

District English Language Advisory Committee



FULLERTON
SCHOOL
DISTRICT



December 14, 2018

Translation

- ▶ Spanish - Channel 1
- ▶ Korean - Channel 2



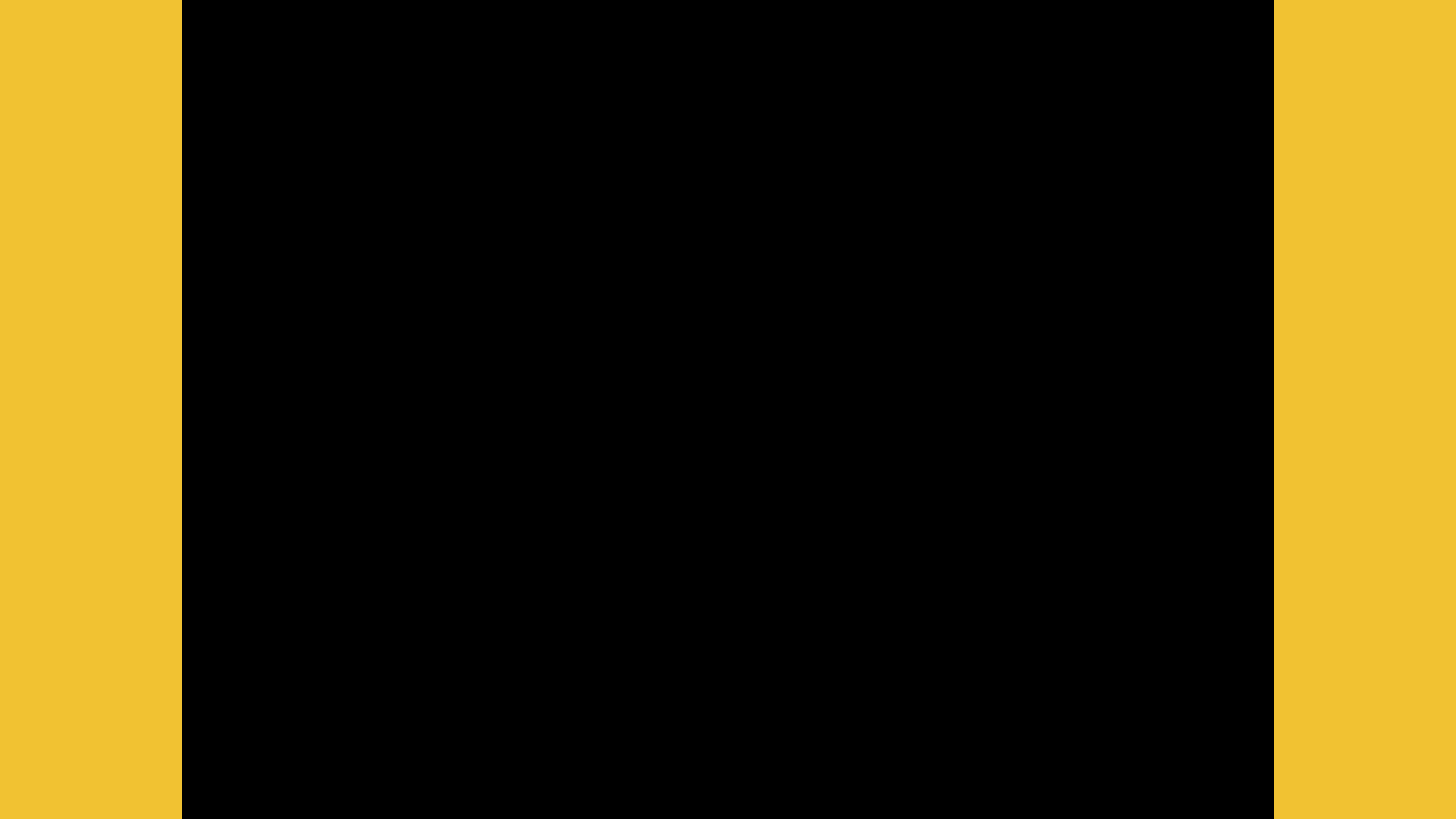
A red ribbon graphic with a white shadow, curved upwards, containing the word "Welcome" in a white cursive font.

Welcome

to DELAC



LAGUNA ROAD
ELEMENTARY SCHOOL



Approve Minutes



**District Wide
Needs
Assessment
Results**

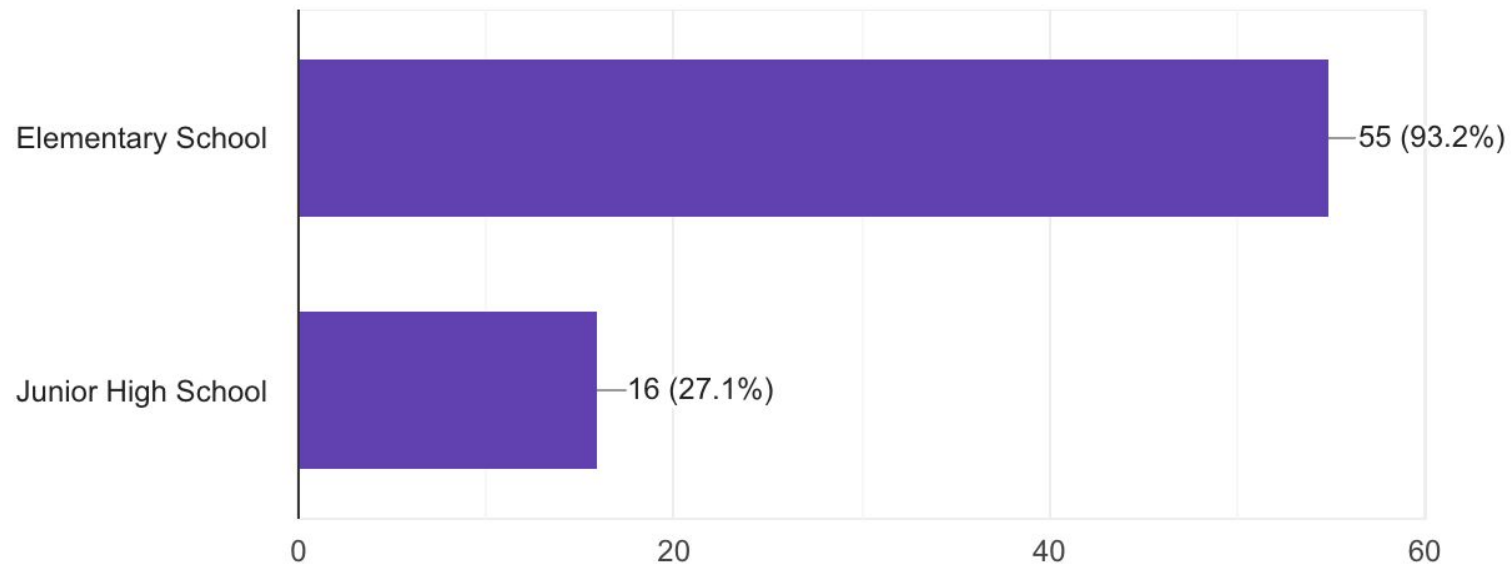
**SURVEY
RESULTS ARE IN!**



District and School Websites

I have children in:

