

**MT. DIABLO UNIFIED SCHOOL DISTRICT  
COURSE OF STUDY  
DRAFT**

<b>COURSE TITLE:</b>	<b>Middle School English Language Development I</b>
<b>COURSE NUMBER:</b>	<b>000261</b>
<b>CALPADS NUMBER:</b>	<b>2110</b>
<b>CST:</b>	<b>English Language Arts (for Student's Grade level)</b>
<b>DEPARTMENT:</b>	<b>English Language Department</b>
<b>NCLB TEACHER CREDENTIAL REQUIREMENTS:</b>	<b>To be determined by the Credential Analyst in Personnel</b>
<b>LENGTH OF COURSE:</b>	<b>One Year</b>
<b>CREDITS PER SEMESTER:</b>	<b>5</b>
<b>GRADE LEVEL(S):</b>	<b>6<sup>th</sup>-8<sup>th</sup></b>
<b>GRADUATION REQUIREMENT OR ELECTIVE:</b>	<b>Elective</b>
<b>PREREQUISITES:</b>	<b>Placement by ELD/CELDT Assessment</b>

**BOARD OF EDUCATION ADOPTION:**

**COURSE DESCRIPTION:**

This course is designed for English learners at CELDT level 1 (Beginning) or CELDT level 2 (Early Intermediate) who have been in the United States less than a year. The direct English instruction contained in this course will move students from Beginner (CELDT level 1) and Early Intermediate (CELDT level 2) to Intermediate (CELDT level 3).

This course enables students to acquire communicative competency in English. The course enhances the student's self-confidence and promotes language mastery for personal, social, and educational purposes. A special emphasis is placed on developing the student's Academic English proficiency. Instruction is developmental and includes a variety of communicative, meaning-based approaches, which incorporate a range of thinking skills. The course fosters an appreciation of the cultural diversity of all students.

**COURSE OUTLINE:**

**1. MAJOR GOALS**

- 1.1 To work at intermediate CELDT level by the end of the course
- 1.2 To be prepared to succeed in English Language Development II
- 1.3 To understand school protocol, including personnel, services available, and how to access those services

- 1.4 To develop knowledge of cross-cultural histories and contributions
- 1.5 To use English to participate in social interactions
- 1.6 To use English to participate in the classroom
- 1.7 To participate in activities and discussions in all classes
- 1.8 To take advantage of opportunities for academic rigor
- 1.9 To build a vocabulary that includes common objects (clothing, foods, buildings) and basic academic and content specific terms
- 1.10 To distinguish between and produce the 44 English phonemes
- 1.11 To move from non-verbal communication to convey intention, needs, responses to tasks and instruction, etc., to accurate and clear word, phrase, and sentence communication
- 1.12 To identify meaning conveyed by intonation and rhythm
- 1.13 To ask and answer questions using phrases or simple sentences
- 1.14 To read and orally respond to factual comprehension questions regarding simple literary and content area texts using words, phrases, and simple sentences
- 1.15 To write an increasing number of words in simple sentences appropriate for language arts and other content areas
- 1.16 To demonstrate basic paragraph structure using frames (e.g., Four Square Writing Method)
- 1.17 To meet or exceed English Language Development and grade-level standards as measured by the CELDT and STAR respectively

**2. PERFORMANCE OBJECTIVES:**

**2.0 English Language Development Standards: Listening and Speaking**

**2.1 Listen with Understanding**

2.1.1 Cluster 2 (Beginning): Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language. (CELDT-K-5)

2.1.2 Cluster 2 (Early Intermediate): Recognize English phonemes that do not correspond to sounds students hear and produce (e.g.: “a” in “cat” and final consonants). (CELDT-K-5).

2.1.3 Cluster 1 (Beginning): Demonstrate comprehension of oral presentations and instructions through nonverbal responses (e.g.: gestures, pointing, drawing).

