



Compton USD Learning Packet

High School ELD

**English Language
Development (ELD)**



High School-ELD Learning Packet

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Week 3

Day	Lesson	Date Completed
1	GRAMMAR (Present and Past Tense) 1) <i>Learning Objective:</i> Students will be able to complete and write sentences using the past, present, or future tense. 2) <i>Setting the Stage:</i> A verb tense tells us when an action takes place. The past tense tells what has already happened, the present tense tells us what is happening, and the future tense tells what will happen.	
	Day 1 Use Correct Verbs in the Present Tense 1) Complete pages 68-69. Refer to examples of past and present tense.	
2	GRAMMAR (Present and Past Tense) 1) <i>Learning Objective:</i> Students will be able to complete and write sentences using the past, present, or future tense. 2) <i>Setting the Stage:</i> A verb tense tells us when an action takes place. The past tense tells what has already happened, the present tense tells us what is happening, and the future tense tells what will happen.	
	Day 2 Can you just add -ed to form a verb in the past? 1) Complete pages 71-72. Refer to examples of past and present tense.	
3	READING (Pre-Reading Strategy: Image Walk) 1) <i>Learning Objective:</i> Students will use adjectives and nouns when describing images. 2) <i>Setting the Stage:</i> Building background knowledge is essential for reading comprehension. The more you know about a topic, the easier it is to read a text, understand it, and retain information.	
	Day 3 Image Walk 1) Study each image. 2) Answer a question or respond to a prompt for each image.	
4	READING (During Reading-Read the Text) 1) <i>Learning Objective:</i> Students will be able to identify the verb and tense in sentences during close reading of an article. 2) <i>Setting the Stage:</i> Students should carefully and purposefully read and reread a text. When students “close	

	<p>read”, they focus on what the author has to say, what the author’s purpose is, what the word means, and what the structure of the text tells us.</p>	
	<p>Day 4 Read the Newsela article</p> <ol style="list-style-type: none"> 1) Read and reread the Newsela article entitled: Bloody Sunday: Prelude to the Russian Revolution of 1917 2) Underline any past, present, or future tenses. Refer to the worksheets completed on days 1-2. 	
5	<p>WRITING: (Writing for Understanding)</p> <ol style="list-style-type: none"> 1) <i>Learning Objective:</i> Students will sequence major events in a text using time and order words. 3) <i>Setting the Stage:</i> Sequencing in an informational text refers to the ability to retell the events in the order in which they occurred. The ability to sequence events in a text is a key comprehension strategy. 	
	<p>Day 5 Writing for Understanding-The Russian Revolution</p> <ol style="list-style-type: none"> 1) Refer to the Newsela article entitled Bloody Sunday: Prelude to the Russian Revolution of 1917 2) Respond to the prompt. Use words from the Wordbank to start some of your sentences. 	

Use Correct Verb Forms in the Present Tense

- **Have, be, and do** are irregular verbs. They have more different forms in their present tense than regular verbs do.
I **have** a dress code at school. She has one, too.
Are you satisfied with the decision? **Is** your friend satisfied? I definitely **am**.
I **do** own a uniform. So **does** he.
- Use **not** after each form of **be** or **do** to make a sentence negative.
She **is not** happy. She **does not** want to wear a uniform.

Forms of Have

I, we, you, or they **have**
he, she, or it **has**

Forms of Be

I **am**
he, she, or it **is**
we, you, or they **are**

Forms of Do

I, we, you, or they **do**
he, she, or it **does**

Try It

- A. (24–28) Edit the paragraph. Fix the five verbs that do not match their subjects.

High School Dress Code Policy: Students is to follow the dress code at all times. If they doesn't wear the proper attire, then they aren't following the dress code. No student have permission to disobey the code. There is no exceptions to the rule. The dress code are a necessary part of a positive learning environment for students.

Proofreader's Marks

Delete:

I like your new ~~new~~ uniform.