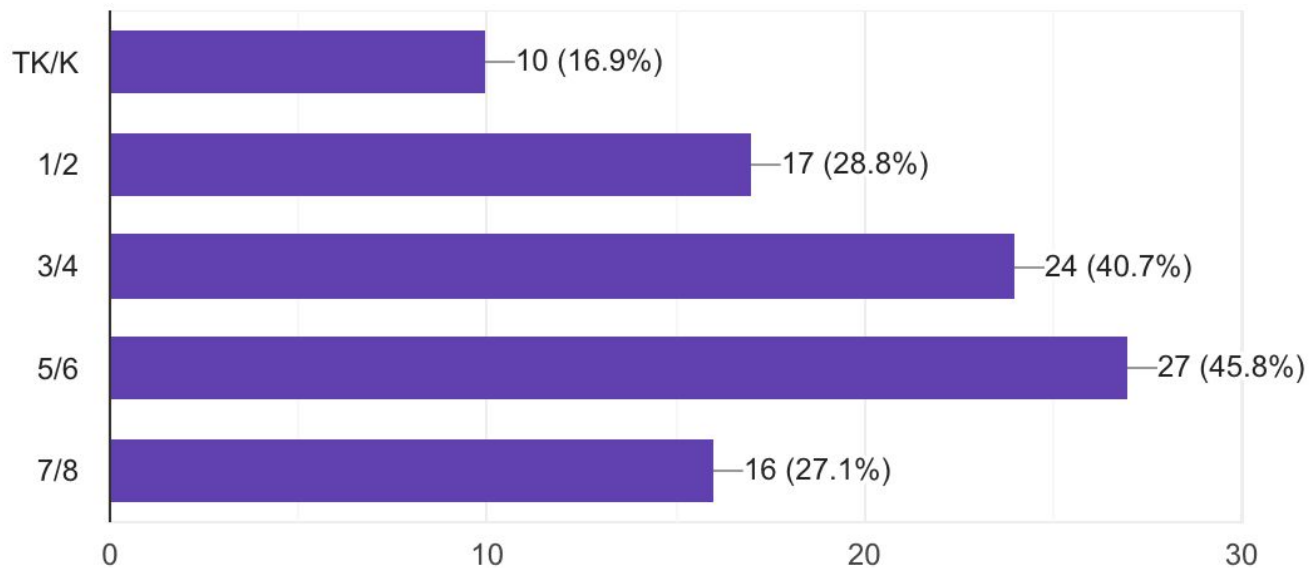
59 responses



2. My children are in the following grades:

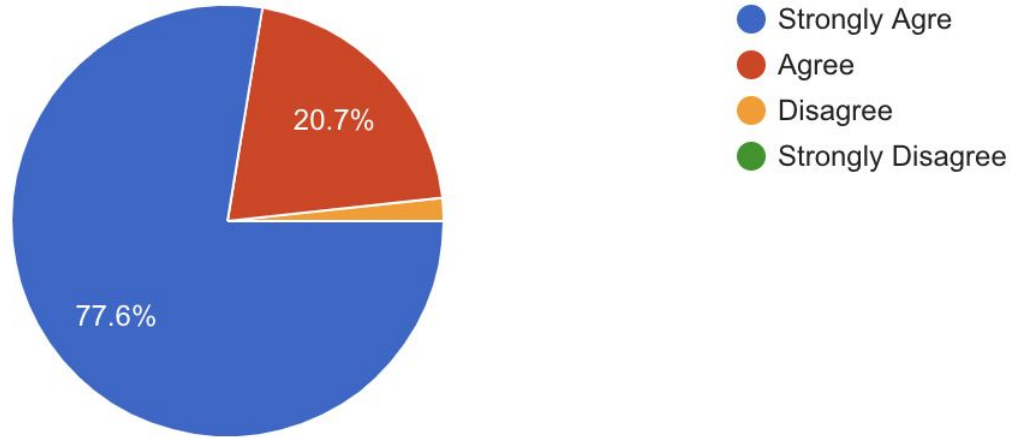


59 responses



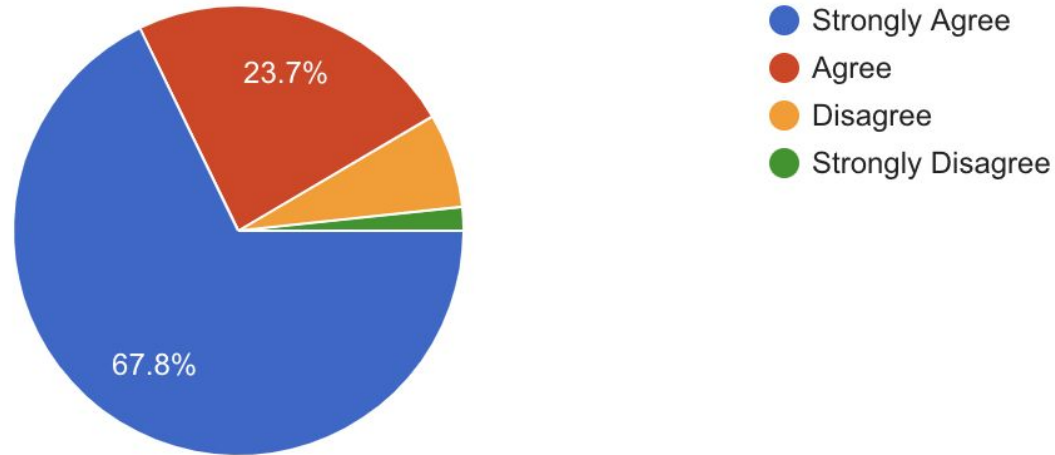
3. I understand the importance of speaking my home language to my child to ensure he or she can maintain his or her first language while learning English.