2.1.4 Cluster 1 (Early Intermediate) Restate and execute multiple-step oral directions. (CELDT)

**2.2 Speak to Be Understood**

2.2.1 Cluster 2 (Beginning): to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g. single words or phrases). (CELDT)

2.2.2 Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g. plurals, simple

past tense, pronouns such as he or she). Early Intermediate

- 2.3 Vary Ways of Speaking – [This cluster has been omitted because it does not apply to this CELDT level.]
- 2.4 Participate in Social Conversations
  - 2.4.1 **B** Independently use common social greetings and simple repetitive phrases (e.g. “Good Morning, Ms. \_\_\_\_.”).
  - 2.4.2 **EI** Orally communicate basic needs (e.g. “I need to borrow a pencil”). (CELDT)
- 2.5 Use Figurative Language – [This cluster has been omitted because it does not apply to this CELDT level.]
- 2.6 Ask and Answer Questions
  - 2.6.1 **B** Ask and answer questions by using simple sentences or phrases.
  - 2.6.2 **EI** Ask and answer questions by using phrases or simple sentences. (CELDT)
- 2.7 Retell Stories and Summarize Main Idea
  - 2.7.1 **B** Not available
  - 2.7.2 **EI** Restate in simple sentences the main idea of oral presentations in subject matter content.
- 2.8 Deliver Oral Presentations
  - 2.8.1 **B** Not available
  - 2.8.2 **EI** Prepare and deliver short oral presentations.
- 3.0 ELD Reading Word Analysis
  - 3.1 Recognize and Produce Phonemes
    - 3.1.1 **B** Recognize and correctly pronounce most English phonemes while reading aloud (CELDT).
    - 3.1.2 **EI** Produce most English phonemes comprehensibly while reading aloud one’s own writing, simple sentences, or simple texts.
  - 3.2 Apply Knowledge of Word Parts
    - 3.2.1 **B** Recognize the most common English morphemes in phrases and simple sentences (CELDT).
    - 3.2.2 **EI** Use common English morphemes in oral and silent reading (CELDT).
  - 3.3 Apply Knowledge of Cognates
    - 3.3.1 **B** Not available
    - 3.3.2 **EI** Recognize obvious cognates (e.g. *education, educacion, actually, actualmente*) in phrases, simple sentences, literature, and content area text.
- 4.0 Reading Fluency and Systematic Vocabulary Development
  - 4.1 Read Aloud
    - 4.1.1 **B** Not available
    - 4.1.2 **EI** Read aloud with appropriate pacing, intonation, and

expression one's own writing of narrative and expository text.

- 4.1.3 **EI** Demonstrate internalization of English grammar, usage, word choice by recognizing and correcting some errors when speaking or reading aloud.

#### 4.2 Use Social and Academic Vocabulary

- 4.2.1 **B** Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).

- 4.2.2 **B** Respond with appropriate short phrases or sentences in various social and academic settings (e.g., answers simple questions).

- 4.2.3 **B** Retell stories by using phrases and sentences.

- 4.2.4 **EI** Use knowledge of literature and content areas to understand unknown words. (CELDT)

#### 4.3 Interpret new words-English Language Arts Standard

- 4.3.1 **B** Read aloud simple words presented in literature and subject –matter text; demonstrate comprehension by using one to two words or simple-sentences responses.

- 4.3.2 **EI** Read simple paragraphs and passages Independently

#### 4.4 Recognize Words with Multiple Meanings – [This cluster has been omitted because it does not apply to this CELDT level.]

#### 4.5 Use Analogies and Metaphors – [This cluster has been omitted because it does not apply to this CELDT level.]

#### 4.6 Use a Dictionary

- 4.6.1 **B** Create a simple dictionary of words frequently used by the student.

- 4.6.2 **EI** Use a standard dictionary to find the meaning of known vocabulary

### 5.0 Reading Comprehension

#### 5.1 Follow Directions

- 5.1.1 **B** Understand and follow simple multiple-step oral directions for classroom or work-related activities.

- 5.1.2 **EI** Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms.

#### 5.2 Interpret Text Features

- 5.2.1 **B** Point out text features, such as the title, table of contents, and chapter headings.

