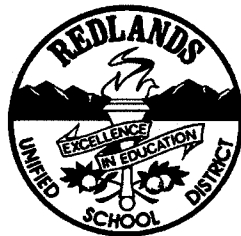




Grade 3
ENGLISH LANGUAGE
DEVELOPMENT

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.

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Scope & Sequence:

Denise Cates-Darnell
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Joan Meier

Lisa Mills
Len Racadio
Dee Simpson



REDLANDS UNIFIED SCHOOL DISTRICT

SCOPE & SEQUENCE: ENGLISH LANGUAGE DEVELOPMENT

Hampton Brown Into English

GRADE: 3 LEVEL D

TRIMESTER 1

STANDARD	OBJECTIVE	TEXT SUPPORT
	UNIT 1 SEE HEAR!	
	PART A	
Listening & Speaking		Lesson 1 TE p. 9 <i>Language Log p. 4</i>
Listening & Speaking		Lesson 2 TE p. 10 Poster 1 Audiocassette 1A
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 Picture Cards 21-25 <i>Language Log p. 5</i>
Listening & Speaking		<i>Reinforcement/Extension</i> <i>TE pp. 14-15</i> <i>Picture Cards 1-20</i> <i>Poster 2</i>
Reading	PART B	Lesson 6 TE p. 16 Audiocassette 1B "Puff...Flash...Bang" Take Home Letter 1, pp. 248-250
Reading		Lesson 7 TE p. 17 "Puff...Flash...Bang"

STANDARD		OBJECTIVE	TEXT SUPPORT
Reading			Lesson 8 TE p. 18 <i>Language Log pp. 6-8</i>
Reading			Lesson 9 TE p. 19 Audiocassette 1B <i>Language Log p. 9</i>
Reading/ Writing			Lesson 10 TE p. 20 Activity Sheet 1A, p. 240 Student Journals <i>Language Log p. 10</i>
Reading			<i>Theme Theatre</i> <i>TE p. 21</i> <i>Activity Sheets 1B-1C</i>
Listening & Speaking Reading		PART C	Lesson 11 TE pp. 22-23 Poster 4 <i>Language Log p. 11</i>
Reading			Lesson 12 TE pp. 24-25 Poster 4 Activity Sheet 1D, p. 243 <i>Language Log p. 12</i>
Reading			Lesson 13 TE pp. 26-27 Poster 5 Activity Sheet 1E, p. 244
Reading			Lesson 14 TE pp. 28-29 Poster 6 <i>Language Log p. 13</i>

STANDARD		OBJECTIVE	TEXT SUPPORT
Reading			Lesson 15 TE pp. 30-33 Posters 1 & 6 Activity Sheets 1F-1G pp. 245-246 "Puff...Flash...Bang" <i>Language Log pp. 14-15</i>
Writing			Lesson 16 TE p. 34 Activity Sheet 1H, p. 247 <i>Language Log p. 16</i>
Assessment Student Progress Form 1 TE p. 228 See Hear!			

STANDARD	OBJECTIVE	TEXT SUPPORT
Listening & Speaking	<p style="text-align: center;">UNIT 2 FOOD FOR THOUGHT</p> <p style="text-align: center;">PART A</p>	<p>Lesson 1 TE p. 45 Picture Cards 26-50 <i>Language Log p. 17</i></p>
Listening & Speaking		<p>Lesson 2 TE p. 46 Poster 7 Picture Cards 26-50 Audiocassette 2A</p>
Listening & Speaking		<p>Lesson 3 TE p. 47 Poster 8 Audiocassette 2A</p>
Listening & Speaking		<p>Lesson 4 TE p. 48 Poster 9 Audiocassette 2A</p>
Listening & Speaking		<p>Lesson 5 TE p. 49 <i>Language Log pp. 18-19</i></p>
Listening & Speaking		<p><i>Reinforcement/Extension</i> <i>TE pp. 50-51</i> <i>Picture Cards 26-50</i> <i>Activity Sheets 2A -2B, pp. 252-253</i></p>
Reading		<p style="text-align: center;">PART B</p>