58 responses



4. I am aware that parents of English Learners can take classes to learn English through Pacific Drive, Valencia Park, and Richman schools.

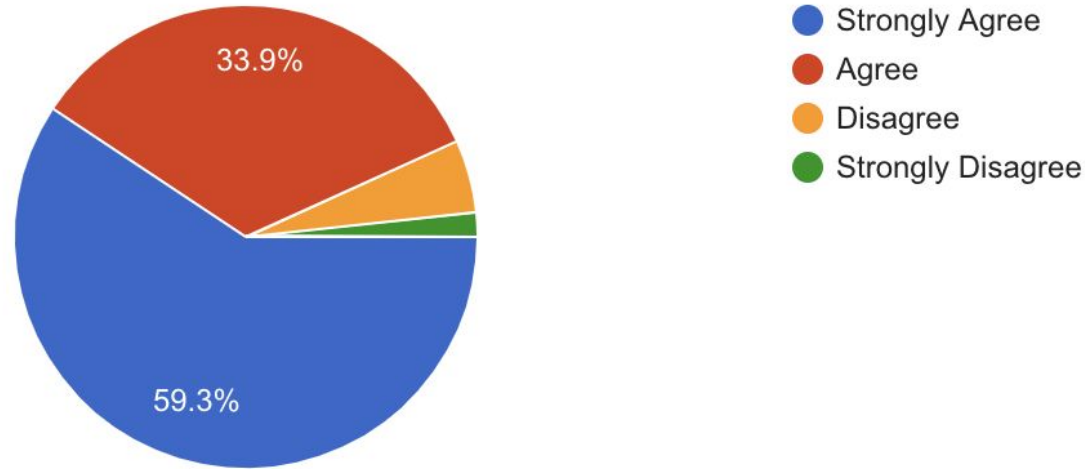
59 responses



5. I know how to get information on ways in which I can be involved in my child's school

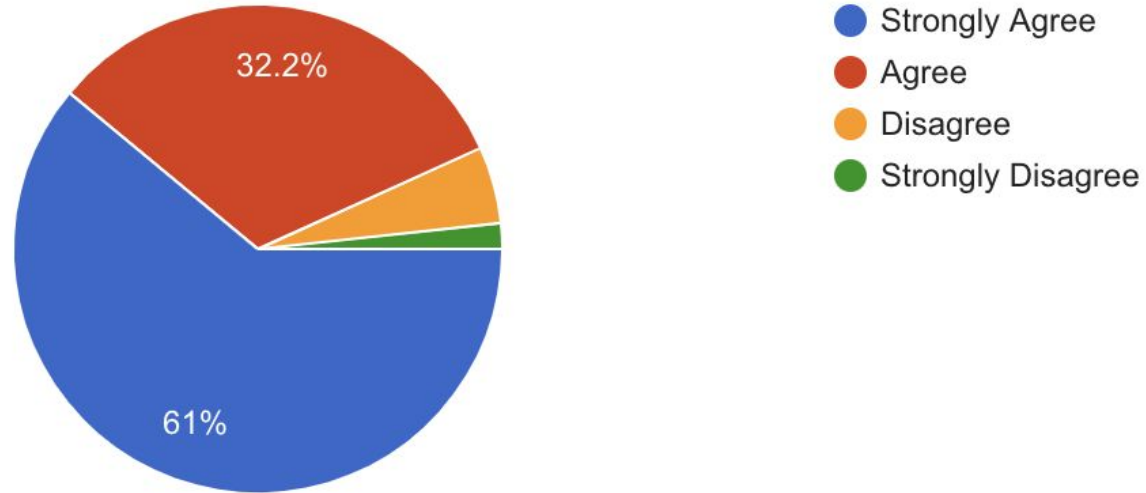


59 responses



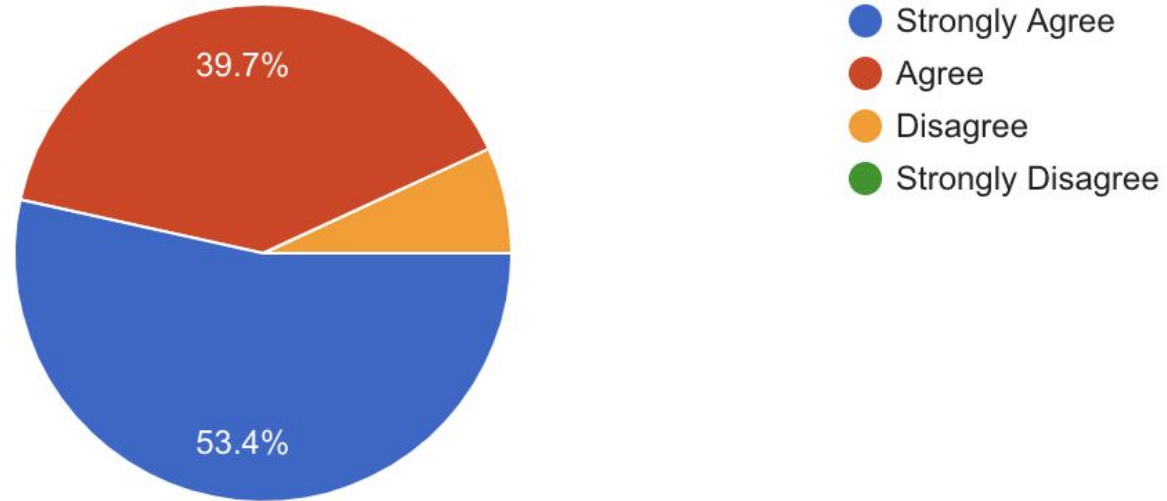
6. I know how to get translation for report cards, notes, meetings, and conferences.