Add text:

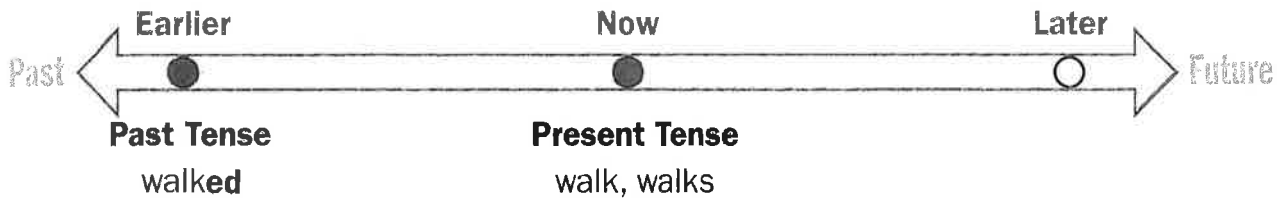
Where ^{did} you buy your uniform?

- B. (29–30) Write at least two sentences telling how students, teachers, and parents might feel about the dress code policy. Use a form of the verb **have, be, or do** in each sentence.

31 How Do You Show That an Action Already Happened?

Add **-ed** to the Verb.

- Action in the **present tense** happens now or on a regular basis.
- Action in the **past tense** happened earlier.



Add **-ed** to most verbs when you talk about a past action. If there is more than one verb in a sentence, they must all be in the same tense.

- | | |
|---|--|
| <p>1. Today, Tomás walks home from work.
Yesterday, Tomás walked home, too.</p> | <p>2. Today, he smells smoke, looks around, then picks up his pace.
Yesterday, he smelled smoke, looked around, then picked up his pace.</p> |
|---|--|

Try It

A. Complete each sentence with the past tense of the verb in parentheses.

1. Tomás _____ the corner and saw a house on fire. (**pass**)
2. A woman _____ that her child was inside. (**scream**)
3. Tomás _____ the house, searched the rooms, and listened. (**enter**)
4. "Help me!" _____ a voice. (**yell**)

B. (5-8) Complete each sentence with a past tense.

Tomás _____ for the child. He _____ to see a little boy.
Tomás _____ up the boy. He _____ outside with the child.

32 Can You Just Add **-ed** to Form a Verb in the Past?

Not Always

Most verbs end with **-ed** to show the past tense. Sometimes you have to change the spelling of the verb before you add **-ed**.

1. If a verb ends in silent **e**, drop the **e**. Then add **-ed**.

My grandmother lived in a small village when she was younger. **(live)**

The people in the village related this story for many years. **(relate)**

2. Some one-syllable verbs end in one vowel and one consonant. Double the consonant before you add **-ed**.

There were men who robbed villages. **(rob)**

The story tells how a girl stopped these robbers. **(stop)**

Try It

- A. Complete each sentence with the past tense of the verb in parentheses.

1. One day, at home alone, the girl _____ some strangers coming. **(notice)**
2. She _____ they were robbers. **(believe)**
3. The girl _____ how to stop them. **(plan)**
4. She _____ a white cloth. **(grab)**
5. Then she _____ outside. **(race)**
6. The robbers saw the house was empty and _____. **(stay)**

- B. (7-11) Complete each sentence with a past tense verb.

At dusk, the girl _____ behind the house. She _____
on the walls and moans. She _____ the white cloth like it was a ghost.
She _____ the robbers so much that they left the village. The villagers
_____ the girl Clever One.

Write It

C. Answer the questions. Use the past tense.

12. What do you think the robbers did when they thought they saw a ghost? They _____

13. What do you think the girl did after the robbers left? She _____

D. (14–17) Think about a story you have heard about a hero or legend. Write at least four sentences telling the main events in the story. Use the past tense.