STANDARD		OBJECTIVE	TEXT SUPPORT
Reading			<p>Lesson 7 TE p. 53</p>
Reading			<p>Lesson 8 TE p. 54 <i>Language Log p. 20</i></p>
Reading			<p>Lesson 9 TE p. 55 Audiocassette 2B <i>Language Log p. 21</i></p>
Reading & Writing			<p>Lesson 10 TE p. 56 Student Journal Activity Sheet 2C, p. 254 <i>Language Log p. 22</i></p> <p><i>Theme Theater</i> <i>TE p. 57</i></p>
Reading		PART C	<p>Lesson 11 TE pp. 58-59 Poster 10 Activity Sheet 2D, p. 255 <i>Language Log p. 23</i></p>
Reading			<p>Lesson 12 TE pp. 60-61 Posters 8 and 11 <i>Language Log p. 24</i></p>
Reading			<p>Lesson 13 TE pp. 62-63 Picture Cards 26-50 Activity Sheet 2E, p. 256</p>

STANDARD		OBJECTIVE	TEXT SUPPORT
Reading			<p>Lesson 14 TE pp. 64-65 Poster 12 Picture Cards 26-50 <i>Language Log pp. 25-26</i></p>
Reading			<p>Lesson 15 TE pp. 66-69 Activity Sheet 2F & 2G, pp. 257-258 Poster 12 <i>Language Log pp. 27-28</i></p>
Writing			<p>Lesson 16 TE p. 70 Activity Sheet 2H, p. 259 <i>Language Log p. 29</i></p>
<p>Assessment Student Progress Form 2 TE p. 230 Food for Thought</p>			

STANDARD		OBJECTIVE	TEXT SUPPORT
Listening & Speaking		UNIT 3 TO THE MOON PART A	Lesson 1 TE p. 81 <i>Language Log p. 30</i>
Listening & Speaking			Lesson 2 TE p. 82 Poster 13 Audiocassette 3A
Listening & Speaking			Lesson 3 TE p. 83 Poster 14 Audiocassette 3A
Listening & Speaking			Lesson 4 TE p. 84 Poster 15 Picture Cards 51-63 Audiocassette 3A <i>Language Log pp. 31-32</i>
Listening & Speaking			Lesson 5 TE p. 85
Listening & Speaking			<i>Reinforcement/Extension</i> <i>TE pp. 86-87</i> <i>Pictures Cards 51-71</i> <i>Activity Sheet 3A, p. 265</i>
Reading		PART B	Lesson 6 TE p. 88 Audiocassette 3B "The Fox In The Moon" Take Home Letter 3, pp. 272-274

STANDARD	OBJECTIVE	TEXT SUPPORT
Reading		<p>Lesson 7 TE p. 89</p>
Reading		<p>Lesson 8 TE p. 90 <i>Language Log p. 33</i></p>
Reading		<p>Lesson 9 TE p. 91 Audiocassette 3B <i>Language Log p. 34</i></p>
Writing		<p>Lesson 10 TE p. 92 Activity Sheet 3B, p. 266 <i>Language Log p. 35</i></p>
Reading		<p><i>Theme Theater</i> <i>TE p. 93</i></p>
Reading	<p>PART C</p>	<p>Lesson 11 TE pp. 94-95 Activity Sheet 3A, p. 265 Poster 16 Picture Cards 64-71 <i>Language Log p. 36</i></p>
Reading		<p>Lesson 12 TE pp. 96-97 Poster 17 Activity Sheet 3C, p. 267 Language Log pp. 37-38</p>
Reading		<p>Lesson 13 TE pp. 98-99 Poster 18 Language Log pp. 39-40</p>

STANDARD	OBJECTIVE	TEXT SUPPORT
Reading		<p>Lesson 14 TE pp. 100-101 Activity Sheet 3D, p. 268 <i>Language Log pp. 41-42</i></p>
Reading		<p>Lesson 15 TE pp. 102-105 Activity Sheet 3E & 3,F pp. 269-270 <i>Language Log pp. 43-44</i></p>
Writing		<p>Lesson 16 TE p. 106 Activity Sheet 3G, p. 271 <i>Language Log p. 45</i></p>
<p>Assessment Student Progress Form 3 TE p. 232 To the Moon</p>		

STANDARD	OBJECTIVE	TEXT SUPPORT
	UNIT 4 COMMUNITIES USA	
	PART A	
Listening & Speaking		Lesson 1 TE p. 117 <i>Language Log p. 46</i>
Listening & Speaking		Lesson 2 TE p. 118 Poster 19 Audiocassette 4A
Listening & Speaking		Lesson 3 TE p. 119 Poster 20 Audiocassette 4A
Listening & Speaking		Lesson 4 TE p. 120 Poster 21 Audiocassette 4A Picture Cards 76-79
Listening & Speaking		Lesson 5 TE p. 121 <i>Language Log p. 147</i>
Listening & Speaking		<i>Extension</i> <i>TE pp. 122-123</i> <i>Picture Cards 72-75</i>
Reading	PART B	Lesson 6 TE p. 124 Audiocassette 4B "Honest Abe" Take Home Letter 4, pp. 284-286