- 5.2.2 **B** Recognize categories of common informational materials (e.g. newspaper, brochure). (CELDT)

- 5.2.3 **B** Use pictures, lists, charts, and tables found in informational materials, newspapers, and magazines to identify the factual components of compare-and-contrast patterns.
- 5.2.4 **EI** Orally identify the factual components of simple informational materials by using key words or phrases.
- 5.2.5 **EI** Identify and orally explain categories of familiar informational materials by using simple sentences.
- 5.3 Respond to Comprehension Questions
  - 5.3.1 **B** Read simple text and orally respond to factual comprehension questions by using key words or phrases.
  - 5.3.2 **EI** Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions.
- 5.4 **ES** Explain Main Ideas
  - 5.4.1 **B** Orally identify, using key words or phrases, the main ideas and some details of familiar texts.
  - 5.4.2 **EI** Read text and orally identify the main idea and details of informational materials, literary texts, and texts in content areas by using simple sentences.
- 5.5 **ES** Analyze Evidence in Informational Materials
  - 5.5.1 **B** Orally identify examples of fact and opinion and cause and effect in simple texts.
  - 5.5.2 **EI** Read and orally identify examples of fact and opinion and cause and effect in written texts by using simple sentences.
- 6.0 Literary Response and Analysis
  - 6.1 Identify Point of View
    - 6.1.1 **B** Not available
    - 6.1.2 **EI** Read a selection and orally identify the speaker or narrator
    - 6.1.3 **EI** Identify the difference in points of view between first person and third person by using simple sentences.
  - 6.2 Describe Characteristics of Literary Texts
    - 6.2.1 **B** Recite simple poems
    - 6.2.2 **B** Create pictures, lists, and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry.
    - 6.2.3 **EI** Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences.
  - 6.3 **ES** Describe Literary Elements – [This cluster has been omitted because it does not apply to this CELDT level.]

- 6.4 **ES** Analyze Characters
  - 6.4.1 **B** Identify orally different characters and settings in simple literary texts by using words or phrases.
  - 6.4.2 **B** Role-play a character from a familiar piece of literature by using words and phrases.
- 6.5 **ES** Analyze Plot and Setting
  - 6.5.1 **B** Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts.
  - 6.5.2 **EI** Read literary texts and orally identify the main events of the plot by using simple sentences. (CELDT)
- 6.6 Analyze Themes
  - 6.6.1 **B** Respond orally in one or two words to factual comprehension questions about simple literary texts.
  - 6.6.2 **EI** Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences.
- 7.0 Writing Strategies and Applications
  - 7.1 **ES** Use Elements of Discourse
    - 7.1.1 **B** Create simple sentences or phrases with some assistance.
    - 7.1.2 **EI** Use common verbs, nouns, and high-frequency modifiers in writing simple sentences.
    - 7.1.3 **EI** Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g. math, science, history-social science).
  - 7.2 Write Narratives and Biographies
    - 7.2.1 **B** Use the writing process to write brief narratives and stories with a few standard grammatical forms.
    - 7.2.2 **B** Write a brief narrative by using a few simple sentences that include the setting and some details.
    - 7.2.3 **EI** Proceed through the writing process to write short paragraphs that contain supporting details about a given topic. There may be some inconsistent use of standard grammatical forms.
  - 7.3 Write Business Letters and Documents
    - 7.3.1 **B** Complete basic business forms in which information such as one's name, address, and telephone number is requested.
    - 7.3.2 **EI** Complete simple informational documents related to career development (e.g. bank forms and job applications).
  - 7.4 Write Expository and Persuasive Compositions
    - 7.4.1 **B** Write simple compositions, such as descriptions and

comparison and contrast, that have a main idea and some detail.

7.4.2 **EI** Write expository compositions, such as descriptions, comparison and contrast, and problem and solution that include a main idea and some details in simple sentences. (CELDT).

7.5 Write Research Reports – [This cluster has been omitted because it does not apply to this CELDT level.]

7.6 Write Responses to Literature

7.6.1 **B** Not available

7.6.2 **EI** Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.

7.7 **ES** Use the Writing Process

7.7.1 **B** Organize and record information from selected literature and content areas by displaying it on pictures, lists, charts, and tables.

8.0 Writing Conventions

8.1 Create Coherent Paragraph

8.1.1 **B** Identify basic vocabulary, mechanics, and sentence structures in a piece of writing.

8.1.2 **EI** Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms.

8.2 Edit Writing

8.2.1 **B** Edit one's own work and correct the punctuation.

8.2.2 **EI** Edit writing for basic conventions (e.g. punctuation, capitalization, and spelling).

8.3 **ES** Revise Writing

8.3.1 **B** Revise one's writing for proper use of final punctuation, capitalization, and correct spelling.

8.3.2 **EI** Revise writing, with teacher assistance, to clarify meaning and improve the mechanics and organization.

