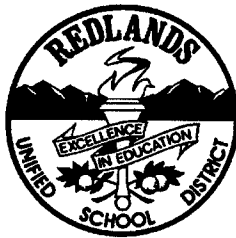




Grade 2
ENGLISH LANGUAGE
DEVELOPMENT

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-2nd = pink / 3rd = 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:

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REDLANDS UNIFIED SCHOOL DISTRICT

SCOPE & SEQUENCE: ENGLISH LANGUAGE DEVELOPMENT

Hampton Brown Into English

GRADE: 2 LEVEL C

TRIMESTER 1

STANDARD		OBJECTIVE	TEXT SUPPORT
UNIT 1			
WILD! WOOLLY! WONDERFUL!			
PART A			
Listening & Speaking			Lesson 1 TE p. 9 Picture Cards 1, 3-23 <i>Language Log p. 4</i>
Listening & Speaking			Lesson 2 TE p. 10 Picture Cards 1-3 Audiocassette 1A <i>Language Log p. 5</i>
Listening & Speaking			Lesson 3 TE p. 11 Poster 2 Audiocassette 1A
Listening & Speaking			Lesson 4 TE p. 12 Poster 3 Audiocassette 1A
Listening & Speaking			Lesson 5 TE p. 13 Activity Sheet 1A
Listening & Speaking			<i>Reinforcement</i> TE p. 14 <i>Picture Card 1, 3-23</i>
Reading		PART B	Lesson 6 TE p. 15 A Bird Can Fly Audiocassette 1A Take Home Letter 1, pp. 240-242
Reading			Lesson 7 TE pp. 16-17 A Bird Can Fly <i>Language Log p. 6</i>

STANDARD		OBJECTIVE	TEXT SUPPORT
Reading			<p>Lesson 8 & 9 TE p. 18 "A Bird Can Fly" Audiocassette 1B <i>Language Log pp. 8-9</i></p>
Writing			<p>Lesson 10 TE p. 19 "A Bird Can Fly" Student Journals</p> <p><i>Theme Theater</i> <i>TE pp. 20-21</i></p>
Reading		PART C	<p>Lesson 11 TE p. 22 Audiocassette 1A Picture Cards 1, 3-23</p>
Reading			<p>Lesson 12 TE pp. 23-25 Activity Sheet 1B Audiocassette 1A <i>Language Log p. 10</i></p>
Reading			<p>Lesson 13 TE pp. 26-27 Poster 4</p>
Reading			<p>Lesson 14 TE pp. 28-29 "A Bird Can Fly" Picture Cards 1, 4, 7-12, 17, 19-21, 23</p> <p>Lesson 15 TE pp. 30-31 "A Bird Can Fly" Activity Sheet 1C <i>Language Log p. 11</i></p>
Reading			<p>Lesson 16 TE pp. 32-33 Poster 1 Picture Cards 1, 3, 4, and 21 <i>Language Log p. 12</i></p>

STANDARD	OBJECTIVE	TEXT SUPPORT
Writing		<i>Writing Process</i> <i>TE p. 34</i> <i>Picture Cards 1-23</i> <i>Activity Sheet 1D</i> <i>Language Log p. 13</i>

Assessment
Student Progress Form 1
TE p. 228
Wild! Wooly! Wonderful!

STANDARD	OBJECTIVE	TEXT SUPPORT
	UNIT 2 HANDS ON THE WORLD	
	PART A	
Listening & Speaking		Lesson 1 TE p. 45 Picture Cards 24-48 <i>Language Log pp. 14-15</i>
Listening & Speaking		Lesson 2 TE p. 46 Poster 5 Audiocassette 2A <i>Language Log pp. 16-18</i>
Listening & Speaking		Lesson 3 TE p. 47 Poster 6 Audiocassette 2A
Listening & Speaking		Lesson 4 TE p. 48 Poster 7 Audiocassette 2A
Listening & Speaking		Lesson 5 TE p. 49
Listening & Speaking		<i>Reinforcement/Extension</i> <i>TE p. 50</i> <i>Picture Cards 24-28</i>
Reading	PART B	Lesson 6 TE p. 51 "Tools" Take Home Letter 2 pp. 250-252
Reading		Lesson 7 TE pp. 52-53 "Tools" <i>Language Log p. 19</i>

