



Trimester 1: TK-8th ELD Scope & Sequence

Link to Grade Span	TK-1	2-3	4-6	7-8
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TK-1st Grade

Trimester 1	Language Targets & ELD Standards	Designated ELD Lesson Options	ELD Warm-ups & Resources
Week 1	Ice Breakers & Classroom Routines ELD.PI.1 - Exchanging info & ideas ELD.PI.5 - Listening actively Students will: <ul style="list-style-type: none"> listen carefully follow rules & take turns answer questions about text take turns talking with partners 	<input type="checkbox"/> Ice breaker: Scavenger Hunt <input type="checkbox"/> Ice breaker: Freeze Dances <input type="checkbox"/> Vocab & listening: "Simon Says" <input type="checkbox"/> Answer questions: Read aloud <input type="checkbox"/> Pair-share with talking chips/routines and scaffolding frames or prompts	BrainPOP ELL Placement Test (via Classr) Transforming a mentor text into an ELD or YAPA-infused lesson TK-3 mentor text list: http://bit.ly/PreK3mentortexts
Week 2	Ice Breakers & Goal Setting ELD.PI.1 - Exchanging info & ideas ELD.PI.5 - Listening actively ELD.PI.6 - Reading/viewing closely Students will: <ul style="list-style-type: none"> set goals & reflect on learning ask & answer questions use question words to ask questions answer questions about text take turns talking with partners 	<input type="checkbox"/> Ice breaker: Show & Tell <input type="checkbox"/> Goal setting: Prompts & templates <input type="checkbox"/> Ask questions: Question words <input type="checkbox"/> Read aloud: Ask/answer questions <input type="checkbox"/> Take turns: Try Tower of Talk activity; add a unifix cube during pair-share using different colors for each partner (or similar)	Observe student speaking w/ Language Matrix or COAT Tool VTS: Visual Thinking Strategies BrainPOP ELL or Jr. videos with captions (via Classr) ELD Lesson Menu: TK/K Canvas: 1st grade ELD Toolbox
Week 3	Foundational Skill Activities ELD.PI.8 - Using foundational literacy skills ELD.PI.5 - Listening actively ELD.PI.6 - Reading/viewing closely Students will: <ul style="list-style-type: none"> listen to my teacher or partner read read with my teacher or partner use reading skills to... <ul style="list-style-type: none"> practice flashcards decode or read on my own 	<input type="checkbox"/> Practice: grade level sight words, word lists , phonics , or leveled readers <input type="checkbox"/> Vocabulary: flashcard activities & lists <input type="checkbox"/> Multiple reads: decode , build vocab. , fluency , & basic comprehension skills <input type="checkbox"/> Print concepts: Read aloud any text <input type="checkbox"/> Retell or sequence: Read aloud	VTS: Visual Thinking Strategies BrainPOP ELL or Jr. videos with captions (via Classr) ELD Lesson Menu: TK/K Canvas: 1st grade ELD Toolbox Choice Board: ELD Activities

First Grade Eld Test Sample California

Scott C. Dulebohn



First Grade Eld Test Sample California:

English Language Proficiency Assessments for Young Learners Mikyung Kim Wolf,Yuko Goto Butler,2017-05-25 English Language Proficiency Assessments for Young Learners provides both theoretical and empirical information about assessing the English language proficiency of young learners Using large scale standardized English language proficiency assessments developed for international or U S contexts as concrete examples this volume illustrates rigorous processes of developing and validating assessments with considerations of young learners unique characteristics In this volume young learners are defined as school age children from approximately 5 to 13 years old learning English as a foreign language EFL or a second language ESL This volume also discusses innovative ways to assess young learners English language abilities based on empirical studies with each chapter offering stimulating ideas for future research and development work to improve English language assessment practices with young learners English Language Proficiency Assessments for Young Learners is a useful resource for students test developers educators and researchers in the area of language testing and assessment