### 3. **CONTENT OUTLINE:**

3.0 Listening and Speaking

3.1 Production of language with varied grammatical structures and vocabulary

3.1.1 Teacher's reading of paragraphs containing a main point and supporting details with students individually or with partners identifying the main point and the supports. If front-loading needed, written listing of possible main points and supports – the correct ones and some incorrect – to allow students to select from that list

3.2 Speak to be Understood

- 3.2.1 Teacher modeling of sounds for students to practice
- 3.2.2 Volunteer students, staff, and community members to attend class and speak with students for casual and structured conversations
- 3.2.3 Use of technology that allows students to speak into a microphone and have their speech evaluated for clarity
- 3.3 Vary Ways of Speaking – [This cluster has been omitted because it does not apply to this CELDT level.]
- 3.4 Participate in Social Conversations
  - 3.4.1 Interviews
  - 3.4.2 Pairing then small groups of students to discuss various topics, e.g., family, classes, etc.
  - 3.4.3 Volunteer students, staff, and community members to attend class and speak with students for casual and structured conversations
- 3.5 Use Figurative Language
  - 3.5.1 Prepared lists of trigger concepts for matching (“Life is like . . .”, “Love is like . . .”, “Loneliness is like . . .” matched with words for which class brainstorms corresponding characteristics, such as “vacuum,” “math,” “a foot”
  - 3.5.2 Brainstorming of events, people, objects, emotions that share characteristics to compare then create imagery, similes, etc.
- 3.6 Ask and Answer Questions
  - 3.6.1 Interviews with fellow students and volunteer students and school staff
  - 3.6.2 Role-playing of a character from a book or movie to create questions and answers
- 3.7 Retell Stories and Summarize Main Idea – [This cluster has been omitted because it does not apply to this CELDT level.]
- 3.8 Deliver Oral Presentations – [Available only for **EI**]
  - 3.8.1 Hobby/interest presentation with a visual
  - 3.8.2 Preparation and presentation of persuasive, informative, autobiographical, and other types of writing
- 4.0 Reading Word Analysis
  - 4.1 Recognize and Produce Phonemes
    - 4.1.1 Study of phonemes using District-adopted ELD tests and supplemental materials
  - 4.2 Apply Knowledge of Word Parts
    - 4.2.1 Study of roots and affixes with reviews and exercises, such as word searches to familiarize students with correct prefix or suffix (e.g., “un” happy, not “dis” happy, and drawings to illustrate changing meanings due to various affixes
    - 4.2.2 Sentences with missing word to be selected by the student
    - 4.2.3 Root recognition through use of word families, such as “preview and review, or invert, vertical, and versatile

- 4.3 Apply Knowledge of Cognates – [Available only for **EI**]
  - 4.3.1 Maintenance of a classroom list of cognates and false cognates
  - 4.3.2 Students raising their hand in class when they hear a word that sounds like a word in their first language; decision as to whether the word is a cognate or a false cognate; the addition of this word to the classroom list
  - 4.3.3 Students submitting words from their reading that look like words from their first language; decision as to whether the word is a cognate or a false cognate; the addition of this word to the classroom list
- 5.0 Writing Strategies and Applications
  - 5.1 Read Aloud – [Available only for **EI**]
    - 5.1.1 Use of literature, public documents, texts, and student writing
  - 5.2 Use Social and Academic Vocabulary
    - 5.2.1 Lists of academic vocabulary categorized by subject and classroom use, such as Kate Kinsella’s “Language Strategies for Active Classroom Participation” and “Language Strategies to Report Other People’s Ideas”
    - 5.2.2 Lists of and practice with social language, such as greetings and informal conversation
  - 5.3 **ES** Interpret New Words
    - 5.3.1 Use of contextual clues such as synonyms and appositives
    - 5.3.2 Use of root and affix recognition
  - 5.4 Recognize Words with Multiple Meanings – [This cluster has been omitted because it does not apply to this CELDT level.]
  - 5.5 Use Analogies and Metaphors – [This cluster has been omitted because it does not apply to this CELDT level.]
  - 5.6 Use a Dictionary
    - 5.6.1 Use of text with unknown words to practice
    - 5.6.2 Explanation and use of dictionary elements, such as guiding words, parts of speech, most common meanings, roots, etymology
    - 5.6.3 Activities such as scavenger hunts
- 6.0 Reading Comprehension
  - 6.1 Follow Directions
    - 6.1.1 Use of oral directions to demonstrate comprehension of prepositions, e.g., point to your right, point under your desk, put your pencil next to your desk, circle the word in italics, underline the word in bold
    - 6.1.2 Use of written instructions, e.g., how to build a paper airplane, how to design a poster
  - 6.2 Interpret Text Features
    - 6.2.1 Identification of various information materials (e.g., textbooks, newspapers, cookbooks)
    - 6.2.2 Activities such as scavengers hunt to teach and assess use of glossary, table of contents, index, etc.

