</b>

STANDARD		OBJECTIVE	TEXT SUPPORT
Reading			<p><b>Lesson 7</b>  <b>TE pp. 196-197</b>  <i>Language Log pp. 64-65</i></p>
Reading			<p><b>Lessons 8 &amp; 9</b>  <b>TE pp. 198-199</b></p>
Writing			<p><b>Lesson 10</b>  <b>TE p. 199</b></p>
Reading			<p><i>Theme Theater</i>  <i>TE pp. 200-201</i>  <i>Audiocassette 6A</i></p>
Reading		<b>PART C</b>	<p><b>Lesson 11</b>  <b>TE pp. 202-203</b>  <i>Language Log p. 68</i></p>
Reading			<p><b>Lesson 12</b>  <b>TE pp. 204-205</b>  <b>Activity Sheet 6H</b>  <i>Language Log p. 69</i></p>
Reading			<p><b>Lesson 13</b>  <b>TE pp. 206-207</b>  <b>Picture Cards 95-97, 112-117</b>  <i>Language Log p. 70</i></p>
Reading			<p><b>Lesson 14</b>  <b>TE pp. 208-209</b>  <b>Audiocassette 6A</b></p>
Reading			<p><b>Lesson 15</b>  <b>TE pp. 210-211</b>  <b>Picture Cards 107-111</b></p>

**TRIMESTER 3**

STANDARD	OBJECTIVE	TEXT SUPPORT
Writing		<b>Lesson 16</b> <b>TE pp. 212-214</b> <b>Poster 24</b> <b>Picture Cards 95-119</b> <i>Language Log p. 71</i>

**Student Progress Form 6**  
**"Farm Fresh" TE p. 233**