

CALIFORNIA JOURNEYS

TK-5 ELA/ELD

Every Student

Empowered. Inspired. Confident.



ENGLISH LANGUAGE DEVELOPMENT SUPPORT

California Journeys provides students with rich language activities that are cognitively and linguistically demanding, rapidly accelerating students' language proficiency across all three modes of communication—**collaborative, interpretive, productive.**

Emerging, Expanding, and Bridging instructional activities build proficiency in the critical areas of academic language; spelling; listening and reading comprehension; and writing.

LANGUAGE DETECTIVE

Talk About Words
Work with a partner. Think about times when you might use each Vocabulary word in speaking or writing. Do you and your partner have similar ideas or different ideas?

TEXT TO TEXT

Compare and Contrast Both selections you read are about the ocean. Think about what you learned in each selection. How are the selections the same? How are they different? Discuss your ideas with a partner.

Activities: page 360

Compare and Contrast Both selections you read are about the ocean. Think about what you learned in each selection. How are the selections the same? How are they different? Discuss your ideas with a partner. Tap record to start.

Record Playback

Submit Answers

Annotate it!

Annotation

a fact about jellyfish

Save to myNotebook Delete Save



STREAM TO START™ videos kick start the unit with high-interest videos related to the unit topic

ONLINE TOOLS engage students in meaning making, recording spoken responses, highlighting text, and taking notes. Point-of-use questions prompt students to draw conclusions supported by evidence in the text.

RETURN TO THE ESSENTIAL QUESTION

Turn and Talk What is special about animals that live in the ocean? Think about what text evidence the author gives to show that jellyfish are special. Share your ideas with a small group. Ask a question if you don't understand a group member's ideas.

Classroom Conversation

Now talk about these questions with the class.

- What is the author's opinion about jellyfish? What evidence does she give to back it up?
- How do the photos and captions help you understand more about jellyfish?
- Using what you learned from the selection, explain what it would be like to be a jellyfish.

Jellyfish

Language Support Card Lesson 10

SHINE OBJECTIVES

- Use and use high-utility words and Academic English terms to describe ocean creatures.
- Use words and phrases to discuss facts and opinions.

HIGH-UTILITY WORDS

- Use a compass to help to find a word on the surface of the water.
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TEACH ACADEMIC ENGLISH

TEACH SENTENCES WITH REASONS Display the following sentences. Explain that this sentence is a fact because it can be proven to be true. Then point out the word because. Say because is a word that tells the reason for something. A reason can be a fact or an opinion. They do not have brains is a fact because it can be proven true.

Write the following sentences on the board. Explain that this sentence is a fact because it can be proven to be true. Then point out the word because. Say because is a word that tells the reason for something. A reason can be a fact or an opinion. They do not have brains is a fact because it can be proven true.

Write the following sentences on the board. Explain that this sentence is a fact because it can be proven to be true. Then point out the word because. Say because is a word that tells the reason for something. A reason can be a fact or an opinion. They do not have brains is a fact because it can be proven true.

ACADEMIC ENGLISH RUBRIC

Refer to this rubric throughout the week as you learn about the unit.

Beginning: Children can state a fact or an opinion when they use a word like, for example, jellyfish.

Low Intermediate: Children can use because to complete sentences that identify facts and opinions, for example, jellyfish don't get mad because they have no brains.

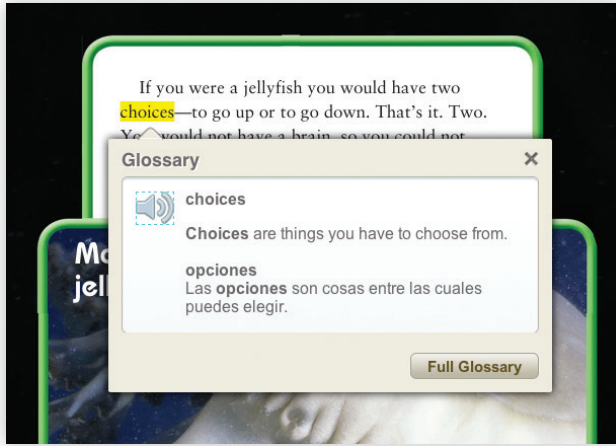
High Intermediate: Children can use because to complete sentences that identify facts and opinions, for example, jellyfish don't get mad because they have no brains.