- 6.3 Respond to Comprehension Questions
  - 6.3.1 Use of excerpts from texts and literature to demonstrate comprehension
- 6.4 **ES** Explain Main Ideas
  - 6.4.1 Teacher modeling of identifying and explaining main ideas and critical details in informational material, content text, and literary text followed by guided then independent practice
- 6.5 **ES** Analyze Evidence in Informational Materials
  - 6.5.1 Use of consumer materials such as warranties and contracts to understand rights, privileges, responsibilities, and limiting factors
  - 6.5.2 Use of informational materials such as newspapers, textbooks, and internet to recognize bias and evaluate effect and validity of evidence (statistics, facts, etc.)
- 7.0 Literary Response and Analysis
  - 7.1 Identify Point of View – [Available only for **EI**]
    - 7.1.1 Use of materials that illustrate multiple points of view (e.g., *The Three Pigs* and *The True Story of the Three Little Pigs*; two-voice poems)
  - 7.2 Describe Characteristics of Literary Texts
    - 7.2.1 Use of graphic organizers, etc., to describe and demonstrate understanding of characteristics such as genre, prose, essay, fiction, etc.
  - 7.3 Describe Literary Elements – [This cluster has been omitted because it does not apply to this CELDT level.]
  - 7.4 Analyze Characters
    - 7.4.1 Identification of character background through use of context clues such as description, external and internal dialogue, etc.
    - 7.4.2 Identification of character motivation through use of context clues such as description, external and internal dialogue, etc.
  - 7.5 Analyze Plot and Setting
    - 7.5.1 Use of literature to create timeline that reflects plot points
    - 7.5.2 Use of various excerpts to illustrate characteristics, impact, and significance of setting
  - 7.6 Analyze Themes
    - 7.6.1 Discussion to illustrate distinction between plot and theme (i.e., plot contains names, events, etc. while theme reflects the ideas – no names, events, etc.
    - 7.6.2 Identification of recurring and multiple themes in literary works, with use of excerpts to support
    - 7.6.3 Use of works from different genres that contain similar themes
- 8.0 Writing Strategies and Applications
  - 8.1 Use Elements of Discourse
    - 8.1.1 Real world examples of effective use of elements of discourse (purpose, voice, audience, etc.)
    - 8.1.2 Guided then independent practice of creating varied writings –

narrative, persuasive, informational – with modifications to reflect addressing different audiences (selecting selling points for an older then a younger person to persuade them to buy the same car)

- 8.2 Write Narratives and Biographies
  - 8.2.1 Modeling followed by student practice of prewriting activities such as free-writes, listing, outlines to develop pool of topics, details, etc.
  - 8.2.2 Development of Show not Tell strategies
  - 8.2.3 Use of graphic organizers such as timelines to map important events or people in lives of famous historical figures
  - 8.2.4 Modeling and practice of vignette writing for personal, fictional, and biographical writing
- 8.3 Write Business Letters and Documents
  - 8.3.1 Examples of real world brochures, letters of complaint or requests or inquiry, cover letters, resumes, advertisements, etc.
  - 8.3.2 Student creation of brochures and advertisements as though for their own business
  - 8.3.3 Student creation and mailing of letters such as inquiry, request, or complaint to businesses or organizations
- 8.4 Write Expository and Persuasive Compositions
  - 8.4.1 Examples of effective and non-effective thesis statements
  - 8.4.2 Student work identifying effective and non-effective thesis statements
  - 8.4.3 Student creation of effective thesis statements
  - 8.4.4 Examples of effective support/evidence – statistics, facts, anecdotes, etc., followed by student research to locate effective support/evidence
  - 8.4.5 Student practice identifying, stating, and defending counterarguments
  - 8.4.6 Student practice effectively addressing counterarguments using intentional and effective tone, support, etc.
  - 8.4.7 Student writing and sharing of expository and persuasive compositions
- 8.5 Write Research Reports – [This cluster has been omitted because it does not apply to this CELDT level.]
- 8.6 Write Responses to Literature [Available only for **EI**]
  - 8.6.1 Use of excerpts to practice smaller, more manageable material to which to respond
  - 8.6.2 Modeling then practice of using context clues to inform responses
  - 8.6.3 Continuing use of students’ Reading Journals to question, make personal connections, draw an interpretation, etc.
- 8.7 **ES** Use the Writing Process
  - 8.7.1 Modeling followed by guided then individual practice
- 9.0 Writing Conventions
  - 9.1 Create Coherent Paragraph
    - 9.1.1 Examples of coherent and incoherent paragraphs to identify structure and strategies
    - 9.1.2 Modeling followed by group then individual practice