STANDARD	OBJECTIVE	TEXT SUPPORT
Reading		<p>Lesson 8 & 9 TE p. 54 Audiocassette 2B "Tools" <i>Language Log pp. 20-21</i></p>
Writing		<p>Lesson 10 TE p. 55 "Tools" Student Journals</p> <p><i>Theme Theater</i> <i>TE pp. 56-57</i></p>
Reading	PART C	<p>Lesson 11 TE pp. 58-59 Audiocassette 2A Picture cards 24-48 Activity Sheet 2C (up to 2 copies per student) <i>Language Log p. 22</i></p>
Reading		<p>Lesson 12 TE pp. 60-61 Poster 8 Audiocassette 2A <i>Language Log p. 23</i></p>
Reading		<p>Lesson 13 TE pp. 62-63 "Tools" Audiocassette 2A Activity sheet 2D <i>Language Log p. 24</i></p>
Reading		<p>Lesson 14 TE pp. 64-65 "Tools"</p>
Reading		<p>Lesson 15 TE p. 66 "Tools" Picture Cards 24-48</p>

STANDARD		OBJECTIVE	TEXT SUPPORT
Reading			Lesson 16 TE pp. 67-69 Activity Sheet 2E Audiocassette 2A <i>Language Log p. 25</i>
Writing			<i>Writing Process</i> <i>TE p. 70</i> <i>Language Log p. 26</i>
Assessment Student Progress Form 2 TE p. 229 Hands On the World			

STANDARD	OBJECTIVE	TEXT SUPPORT
	UNIT 3 LET'S CELEBRATE	
	PART A	
Listening & Speaking		Lesson 1 TE p. 81 Picture Cards 49, 50 and 52 <i>Language Log p. 27</i>
Listening & Speaking		Lesson 2 TE p. 82 Poster 9 Audiocassette 3A
Listening & Speaking		Lesson 3 TE p. 83 Poster 10 Audiocassette 3A
Listening & Speaking		Lesson 4 TE p. 84 Poster 10 & 11 Audiocassette 3A
Listening & Speaking		Lesson 5 TE p. 85 Picture Cards 55-58 <i>Language Log p. 28</i>
Listening & Speaking		<i>Extension/Reinforcement</i> <i>TE p. 86</i> <i>Picture Card 55</i>
Reading	PART B	Lesson 6 TE p. 87 "Ayu and the Perfect Moon" Audiocassette 3A Take-Home letter 3, pp. 260-262
Reading		Lesson 7 TE pp. 88-89 "Ayu and the Perfect Moon" <i>Language Log p. 29</i>

STANDARD		OBJECTIVE	TEXT SUPPORT
Reading			<p>Lessons 8 & 9 TE p. 90 "Ayu and the Perfect Moon" Audiocassette 3A & 3B <i>Language Log pp. 30-31</i></p>
Reading/ Writing			<p>Lesson 10 TE p. 91 "Ayu and the Perfect Moon" Student Journals</p>
Reading			<p><i>Theme Theater</i> <i>TE pp. 92-93</i> <i>"Ayu and the Perfect Moon"</i> <i>Audiocassette 3A</i></p>
Reading		PART C	<p>Lesson 11 TE p. 94 "Ayu and the Perfect Moon"</p>
Reading			<p>Lesson 12 TE pp. 95-97 "Ayu and the Perfect Moon" Activity Sheets 3A-3C <i>Language Log p. 32</i></p>
Reading			<p>Lesson 13 TE pp. 98-99 "Ayu and the Perfect Moon" Picture Cards 49-54 Poster 9 <i>Activity Sheet 3D</i> <i>Language Log p. 33</i></p>
Reading			<p>Lesson 14 TE pp. 100-101 "Ayu and the Perfect Moon" "Big City Port" (book from unit 6) Picture Card 59</p>
Reading			<p>Lesson 15 TE pp. 102-103 Audiocassette 3A <i>Language Log p. 34</i></p>

STANDARD		OBJECTIVE	TEXT SUPPORT
Reading			<p>Lesson 16 TE pp. 104-105 Poster 12 Audiocassette 3A <i>Language Log p. 35</i></p> <p><i>Writing Process</i> <i>TE p. 106</i> <i>Posters 11 & 12</i> <i>Picture Cards 55-58</i> <i>Activity Sheet 3E</i> <i>Language Log p. 36</i></p>
Writing			
<p>Assessment Student Progress Form 3 TE p. 230 Let's Celebrate!</p>			