59 responses



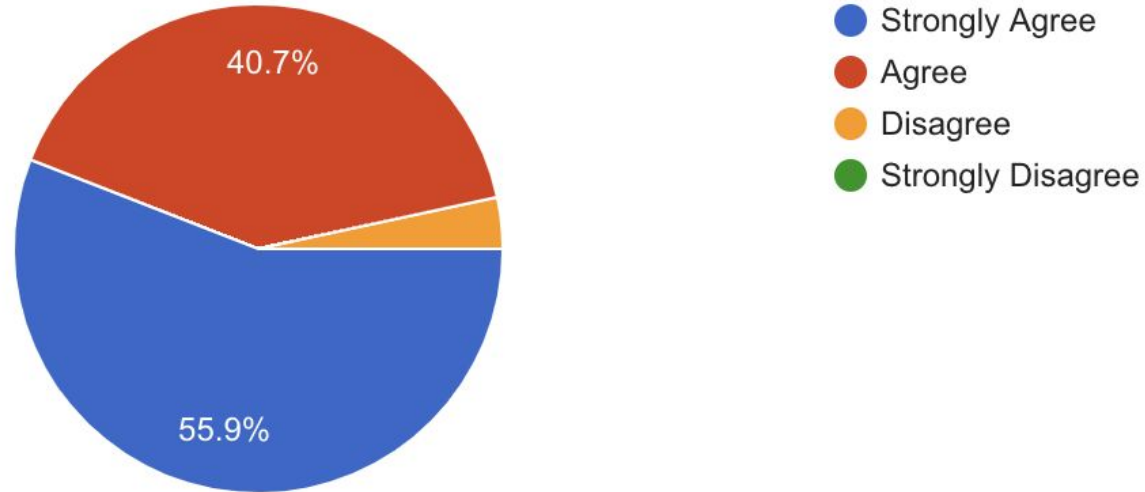
7. I know how my child is doing academically and socially.

58 responses



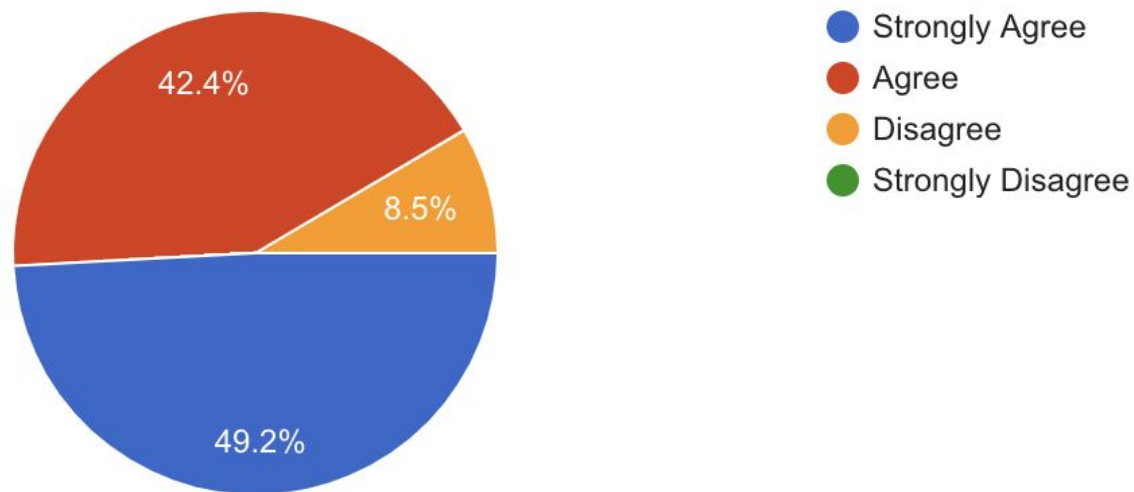
8. I am aware of my child's English skills and how he or she is progressing in learning English.

59 responses



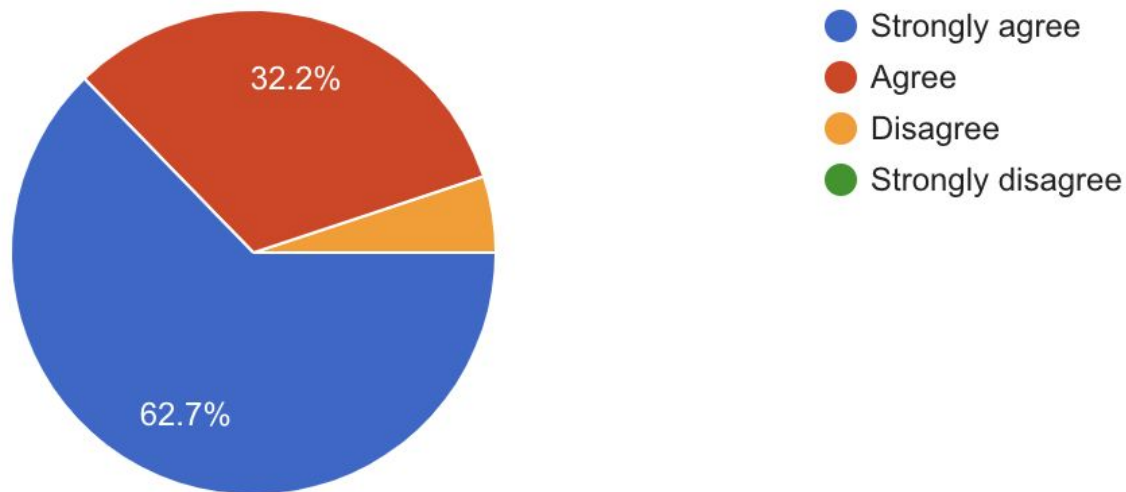
9. I feel that the English Language Development program is working well for my child.

59 responses



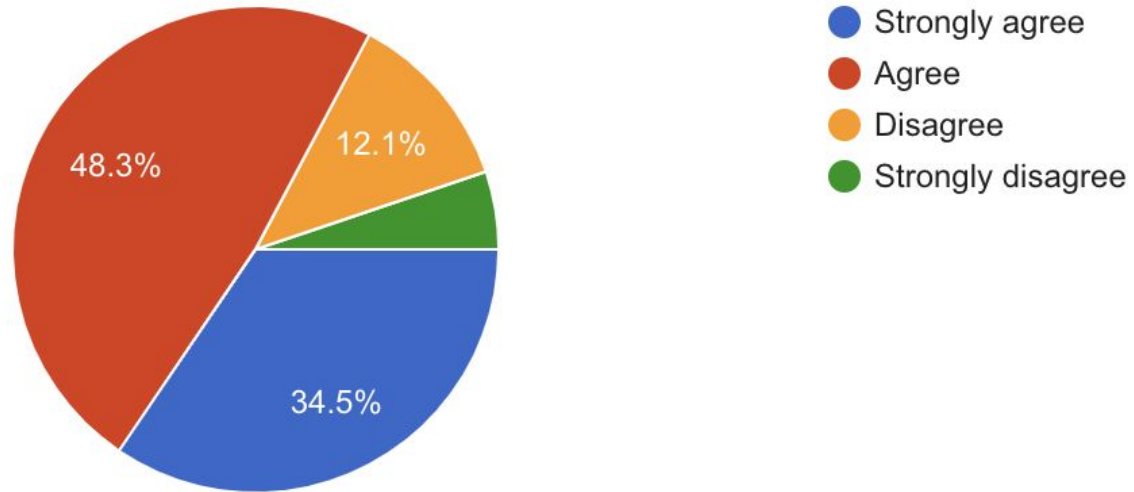
10. I know who to contact at school when I think my child needs extra academic support.