STANDARD		OBJECTIVE	TEXT SUPPORT
Reading			<p>Lesson 7 TE p. 125</p>
Reading			<p>Lesson 8 TE p. 126 <i>Language Log p. 48</i></p>
Reading			<p>Lesson 9 TE p. 127 Audiocassette 4B <i>Language Log p. 49</i></p>
Writing			<p>Lesson 10 TE p. 128 Activity Sheet 4A, p. 276 Student Journals <i>Language Log p. 50</i></p>
Reading			<p><i>Theme Theater</i> <i>TE p. 129</i> <i>Activity Sheets 4B & 4C, pp. 277-278</i></p>
Reading		PART C	<p>Lesson 11 TE pp. 130-131 Activity Sheet 4D, p. 279 <i>Language Log p. 51</i></p>
Reading			<p>Lesson 12 TE pp. 132-133 Activity Sheet 4E, p. 280 Picture Card p. 81 <i>Language Log p. 52</i></p>
Reading			<p>Lesson 13 TE pp. 134-135 Poster 22 <i>Language Log p. 53</i></p>

STANDARD	OBJECTIVE	TEXT SUPPORT
Reading		<p>Lesson 14 TE pp. 136-137 Posters 23 & 24 <i>Language Log p. 54</i></p>
Reading		<p>Lesson 15 TE pp. 138-141 Activity Sheet 4F & 4G, pp. 281-282 "Honest Abe" <i>Language Log p. 55</i></p>
Writing		<p>Lesson 16 TE p. 142 Activity Sheet 4H, p. 283 <i>Language Log p. 56</i></p>

Assessment
Student Progress Form 4
TE p. 234
Communities USA

STANDARD		OBJECTIVE	TEXT SUPPORT
		UNIT 5 OPERATION CONSERVATION	
		PART A	
Listening & Speaking			Lesson 1 TE p. 153 <i>Language Log pp. 57-58</i>
Listening & Speaking			Lesson 2 TE p. 154 Poster 25 Audiocassette 5A <i>Language Log p. 59</i>
Listening & Speaking			Lesson 3 TE p. 155 Poster 26 Audiocassette 5A
Listening & Speaking			Lesson 4 TE p. 156 Poster 27 Audiocassette 5A
Listening & Speaking			Lesson 5 TE p. 157 <i>Reinforcement/Extension</i> <i>TE pp. 158-159</i> <i>Picture Cards 82-100</i>
Reading		PART B	Lesson 6 TE p. 160 Audiocassette 5B "Grandfather's Dream" Take Home Letter 5, pp. 296-298

STANDARD		OBJECTIVE	TEXT SUPPORT
Reading			<p>Lesson 7 TE p. 161</p>
Reading			<p>Lesson 8 TE p. 162 <i>Language Log p. 60</i></p>
Reading			<p>Lesson 9 TE p. 163 Audiocassette 5B <i>Language Log p. 61</i></p>
Writing			<p>Lesson 10 TE p. 164 Activity Sheet 5A, p. 289 Student Journals <i>Language Log pp. 62-63</i></p>
Reading			<p><i>Theme Theater</i> <i>TE p. 165</i></p>
Reading		PART C	<p>Lesson 11 TE pp. 166-167 Posters 27 & 28 <i>Language Log p. 64</i></p>
Reading			<p>Lesson 12 TE pp. 168-169 Activity Sheet 5B, p. 290 <i>Language Log p. 65</i></p>

STANDARD		OBJECTIVE	TEXT SUPPORT
Reading			<p>Lesson 13 TE pp. 170-171 Poster 29 Activity Sheet 5C, p. 291 <i>Language Log p. 66</i></p>
Reading			<p>Lesson 14 TE pp. 172-173 Poster 30 Activity Sheet 5D, p. 292</p>
Reading			<p>Lesson 15 TE pp. 174-177 Activity Sheet 5E & 5F, pp. 293-294 <i>Language Log pp. 67-70</i></p>
Writing			<p>Lesson 16 TE p. 178 Picture Cards 82-100 Activity Sheet 5G, p. 295 <i>Language Log pp. 71-72</i></p>

**Assessment
 Student Progress Form 5
 TE p. 236
 Operation Conservation**