Proficiency: Children can write and explain their ideas about the meaning of the following words: to hang into someone to see someone you didn't expect to see week up after something is moved by water onto land.

COLLABORATIVE DISCUSSIONS help students negotiate ideas, explain, describe, inform, justify, and persuade each other while staying within the context of the facts and ideas of the text.

LANGUAGE SUPPORT CARDS preteach concepts, build background vocabulary, and promote oral and academic language to help students connect with the core content.

Explicit vocabulary and language instruction support students as they expand their vocabulary base and improve accuracy and effectiveness in communication.



ENGLISH/SPANISH GLOSSARY at point-of-use in the Student Edition helps students tackle unknown words.

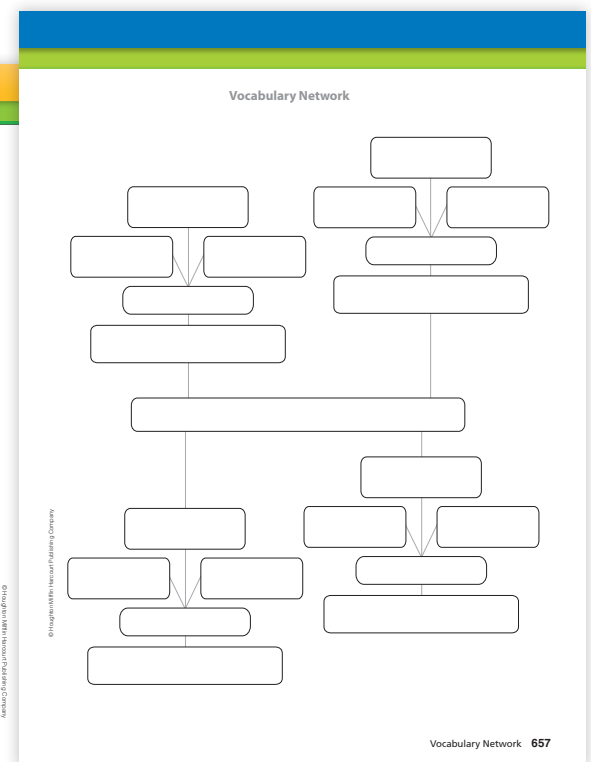
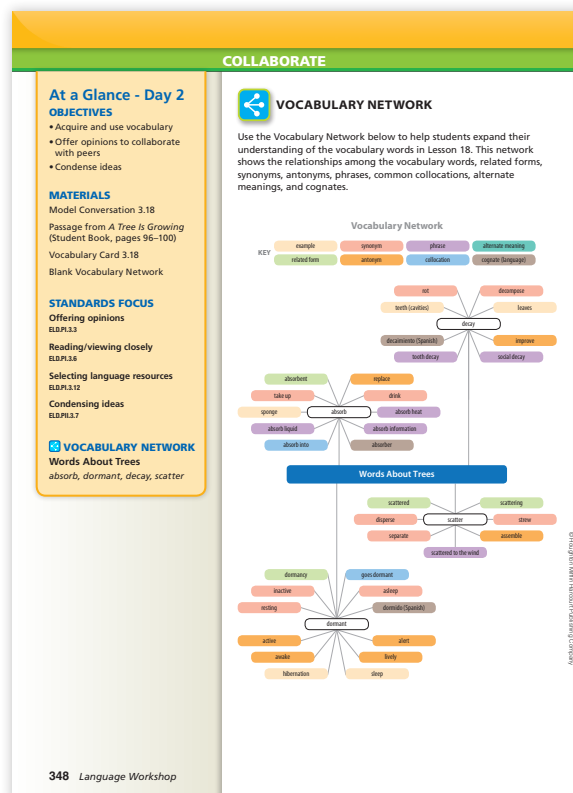


DIGITAL VOCABULARY IN CONTEXT CARDS

deepen vocabulary knowledge by engaging students with the photograph, context sentence, and definition for each word.

VOCABULARY NETWORK

activities build and expand students' word knowledge.



CALIFORNIA JOURNEYS





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