59 responses



12. I understand how to access Powerschool.

58 responses





Great Schools, Successful Kids.

FSD Spotlight
Showcasing District and

Award Winning
Schools!

Our Values - Fullerton
School District

ELAC Site Representatives may run for Chair or Co-chair position

Chair/Co-chair Responsibilities:

- Meet with Educational Services Team to provide input to DELAC Agendas
- Co-lead DELAC meetings
- Co-present an DELAC update to the School Board



Bylaws Update- 2 Year Delineation

- ELAC representatives must run for DELAC representative yearly at their school sites and be elected in order to remain the DELAC Chair or Co-Chair for the two years.
- ELAC representatives to DELAC may represent their school site as long as their child attends that school and is identified as an English Learner or Reclassified Student.

Nominate



Fullerton School District

District English Learners Advisory Committee (DELAC)

Nomination Form

December 14, 2018

I, Abraham Garcia nominate Mr./Mrs. Rossana Fonseca
from Hermosa Drive school for the position of DELAC Officer.

About Me

Nominees

1. Manuel Paz, Woodcrest
2. Maria Alvarez, Raymond
3. Sonia Garcia, Richman
4. Egleth Nuncci, Pacific Drive





Fullerton School District

District English Learners Advisory Committee (DELAC)

Voting Form

December 14, 2018

I vote for Abraham Garcia **from** Acacia **school as DELAC Officer.**

I vote for Alma Mata **from** Laguna Road **school as DELAC Officer.**

I vote for Kang Choi **from** Fisler **school as DELAC Officer.**

Reclassification (Exit) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's reclassification criteria are listed below.

Language Acquisition Programs and Goals for English Learners

Descriptions of the language acquisition programs provided in the Fullerton School District are listed below.

Structured English Immersion (SEI) Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

Dual-Language Immersion (DLI) Program: Also referred to as **Two-Way Immersion**. A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Kindergarten and continues to eighth grade.

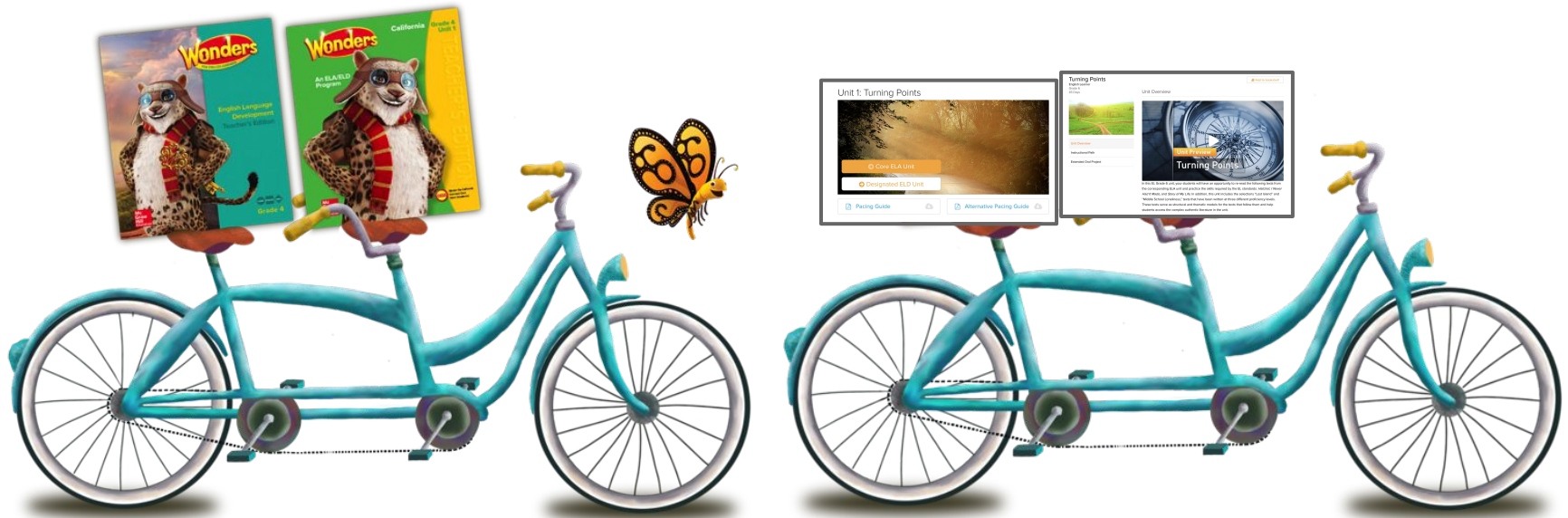
Parental Opinion and Consultation

Parent signature

Title III letter

ELD Lessons

A CONNECTED ELD PROGRAMS



CCSS Shared Read Genre • Fairy Tale

A Modern Cinderella

Essential Question
 What can you do to get the information you need?
 Read how a dancing Prince tries to get information about a mystery girl.

Once upon a time—the time being the other night—the Prince was as joyous as a gamer with the new highest score. He had just danced with an amazing young woman at the Royal Palace. It was during the taping of his weekly TV show, *Dancing with the Prince*. He had only agreed to do the show to help his mother, the Queen, raise money for charity. But when the prince twirled this lovely dancer in the presence of the audience and judges, he felt as if he were floating on a cloud.

However, circumstances changed as soon as the music stopped at midnight. As the applause began, the young woman's cell phone rang, and she rushed from the palace. All she left behind was a purple sneaker.

The Prince fell into a dungeon of despair. "I must find her again," he cried, "and in time for tomorrow night's final show!" How should he search? He clutched the purple sneaker in his hand.