Edit It

E. (18–25) Edit the journal entry. Fix eight mistakes with verbs.

January 14

Last week, it snowed so much that no one dares go out. We use up all our food, so Father decides to go to town. Ice covers the roads. The horse slips on the ice, so Father walks many miles to the store. Then he drags a box of food back to us through the snow. Finally, he open the door.

Proofreader's Marks

Change text:

~~close~~
We ^{close} the door after
Father.

See all Proofreader's Marks on page ix.

IMAGE WALK - The Russian Revolution (Pre-Reading)

Directions

STEP 1: Study each image.

STEP 2: Answer a question or respond to a prompt for each image.

ELD Image Walk Russian Revolution



The Bolshevik, 1920. Boris Kustodiev

IMAGE #1

What people, places, things, and objects do you notice in this graphic? List at least 5 responses.

-
-
-
-
-



Fototeca Gilardi/Getty Images

IMAGE #2

What are the people in this image doing?

How do you know?

Bloody Sunday: Prelude to the Russian Revolution of 1917

By ThoughtCo, adapted by Newsela staff on 12.02.19

Word Count **826**

Level **1220L**

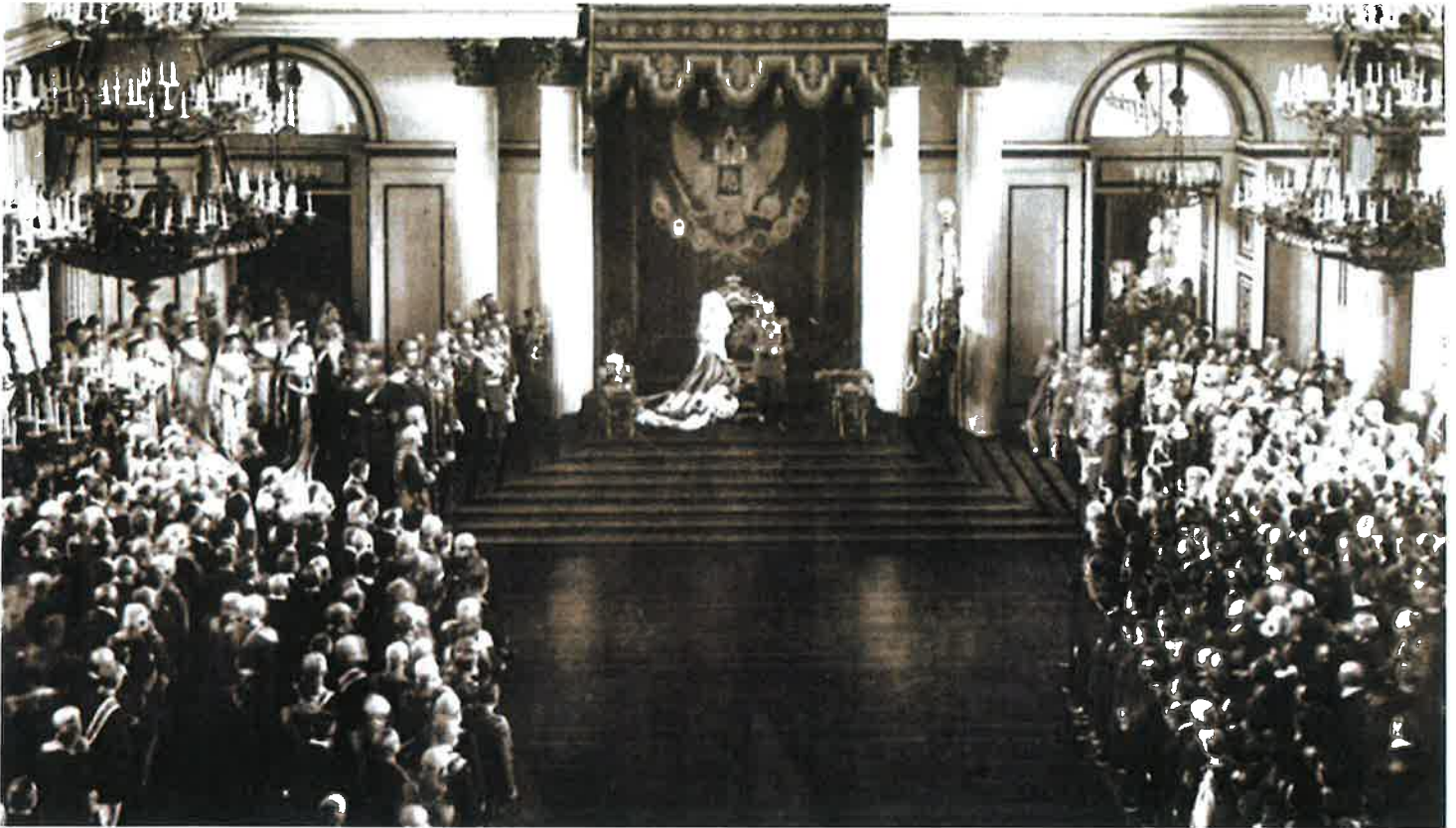


Image 1. Czar Nicholas II's opening speech before the two chambers of the State Duma in the Winter Palace, taken May 10, 1906. Photo from: Wikipedia.

How It All Got Started

For three centuries, the Romanov family ruled Russia as emperors called czars, also spelled tsars. The Russian emperors took the name czar from "Caesar," the name for Roman emperors. Russia's borders changed during this time, but life for the average Russian stayed difficult and bitter.

The majority of Russians were laborers called serfs, who were bought or sold just like property. Czar Alexander II freed the serfs in 1861, but this still wasn't enough of an improvement.

Even after the serfs were freed, it was the czar and nobles who ruled Russia. They owned most of the land and wealth, while the average Russian remained poor and experienced horrible living and working conditions. The Russian people understandably wanted better lives, but change did not come easy.

Early Attempts To Provoke Change

For the remainder of the 19th century, Russian revolutionaries tried to use assassinations to provoke change. Some revolutionaries hoped random and rampant assassinations would create enough terror to destroy the government, while others specifically targeted the czar. They believed that killing the czar would end the monarchy.