The Routledge Handbook of Language Testing Glenn Fulcher,Fred Davidson,2013-10-15 Winner of the SAGE ILTA Book Award 2016 The Routledge Handbook of Language Testing will provide a comprehensive account of the area of language assessment and testing Written by leading specialists from around the world this volume brings together approximately 35 authoritative articles around 8000 words each The proposed outline for the Handbook below is divided into ten sections The section titles reflect the contents of their Language Testing and Assessment textbook in our RAL series and sketch a useful overview of the discipline Each chapter has been carefully selected to relate to key issues raised in the respective topic providing additional historical background critical discussion reviews of key research methods and an assessment of what the future might hold

The Language Demands of School Alison L. Bailey,2007-01-01 The Language Demands of School is an edited volume describing an extensive empirical base for academic English testing instruction and professional development The chapters comprise empirical research by Bailey and colleagues at the National Center for Research on Evaluation Standards Student Testing CRESST at UCLA and invited contributions by practitioners in the fields of language policy testing and instruction The central focus of the chapters is the research conducted by CRESST over the last two years in an attempt to document the academic English language demands placed on school age learners of English The three additional chapters give the perspectives of a policy maker at the state level test developers and practitioners The Language Demands of School fills a gap in the current literature by addressing the kind s of English required of K 12 English Learner students from an evidence based perspective This is timely given the broader context of the No Child Left Behind Act of 2001 which has prompted school systems to identify English language proficiency tests to meet the federal mandate One of the problems that has surfaced in the search for English language tests for K 12 English Learner students is the inadequacy of existing research on the development of the academic English language skills that all students

both English Learner and native English speaking need to be successful in the school setting The Language Demands of School is devoted to exploring this topic and to presenting research that illuminates both the questions and the answers

Strategies for Teaching English Learners Lynne T. Díaz-Rico, 2008 Thoroughly updated the second edition includes a description of the unique contributions of non native English speaking teachers make to the teaching of English up to date information on the demographics of English learners and the demand for English teachers worldwide a profile of an elementary school with an innovative social justice curriculum approach suggestions about the use of learning centers in English as a foreign language elementary classrooms an expanded definition of culture to include a contemporary emphasis on identity a critical view about the study of gender and race in the classroom new ways to incorporate volunteers into classroom instruction ways to encourage virtual volunteering and finally project based learning and service learning are combined in Chapter 15 as ways to link English learners with the larger community From publisher s description [Analysis of the Budget Bill of the State of California for the Fiscal Year ...](#) California. Legislature. Joint Legislative Budget Committee. Legislative Analyst, 2001

The Education of English Language Learners Marilyn Shatz, Louise C. Wilkinson, 2011-08-01 This book presents evidence based strategies for supporting English language learners ELLs school readiness and achievement at all grade levels It examines the importance of communication and language use for children s learning both in and outside of school

Integrating Inquiry Across the Curriculum Richard H. Audet, Linda K. Jordan, 2005-04-13 Create a whole new world of understanding in your classroom Inquiry is a fundamental step in the student learning process and often the least understood In Integrating Inquiry Across the Curriculum the authors offer a collection from leading experts on how to integrate inquiry across the K 12 curriculum This finely edited volume enables educators to visualize inquiry as the unifying knowledge base to guide students through all major subject areas An essential resource for curriculum supervisors professional developers department heads teachers and preservice educators this compilation includes inquiry s best practices current research and lesson ideas It is a key for educators exploring ways to integrate material concepts that cut across a variety of content areas Don t miss this incredible opportunity to learn how to make your classroom the best place it can be where investigation and discovery learning flourish Integrating Inquiry Across the Curriculum includes Field tested curriculum materials grounded in the national standards Practical strategies that provide reliable assessment data about how students perform when engaged in inquiry Enlightening first person accounts illustrating inquiry in the classroom An exploration of inquiry from the unique perspectives of geography science history language arts mathematics and more