Seeing the Prince's tears, the Queen advised, "He who consults the right sources will surely succeed." The Prince's mind raced like a galloping horse on his favorite game, "Horse Chaser." After much consideration, he made a plan. First, he interviewed everyone who had attended the show, but no one could help. Next, the Prince searched the Internet. He entered the phrase "great dancer with purple shoe," but he found no one. Then the Prince put up posters of the purple sneaker all over the kingdom's social network. Yet no one recognized the shoe or knew its owner.

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Reading Writing Workshop Book ELA

The Prince quickly held out the sneaker and requested, "Please try this on." She did, and it fit her foot perfectly! "You're my missing dancer!" the Prince cried. "Will you be my dance partner forever?"

The young woman smiled and replied, "Thanks, but not right now. I'll dance tomorrow, but I have a lot of plans. First I want to travel."

The Prince begged, "Please, say yes! After all, this is a fairy tale, where anything can happen."

"Sorry, Prince," the woman said. "You'll just have to wait."

"That's cool," the Prince sighed, "but at least reveal your name."

"It's Cinderella," the woman replied. She scribbled on a piece of paper. "Here's my number. Let's stay in touch. TTYLC."

The Prince looked puzzled and was unsure of how to reply.

"It means Talk To You Later, Prince," Cinderella explained.

"TTYLC," the Prince replied as he waved to Cinderella and rode away.

And they texted happily ever after.

Make Connections
 Talk about how the Prince got the information he needed. What things did he do? **ESSENTIAL QUESTION**
 When have you had to search for something or someone? How did you search? **TEXT TO SELF**

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Addressing the modes of Communication in the ELD Standards

Designated ELD

Text Evidence

Shared Read Genre • Fairy Tale



1 Talk About It

Look at the illustration. Talk about what you see. Write your ideas.

Based on the title, what do you think the story is about?

boy and girl dancing.

What are the girl and the boy doing?

Take notes as you read the story.

A Modern Cinderella



Essential Question



What can you do to get the information you need?

Read how a dancing Prince tries to get information about a mystery girl.

ELD.P1.5.1.Ex, ELD.P1.5.1.Br, ELD.P1.5.2.Ex, ELD.P1.5.2.Br, ELD.P1.5.5.Ex, ELD.P1.5.5.Br, ELD.P1.5.6a.Ex, ELD.P1.5.6a.Br See the California Standards section.



Once upon a time—the time being the other night—the Prince was as joyous as a gamer with the new highest score. He had just danced with an amazing young woman at the Royal Palace. It was during the taping of his weekly TV show, *Dancing with the Prince*. He had only agreed to do the show to help his mother, the Queen, raise money for charity. But when the prince twirled this lovely dancer in the presence of the audience and judges, he felt as if he were floating on a cloud.

However, circumstances changed as soon as the music stopped at midnight. As the applause began, the young woman's cell phone rang, and she rushed from the palace. All she left behind was a purple sneaker.

The Prince fell into a dungeon of despair. "I must find her again," he cried, "and in time for tomorrow night's final show!" How should he search? He clutched the purple sneaker in his hand.



Seeing the Prince's tears, the Queen advised, "He who consults the right sources will surely succeed." The Prince's mind raced like a galloping horse on his favorite game, "Horse Chaser." After much consideration, he made a plan. First, he interviewed everyone who had attended the show, but no one could help. Next, the Prince searched the Internet. He entered the phrase "great dancer with purple shoe," but he found no one. Then the Prince put up posters of the purple sneaker all over the kingdom's social network. Yet no one recognized the shoe or knew its owner.

ELD.P1.5.1.Ex, ELD.P1.5.1.Br, ELD.P1.5.2.Ex, ELD.P1.5.2.Br, ELD.P1.5.5.Ex, ELD.P1.5.5.Br, ELD.P1.5.6a.Ex, ELD.P1.5.6a.Br, ELD.P1.5.7.Ex, ELD.P1.5.7.Br, ELD.P1.5.1.Ex, ELD.P1.5.1.Br See the California Standards section.

Text Evidence

1 Sentence Structure (CC)

Reread the first sentence. Circle the text that tells when Prince was joyous. Why does the sentence include a gamer with new highest score?

The text describes _____ the prince being happy.

2 Specific Vocabulary (CC)

The word *despair* means "unhappiness." How does Prince feel? Underline text that provides clues to Prince's feelings.

I know that Prince feels ^{sad}

because the girl ran away and he can't find her.



3 Talk About It

Reread the fourth paragraph. What is the Queen's advice? Write about it.

It means you have to do something to fix your problem.

Designated ELD

Text Evidence

1 Specific Vocabulary **4C1**

The phrase *even if* tells that something will still be true if Prince travels the entire kingdom. Underline the text that tells what will still be true.

2 Comprehension Compare and Contrast

Reread the third paragraph. Put a box around the text that compares all of Prince's visits to the homes.

The result was similar because some people tired on the sneaker.

The result was different because small as a seed and big a sa boat .



3 Talk About It

Reread the fourth paragraph. Why did Prince grow sadder?

The Prince grew sadder because As the day wore on, the prince grew sadder. because, the prince couldn't find the girl

The Prince held the purple sneaker in one hand and his computer **compass** in the other. "I will continue my **quest**," he cried, "**even if** I must **personally** travel the entire kingdom." With that, the Prince powered up his royal electric skateboard and set out!

At the first house, a woman came out to greet the Prince. He held out the sneaker and announced, "This shoe will tell me if you are my destiny." The excited woman struggled to jam her large foot into the shoe, but the sneaker was much too small.

At the next house, another woman **eagerly** tried on the sneaker. The shoe flopped and fell off. At every home the Prince visited, the purple sneaker seemed as big as a boat or as small as a seed. Every foot failed to meet his expectations.

As the day wore on, the Prince grew sadder. His **discouraged** heart was a cell phone in need of recharging. Finally, there was only one house left to visit. When the Prince arrived, three sisters stood in front, offering their feet. (They'd been following the newsfeed.) The shoe fit none of them.

"Does anyone else live here?" a weary Prince asked the sisters. From inside the house came a chime. The sisters' eyes became narrow slits. A young woman stepped outside and handed a phone to the oldest sister.



The Prince quickly held out the sneaker and requested, "Please try this on."

She did, and it fit her foot perfectly!