After many failed attempts, revolutionaries assassinated Czar Alexander II in 1881 by throwing a bomb at the czar's feet. The assassination didn't end the monarchy, however, instead causing a severe crackdown on all forms of revolution. While the new czar, Alexander III, attempted to enforce order, the Russian people grew even more restless.

When Nicholas II became czar in 1894, the Russian people were prepared for conflict. With the majority of Russians still living in poverty with no legal way to improve their circumstances, it was nearly inevitable that something major was going to happen, and it did, in 1905.

Bloody Sunday And The 1905 Revolution

By 1905, not much had changed for the better, despite a rapid attempt at industrialization. The new working class also lived in deplorable conditions and major crop failures had created famines, leaving the Russian people miserable.

That same year, Russia was suffering humiliating military defeats in the Russo-Japanese War, and protestors responded in the streets.

On January 22, 1905, approximately 200,000 workers and their families followed Russian Orthodox priest Georgy A. Gapon in a protest. They were going to take their grievances straight to the czar at the Winter Palace.

To the crowd's surprise, palace guards opened fire on them without provocation, killing 300 people and wounding hundreds more.

As the news of "Bloody Sunday" spread, the horrified Russian people began striking, rebelling and fighting in peasant uprisings. With that, the Russian Revolution of 1905 had begun.



After months of chaos, Czar Nicholas II announced the "October Manifesto," in which Nicholas made major changes. The most significant changes were granting Russians personal freedoms, like freedom of speech, and the creation of a Duma, an elected group of lawmakers, like a parliament or congress.

These changes were enough to please the majority of the Russian people, ending the 1905 Russian Revolution. Still, Nicholas II never really meant to give up any of his power, and over the next several years he undermined the power of the Duma and remained the absolute leader of Russia.