STANDARD		OBJECTIVE	TEXT SUPPORT
UNIT 4 FROM FIELD TO TABLE			
PART A			
Listening & Speaking			Lesson 1 TE p. 117 <i>Language Log p. 37</i>
Listening & Speaking			Lesson 2 TE p. 118 Poster 13 Audiocassette 4A
Listening & Speaking			Lesson 3 TE p. 119 Poster 14 Audiocassette 4A
Listening & Speaking			Lesson 4 TE p. 120 Poster 15 Audiocassette 4A
Listening & Speaking			Lesson 5 TE p. 121 Picture Cards 60-66, 71-72 and 77 <i>Language Log pp. 38-39</i>
Listening & Speaking			<i>Extension/Reinforcement</i> <i>TE p. 122</i> <i>Poster 14</i> <i>Picture Cards 78-82</i>
PART B			
Reading			Lesson 6 TE p. 123 "The Tortilla Factory" Audiocassette 4A Take-Home Letter 4, pp. 272-274
Reading			Lesson 7 TE pp. 124-125 "The Tortilla Factory" <i>Language Log p. 40</i>

STANDARD		OBJECTIVE	TEXT SUPPORT
Reading			<p>Lessons 8 & 9 TE p. 126 "The Tortilla Factory" Audiocassette 4B <i>Language Log pp. 41-44</i></p>
Reading/ Writing			<p>Lesson 10 TE p. 127 "The Tortilla Factory" Student Journals</p>
Reading			<p><i>Theme Theater</i> <i>TE pp. 128-129</i> <i>"The Tortilla Factory"</i></p>
Reading		PART C	<p>Lesson 11 TE pp. 130-131 "Tortilla Factory" Poster 14</p>
Reading			<p>Lesson 12 TE p. 132 Poster 13</p>
Reading			<p>Lesson 13 TE pp. 133-135 Activity Sheets 4A-4D <i>Language Log p. 45</i></p>
Reading			<p>Lesson 14 TE pp. 136-137 Poster 14 Audiocassette 4A Picture Cards 78-81 Activity Sheets 4E-4F <i>Language Log p. 46</i></p>
Reading			<p>Lesson 15 TE pp. 138-139 "Tortilla Factory" <i>Language Log p. 47</i></p>
Reading			<p>Lesson 16 TE pp. 140-141 Posters 15-16 Activity Sheets 4G-4H Picture Cards 66-77</p>

STANDARD	OBJECTIVE	TEXT SUPPORT
Writing		<i>Writing Process</i> <i>TE p. 142</i> <i>Activity Sheets 4G-4H</i> <i>Posters 14-16</i> <i>Picture Cards 66-77</i> <i>Language Log p. 48</i>
<p style="text-align: center;">Assessment Student Progress Form 4 TE p. 231 From Field to Table</p>		

STANDARD		OBJECTIVE	TEXT SUPPORT
		UNIT 5 ONCE UPON A STORM	
		PART A	
Listening & Speaking			Lesson 1 TE p. 153 Picture Card 92 Audiocassette 5A <i>Language Log p. 49</i>
Listening & Speaking			Lesson 2 TE p. 154 Picture Cards 92-93 Poster 17 Activity Sheet 5A Audiocassette 5A
Listening & Speaking			Lesson 3 TE p. 155 Poster 18 Audiocassette 5A <i>Language Log pp. 50-51</i>
Listening & Speaking			Lesson 4 TE p. 156 Poster 19 Audiocassette 5A
Listening & Speaking			Lesson 5 TE p. 157 Picture Cards 83-89
Listening & Speaking			<i>Reinforcement/Extension</i> <i>TE p. 158</i>
		PART B	
Reading			Lesson 6 TE p. 159 "The Little Ant" Audiocassette 5A Take-Home Letter 5, pp. 280-282
Reading			Lesson 7 TE pp. 160-161 "The Little Ant" <i>Language Log pp. 52-53</i>