"You're my missing dancer!" the Prince cried. "Will you be my dance partner forever?"

The young woman smiled and replied, "Thanks, but not right now. I'll dance tomorrow, but I have a lot of plans. First I want to travel."

The Prince **begged**, "Please, say yes! After all, this is a fairy tale, where anything can happen."

"Sorry, Prince," the woman said. "You'll just have to wait."

"That's cool," the Prince sighed, "but at least reveal your name." "It's Cinderella," the woman replied. She scribbled on a piece of paper. "Here's my number. Let's stay in touch. TTYLP."

The Prince looked **puzzled** and was unsure of how to reply.

"It means Talk To You Later, Prince," Cinderella explained.

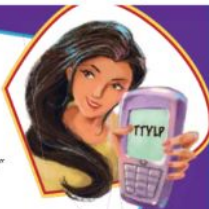
"TTYLC," the Prince replied as he waved to Cinderella and rode away.

And they texted happily ever after.

Make Connections

Talk about how the Prince got the information he needed. What things did he do? **ESSENTIAL QUESTION**

When have you had to search for something or someone? How did you search? **TEXT TO SELF**



Text Evidence

1 Sentence Structure **4C1**

Reread the fourth paragraph. Draw a box around the text that tells Cinderella's response to Prince's request. What is her reason?

Cinderella's response is _____ thanks but not right now.

because she had alot of plans tommorrow.

2 Specific Vocabulary **4C1**

The word **puzzled** means "confused." Circle the context clues for the word **puzzled**. Why is Prince puzzled?

He is puzzled because _____ was unsure of how to reply.

3 Comprehension Compare and Contrast

How do Cinderella and Prince decide to stay in touch? Underline the text. Why does Prince reply with TTYLC? Write your answer.

Prince replies with TTYLC because the Prince replied as he waved to Cinderella and rode away.

ELD.P1.5.1Ex, ELD.P1.5.1B, ELD.P1.5.2Ex, ELD.P1.5.2B, ELD.P1.5.5Ex, ELD.P1.5.5B, ELD.P1.5.6aEx, ELD.P1.5.6aB, ELD.P1.5.7Ex, ELD.P1.5.7B, ELD.P1.5.8Ex, ELD.P1.5.8B. See the California Standards section.

ELD.P1.5.1Ex, ELD.P1.5.1B, ELD.P1.5.5Ex, ELD.P1.5.5B, ELD.P1.5.6aEx, ELD.P1.5.6aB, ELD.P1.5.7Ex, ELD.P1.5.7B, ELD.P1.5.8Ex, ELD.P1.5.8B. See the California Standards section.

Designated ELD

Addressing the modes of Communication in the ELD Standards

Respond to the Text



Partner Discussion Work with a partner. Answer the questions. Discuss what you read in “A Modern Cinderella.” Write the page numbers where you found text evidence.

How did the Prince meet the woman with the purple shoe?

Prince met the woman during _____
The taping of the weekly tv show, Dancing with the prince.

He thought the woman was _____
A lovely dance

Text Evidence

Page(s): 93

Page(s): 93

What did the Prince do to find the girl with the purple shoe?

Prince visited _____
The purple sneaker seemed as big as a boat or as small as a seed.

At each house, he _____
asked some people to try on the sneaker.

but _____

Finally, at the last house Prince found _____
the missing and then he said may you be my dancer forever.

Cinderella told Prince _____
not right now because I have alot of plans tomorrow

Text Evidence

Page(s): 94

Page(s): 94

Page(s): 94

Page(s): 95



Group Discussion Present your answers to the group. Cite text evidence to justify your thinking. Listen to and discuss the group’s opinions about your answers.



Write Review your notes about “A Modern Cinderella.” Then write your answer to the Essential Question. Use text evidence to support your answer. Use vocabulary words from this week’s reading in your writing.

How did the Prince find Cinderella?

After the young woman left, the Prince found a _____

To find the woman, the Prince _____

Finally, he found the woman _____

When he found Cinderella, he asked _____

Cinderella told Prince _____

They decided to _____



Share Writing Present your writing to the class. Discuss their opinions. Think about what the class has to say. Did they justify their claims? Explain why you agree or disagree with their claims.

I agree with _____ because _____

I disagree because _____

ELA Core Vocabulary

Words to Know

circumstances

expectations

consideration

presence

consults

reveal

destiny

unsure

circumstances

Key Vocabulary

Routine Example



There are many **circumstances** that can make roads impossible to drive on.

Photo: Bruce Heimann/PhotoDisc/Getty Images

circumstances

Key Vocabulary

Routine Example

Define Circumstances are conditions or events that exist with other things and may have an effect on them.

Example There are many **circumstances** that can make roads impossible to drive on.

Ask Under what **circumstances** might schools be closed?

Photo: Bruce Heimann/PhotoDisc/Getty Images

ELD Vocabulary



Words to Know

begged

eagerly

compass

personally

discouraged

quest

ELD Vocabulary

More Vocabulary



COLLABORATE

Look at the picture and read the word. Then read the sentence.
Talk about the word with a partner. Write your own sentence.



begged

The hungry dog **begged** its owner for a treat.
I **begged** my parents when I wanted to _____
go on my electric scooter.



discouraged

The team felt **discouraged** when they lost
the game.
I feel **discouraged** when I _____
loose in a basketball.



compass

The hikers use a **compass** to check the
direction.
Campers carry a **compass** when they _____
when leave the camp.



eagerly

The students **eagerly** raised their hands to
answer the teacher's question.
A puppy **eagerly** jumps and barks.
when its owner comes home.



personally

The boy **personally** delivered newspapers to
people in his neighborhood.
I will **personally** thank _____
you for a package.



quest

The swimmer had a **quest** to win the gold
medal.
Another word for **quest** is mission.

Words and Phrases Phrasal Verbs

powered up = turned on or start

Lee **powered up** her computer and searched the Web to
gather information for her new project.

put up = hung, as on a wall or ceiling

The summer campers **put up** photos of their families in
the cabins.

Read the sentences below. Write the phrasal verb
that means the same as the underlined words.

Len **started** the model plane for take off.

Len **powered up** _____ the model plane for
take off.

Mrs. Zajac **hung** our solar system models.

Mrs. Zajac **put up** _____ our solar
system models.

Go Digital Add the phrasal verbs to your New
Words notebook. Write a sentence to show
the meaning of each.