[Asian American Education](#) Russell Endo, Xue Lan Rong, 2011-08-01 Asian American Education Asian American Identities Racial Issues and Languages presents groundbreaking research that critically challenges the invisibility stereotyping and common misunderstandings of Asian Americans by disrupting customary discourse and disputing familiar knowledge The chapters in this anthology provide rich detailed evidence and interpretations of the status and

experiences of Asian American students teachers and programs in K 12 and higher education including struggles with racism and other race related issues This material is authored by nationally prominent scholars as well as highly regarded emerging researchers As a whole this volume contributes to the deconstruction of the image of Asian Americans as a model minority and at the same time reconstructs theories to explain their diverse educational experiences It also draws attention to the cultural and especially structural challenges Asian Americans face when trying to make institutional changes This book will be of great interest to researchers teachers students and other practitioners and policymakers concerned with the education of Asian Americans as well as other peoples of color *The CATESOL Journal* ,2006 *CSE Report* ,2005 California's Future ,1997 *Helping English Language Learners Meet the Common Core* Paul Boyd-Batstone,2013-10-02 This new teacher friendly book offers a quick efficient easy to use tool the Classroom Assessment of Language Levels CALL to assess the language levels of English learners in grades K 12 Learn how to effectively use the tool utilizing direct interview and small group observation to determine students instructional levels and needs Get a variety of engaging differentiated Common Core based strategies that can be used post assessment to help students at each level improve their speaking and listening skills Strategies to help all your ELLs optimize their learning include Using interactive journals Creating chart stories Using meaningful gestures Using cognates Exploring word origins And much much more Educating California's Immigrant Children Patricia L. De Cos,1999 This report is a follow up to the author s testimony in an impartial hearing regarding the research related to Proposition 227 which was reported to the Senate and Assembly Education Committees on February 18 1998 **Core Practices for Teaching Multilingual Students** Megan Madigan Peercy,Johanna M. Tigert,Daisy E. Fredricks,2023 Learn how to teach multilingual students effectively and equitably with this practical and accessible resource The authors share real world examples from the classrooms of ESOL teachers unpack the teachers thinking about their instruction and identify six core practices that are foundational to teaching multilingual students knowing your multilingual students building a positive learning environment integrating content and language instruction supporting language and literacy development using assessment and developing positive relationships and engaging in advocacy The book focuses on how K 12 teachers can use these core practices in ways that humanize their instruction positioning students as whole human beings valuing the assets and resources they bring to the classroom actively involving them in rigorous instruction that draws on their experiences and knowledge responding to each unique learning context and disrupting traditional power dynamics in education This text will help pre and in service teachers of multilingual students to center equity and justice in their practice and understand how to move humanizing mindsets into action Book Features Identifies and describes core practices for teaching multilingual students Offers opportunities to analyze teachers instruction using core practices Includes templates and additional resources that help teachers extend the use of core practices to their own planning Supports teacher educators in preparing teachers to move humanizing mindsets to humanizing practices

Provides access to supplementary video clips depicting teachers as they engage in these practices and discuss their use **A Course for Teaching English Learners** Lynne T. Díaz-Rico, 2008 A Course for Teaching English Learners CTET Handbook offers strategies to equip teachers to work with English language learners balancing fundamental principles with practical classroom techniques This book offers in a single volume a wealth of background principles underlying the cultural linguistic and sociocultural contexts and foundations of learning and by providing a comprehensive framework that doesn't only focus on reading and writing Provisions in the federal No Child Left Behind Act NCLB call for yearly accountability in English language growth for language minority students The CTET Handbook addresses the new focus on testing procedures as well as adaptation for English learners during the test taking process Throughout Lynne Diaz Rico provides the necessary background knowledge needed to educate English learners and also includes a variety of classroom methods for English language development in listening speaking reading writing and computer assisted instruction From publisher's description