STANDARD		OBJECTIVE	TEXT SUPPORT
Reading			<p>Lessons 8 & 9 TE p. 162 "The Little Ant" Audiocassette 5B <i>Language Log p. 55</i></p>
Writing			<p>Lesson 10 TE p. 163 "The Little Ant" Student Journals</p>
Reading			<p><i>Theme Theater</i> <i>TE pp. 164-165</i> <i>"The Little Ant"</i> <i>Audiocassette 5A</i></p>
Reading		PART C	<p>Lesson 11 TE p. 166 Activity Sheet 5A</p>
Reading			<p>Lesson 12 TE pp. 167-169 Activity Sheets 5A & 5B Audiocassette 5A <i>Language Log p. 56</i></p>
Reading			<p>Lesson 13 TE pp. 170-171 Poster 20 Picture Card 91 Audiocassette 5A</p>
Reading			<p>Lesson 14 TE pp. 172-173 "The Little Ant" Picture Cards 83-89 <i>Language Log p. 57</i></p>
Reading			<p>Lesson 15 TE pp. 174-175 Picture Cards 94-99 Poster 17 <i>Language Log p. 58</i></p>

STANDARD		OBJECTIVE	TEXT SUPPORT
Reading			<p>Lesson 16 TE pp. 176-177 Poster 18 Activity Sheet 5D <i>Language Log p. 59</i></p>
Writing			<p><i>Writing Process</i> <i>TE p. 178</i> <i>Activity Sheet 5D</i> <i>Language Log p. 60</i></p>
<p>Assessment</p>			
<p>Student Progress Form 5</p>			
<p>TE p. 232</p>			
<p>Once Upon A Storm</p>			

STANDARD		OBJECTIVE	TEXT SUPPORT
UNIT 6 SHIP TO SHORE			
PART A			
Listening & Speaking			Lesson 1 TE p. 189 <i>Language Log p. 61</i>
Listening & Speaking			Lesson 2 TE p. 190 Poster 21 Audiocassette 6A
Listening & Speaking			Lesson 3 TE p. 191 Poster 22 Picture Cards 100-108 Audiocassette 6A
Listening & Speaking			Lesson 4 TE p. 192 Poster 23 Audiocassette 6A
Listening & Speaking			Lesson 5 TE p. 193 Picture Cards 100-108 <i>Language Log pp. 62-63</i>
Listening & Speaking			<i>Extension/Reinforcement</i> <i>TE p. 194</i> <i>Picture Cards 109-110</i>
PART B			
Reading			Lesson 6 TE p. 195 "Big City Port" Audiocassette 6A Take-Home Letter 6, pp. 289-291
Reading			Lesson 7 TE pp. 196-197 "Big City Port" <i>Language Log p. 64</i>

STANDARD	OBJECTIVE	TEXT SUPPORT
Reading		<p>Lessons 8 & 9 TE p. 198 "Big City Port" Audiocassette 6B <i>Language Log p. 66</i></p>
Writing		<p>Lesson 10 TE p. 199 "Big City Port" Student Journals</p>
Reading		<p><i>Theme Theatre</i> <i>TE pp. 200-201</i> <i>"Big City Port"</i> <i>Picture Cards 100-109</i> <i>Audiocassette 6A</i></p>
Reading	PART C	<p>Lesson 11 TE p. 202 "Big City Port"</p>
Reading		<p>Lesson 12 TE pp. 203-205 Poster 23 Audiocassette 6A <i>Language Log p. 67</i></p>
Reading		<p>Lesson 13 TE pp. 206-207 "Big City Port"</p>
Reading		<p>Lesson 14 TE pp. 208-209 Audiocassette 6A Poster 24 <i>Language Log p. 68</i></p>
Reading		<p>Lesson 15 TE pp. 210-211 Picture Cards 109-114 Activity Sheet 6A <i>Language Log pp. 69-70</i></p>

STANDARD	OBJECTIVE	TEXT SUPPORT
Reading		Lesson 16 TE pp. 212-213 Poster 23 Audiocassette 6A Activity Sheets 6B-6D (2 copies per each student) <i>Language Log p. 71</i>
Writing		<i>Writing Process</i> <i>TE p. 214</i> <i>Activity Sheets 6B & 6E</i> <i>Language Log p. 72</i>
Assessment Student Progress Form 6 TE p. 233 Ship to Shore		