This might not have been so bad if Nicholas II had been a good leader, but he most surely was not.

Nicholas II And World War I

There's no doubt that Nicholas was a family man, yet even this got him into trouble. Too often, Nicholas would listen to the advice of his wife, Alexandra, over others, which was problematic as the Russian people didn't trust her as she was German-born. This became a major issue when Germany was Russia's enemy during World War I.

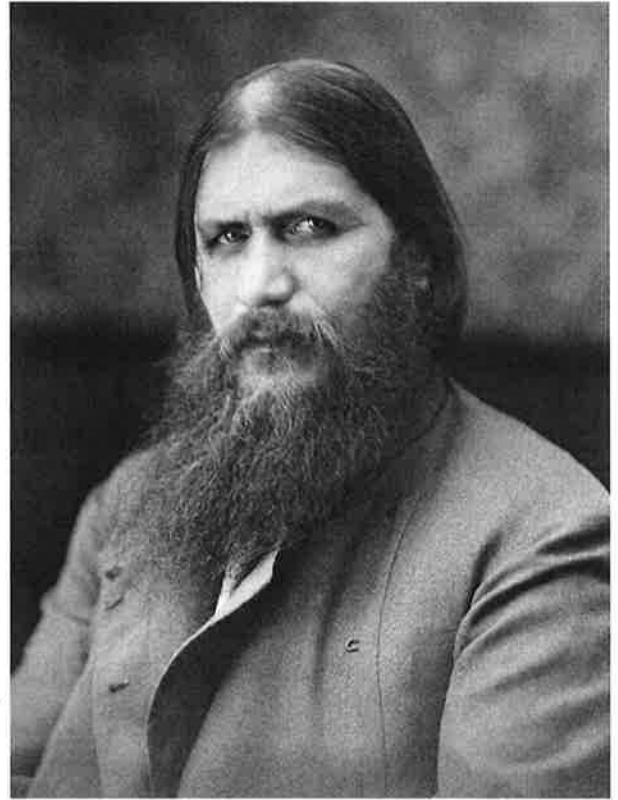
Nicholas' love for his children also became a problem when his only son, Alexei, was diagnosed with a serious illness. Worry about his son's health led Nicholas to trust a "holy man" called Rasputin, but others often referred to him as "the Mad Monk."