English Language Learners Larry Ferlazzo, 2010-04-06 This unique new perspective and method for teaching English Language Learners is the proven result of the author's community organizing career and his successful career in the classroom Written by an award winning practitioner English Language Learners Teaching Strategies that Work offers educators a five step methodology for teaching this burgeoning population Rather than viewing these students through the typical lens of deficits they might have the process helps educators recognize and use the assets ELLs bring to the classroom The five principles around which the process revolves are building relationships accessing prior knowledge through student stories developing student leadership learning by doing and reflection The book shows how these ideas can be used in all subject areas to help ELLs master both content and language using high order thinking skills In addition to providing detailed lessons the book shares a framework teachers can use to create their own lessons and it shows how to take advantage of technology and games as teaching tools References to extensive research studies are included to provide evidence of effectiveness and each lesson is linked to state standards in English Language development **Creating**

Equitable Services for the Gifted: Protocols for Identification, Implementation, and Evaluation Nyberg, Julia L., Manzone, Jessica A., 2021-11-12 Given the importance of the development of intellectualism and the need to ensure equity and access to learning experiences educators at all levels must be aware of research based protocols to identify serve and evaluate programs for diverse gifted learners It is essential to understand how gifted education can increase equity in identification practices for historically underrepresented groups what the specific curricular opportunities are that must be provided to learners to develop gifted programs and what the key considerations are to the design and implementation of authentic and equitable programs for gifted learners Creating Equitable Services for the Gifted Protocols for Identification Implementation and Evaluation curates cutting edge protocols in the field of gifted education related to the areas of equitable identification implementation of services and programmatic assessment These protocols seek to initiate discussion

and critical discourse regarding diverse gifted learners among higher education faculty state department personnel district administrators and classroom teachers Covering topics such as digital differentiation equitable assessment and STEM education this text is ideal for teacher education programs preparation programs university degree programs university credential programs certificate programs faculty graduate students state departments of education superintendents coordinators administrators teachers professors academicians and researchers Resources in Education ,2000

Critical Literacies and Young Learners Ken Winograd,2014-11-13 Many pre service and beginning early childhood teachers question if critical literacy is do able with young children particularly in the current top down educational climate Critical Literacies and Young Learners shows how it is possible even in the context of the mandates and pressures so many teachers experience and honors the sophisticated and complex social theorists that young children are Featuring a mix of groundbreaking work by iconic researchers and teachers and original contributions by emerging scholars and educators in the field the text illustrates a range of approaches to doing critical literacy with young children and at the same time addresses the Common Core Standards Part I provides several orienting frameworks on critical literacy giving specific attention to its relationship to the Common Core Standards Part II features chapters describing critical literacy in practice grouped in 4 thematic clusters using texts from popular culture and everyday life focusing on issues oriented texts and cultural identity functional linguistic analysis of texts interdisciplinary that engage young learners in critical social action projects Part III addresses the micro political contexts of teaching critical literacy *Tej Vol 24-N1* Teacher Education and Practice,2011-03-16 Teacher Education and Practice a peer refereed journal is dedicated to the encouragement and the dissemination of research and scholarship related to professional education The journal is concerned in the broadest sense with teacher preparation practice and policy issues related to the teaching profession as well as being concerned with learning in the school setting The journal also serves as a forum for the exchange of diverse ideas and points of view within these purposes As a forum the journal offers a public space in which to critically examine current discourse and practice as well as engage in generative dialogue Alternative forms of inquiry and representation are invited and authors from a variety of backgrounds and diverse perspectives are encouraged to contribute Teacher Education Practice is published by Rowman Littlefield

Unveiling the Magic of Words: A Review of "**First Grade Eld Test Sample California**"

In a global defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their capability to kindle emotions, provoke contemplation, and ignite transformative change is actually awe-inspiring. Enter the realm of "**First Grade Eld Test Sample California**," a mesmerizing literary masterpiece penned with a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve in to the book is central themes, examine its distinctive writing style, and assess its profound affect the souls of its readers.

https://staging.conocer.cide.edu/public/Resources/fetch.php/goodbye_liberty_belle_a_sons_search_for_his_fathers_war.pdf

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First Grade Eld Test Sample California Introduction

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web first graders study the basic needs of animals and compare them to human needs they make bird feeders using milk carton and pine cones they review the basic needs of food water air and shelter and discuss what happens

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