Write to Two Sources

Set Purpose

Analyze the Prompt

Find Text Evidence

**Analyze Text
Evidence**

Analyze the Model

Write the Response

Revise

Present

2





Essential Question

What can you do to get the information you need?

Use Graphic Organizer 36 to take notes while you read.

Jack and the Giant Stalk

Fairy Tale

Once upon a time, a boy named Jack lived in the country with his family. One day, Jack set off to the market to buy vegetable seeds. Jack was a curious boy who liked to garden and plant new crops. Each time he went to the market everything he saw inspired him. So with grand expectations, he ran to the market **eagerly**.

At the market, a man was selling beans and fertilizer. He told Jack, "The beans need just the right amount of fertilizer to grow quickly and very tall. However, you must experiment to figure out the correct amount of fertilizer." After some consideration, Jack agreed to buy the man's seeds. At home, Jack's mother was unsure about the huge bag of fertilizer Jack had dragged home, but she allowed him to experiment anyway. Jack went outside to the garden. He was eager to see what his experiment would produce.

The next morning, Jack was thrilled to see that his beanstalk had grown way above the clouds. He climbed to the top of the beanstalk and spied a castle. Inside the castle, Jack saw a giant holding a hen that was hiccuping. The giant explained that the



hen couldn't stop hiccuping. As a result, she could no longer lay golden eggs, and the giant was tired of listening to her hiccup.

Jack thought about the problem, then suddenly yelled "Boo!" to the hen. The hen screamed in surprise. All was quiet for a while. Jack explained to the hen that he had experienced a similar circumstance with his mother. Scaring someone can often stop their hiccups. The hen smiled and said, "Thank you. I was so **discouraged**. You saved me!" Jack received a bag of golden eggs as a reward. He left the castle and happily returned home to surprise his mother.

Write to Two Sources

CCSS Shared Read Genre • Fairy Tale

A Modern Cinderella

Once upon a time—the time being the other night—the Prince was as joyous as a gamer with the new highest score. He had just danced with an amazing young woman at the Royal Palace. It was during the taping of his weekly TV show, *Dancing with the Prince*. He had only agreed to do the show to help his mother, the Queen, raise money for charity. But when the prince twirled this lovely dancer in the **presence** of the audience and judges, he felt as if he were floating on a cloud.

However, **circumstance** changed as soon as the music stopped at midnight. As the applause began, the young woman's cell phone rang, and she rushed from the palace. All she left behind was a purple sneaker.

The Prince fell into a dungeon of despair. "I must find her again," he cried, "and in time for tomorrow night's final show!" How should he search? He clutched the purple sneaker in his hand.

Seeing the Prince's tears, the Queen advised, "He who **consults** the right sources will surely succeed." The Prince's mind raced like a galloping horse on his favorite game, "Horse Chaser." After much **consideration** he made a plan. First, he interviewed everyone who had attended the show, but no one could help. Next, the Prince searched the Internet. He entered the phrase "great dancer with purple shoe," but he found no one. Then the Prince put up posters of the purple sneaker all over the kingdom's social network. Yet no one recognized the shoe or knew its owner.

Essential Question
What can you do to get the information you need?
Read how a dancing Prince tries to get information about a mystery girl.

108 109

The McGraw-Hill Companies, Inc./iStock.com

Key Reading Skills

Point of View

Central or Main Idea

Greek and Latin Affixes and Roots

Textual Evidence

Connotation and Denotation

Informational Text Structure

Figurative Language

Media

Story Structure

Poetic Structure

Poetic Elements

StudySync Core

Skill: Point of View

Determining the point of view of a narrative is crucial to understanding related literary elements such as characterization and theme. This lesson plan for *Hatchet* provides follow-up questions and enrichments to help teachers guide students toward a usable, repeatable method for determining and analyzing point of view in a work of fiction.



Teacher Resources: [Lesson Plan](#)

Access Handouts: [Access 1](#), [Access 2](#), [Access 3](#), [Access 4](#)

Access 1 Skill: Point of View

Match

As you watch the video about point of view, draw lines to match each phrase on the left with the correct description on the right.

point of view	a "you" narrator participates in the action
first-person point of view	how a story is told and who is telling it
second-person point of view	narrator tells what happens but does not describe anyone's thoughts or feelings
third-person point of view	has an "I" narrator who participates in the action
third-person objective	narrator describes how all the characters think and feel
third-person omniscient	narrator describes how only some characters think and feel
third-person limited omniscient	narrator uses "he," "she," or "it" to show thoughts and feelings

*L.4.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
*L.10.P.6.5.1f: **Listening actively** Demonstrate active listening in oral presentation activities by asking and answering basic questions with prompting and substantial support.

StudySync Designated ELD

Vocabulary

Instructions for Student

Complete the chart by dragging and dropping the correct example into the last column to match the term and meaning in each row.

Example Options (5 of 5)

- I flew in a small plane to Canada.
- The story was told from a third-person point of view.
- You crash land your plane.
- The main character was the narrator of the story.
- He was lost in the wilderness.

Term	Form	Meaning	Example
narrator	noun	the person who is telling the story	
point of view	noun	the way the narrator tells the story	
first person	adjective	a point of view that uses first-person pronouns, such as "I," "me," and "my"	
second person	adjective	a point of view that uses second-person pronouns, such as "you" and "your"	
third person	adjective	a point of view that uses third-person pronouns, such as "he," "she," "they," "them," "our"	

Vocabulary

Instructions for Student

Complete the chart by writing the correct meaning for each term. Then, drag and drop the correct example to match the term.

Example Options (5 of 5)

- I flew in a small plane to Canada.
- You crash land your plane.
- The main character was the narrator of the story.
- The story was told from a third-person point of view.
- He was lost in the wilderness.

Term	Form	Meaning	Example
narrator	noun		
point of view	noun		
first person	adjective		
second person	adjective		
third person	adjective		

The image features a patriotic American flag theme. It has a background of vertical red and white stripes, with a blue border at the top and bottom containing white stars. In the center, there is a yellow speech bubble with a blue outline. Inside the bubble, the words "ELECTION RESULTS" are written in a bold, blue, sans-serif font, stacked on two lines.

**ELECTION
RESULTS**

**IMPORTANT
ANNOUNCEMENT!**





DELAC
2018-2019

February 22, 2019- Commonwealth
April 26, 2019- Acacia

SAVE THE DATE

Thank
You