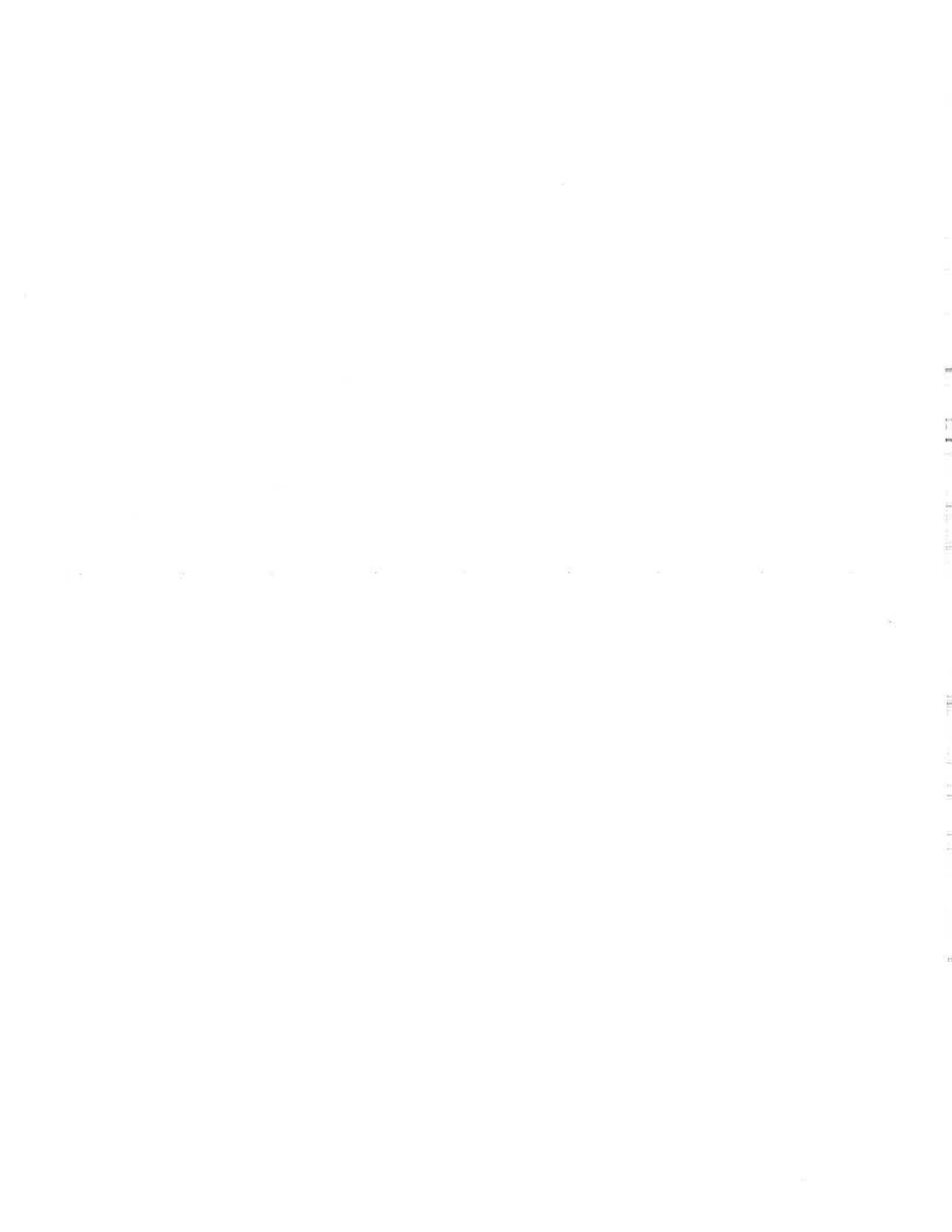
Nicholas and Alexandra both trusted Rasputin so much that Rasputin was soon influencing major political decisions, angering the Russian common people and the Russian nobles. Even after Rasputin was assassinated, Alexandra attempted to communicate with the dead Rasputin.

The Russian people already hugely disliked Czar Nicholas II. Still, their discontent grew in September 1915 when he took command of Russia's troops in World War I. Granted, Russia was not doing well up to that point. However, that had more to do with bad infrastructure, food shortages and poor organization than with incompetent generals.

Still, once Nicholas took control of Russia's troops he became personally responsible for Russia's many defeats in World War I.

By 1917, pretty much everyone wanted Czar Nicholas out, setting the stage for the Russian Revolution.





WRITING FOR UNDERSTANDING - The Russian Revolution

Directions

STEP 1: Read the Newsela article entitled *Bloody Sunday: Prelude to the Russian Revolution of 1917*.

STEP 2: Respond to the prompt in the box below. Use words from the Wordbank to start some of your sentences. Remember, the **comma** will come before your thoughts.

Example

First, the serfs seemed discontent with the poverty they were experiencing.

ELD Image Walk Russian Revolution Week 1 Newsela Article *Bloody Sunday:*

Prelude to the Russian Revolution 1917

WORD BANK

First,	Next,	Soon,	At the same time,	Finally,
Initially,	Subsequently,	Thereafter,	Meanwhile,	In conclusion,

PROMPT

What major events led to the end of Nicholas II's rule over the Soviet Union? Provide at least 3 significant events as described in the article. Be sure to reference the article. Compose at least 2 paragraphs for your response.