- 9.2 Edit Writing
  - 9.2.1 Real world, teacher, and student examples of drafts and editing process – focusing on correct use of standard grammar, usage, mechanics, and punctuation yet still checking for holistic elements such as clear thesis, word choice, organization, transitions, support, details, etc.
  - 9.2.2 Guided then individual practice on teacher-provided material
  - 9.2.3 Guided then individual practice on student-created writing
- 9.3 ES Revise Writing
  - 9.2.1 Real world, teacher, and student examples of drafts and editing process – focusing on holistic elements such as clear thesis, word choice, organization, transitions, support, details, etc. yet still checking for correct use of standard grammar, usage, mechanics, and punctuation
  - 9.3.2 Guided then individual practice on teacher-provided material
  - 9.3.3 Guided then individual practice on student-created writing
- 4. Instructional Methods and/or Strategies
  - 4.1 Use GLAD strategies such as chants, songs, and simple poems
  - 4.2 Headstogether: begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms
  - 4.3 TPR – Total Physical Response: demonstrate comprehension of oral presentations and instructions through non-verbal responses
  - 4.4 Language Experience Approach: contributes to expository composition through collaborative paragraph writing and language experience.
  - 4.5 Use of journals and graphic organizers: organize and record expository information on pictures, lists, charts and tables for literature and content areas
  - 4.6 Tapping into prior knowledge
  - 4.7 Building Background: frontload through pictures, video clips, primary language, cognates, collective brainstorming, use of picture dictionary, smart board, power point, active board, LCD, realia, Discovery Streaming.
  - 4.8 Writing prompts: Four-square, Kate Kinsella, Story boards, Cloze writing
  - 4.9 Oral reading: choral reading, cloze reading, shadow reading (I say it, we say it, you say it)
- 5. EVALUATION OF STUDENT PROGRESS
  - 5.1 observation
  - 5.2 written samples
  - 5.3 summative (CST, DPA)
  - 5.4 formative (quizzes, tests, DPA)
  - 5.5 portfolio
  - 5.6 oral response
- 6. TIME ESTIMATES
 

There are no specified time frames for these sections, because it is

understood that all concepts within the ELD domains will be taught concurrently or simultaneously throughout the whole year

- 6.1 Listening and Speaking – 36 weeks
  - 6.2 Reading Word Analysis - 36 weeks
  - 6.3 Reading Fluency and Systematic Vocabulary Development- 36 weeks
  - 6.4 Reading comprehension-36 weeks
  - 6.5 Literary Response and Analysis- 36 weeks
  - 6.6 Writing Strategies and Applications-36 weeks
  - 6.7 Writing Conventions- 36 weeks
7. INSTRUCTIONAL MATERIALS:
- 7.1 Board adopted textbooks (INSIDE)
  - 7.2 Technology: Active Board, LCD, Document Camera, Educational Internet Sites (relevant to ELD standards), Overhead Projectors, Computers
  - 7.3 Teacher created material
    - Word lists
    - Word walls
    - Sentence starters/frames

#### **Sample Lesson Plan (using backward planning model)**

##### **Standard to be taught:**

- 7.1.2 EI Use common verbs, nouns, and high-frequency modifiers in writing simple sentences.

**Describe the activity:** In this lesson, the teacher will teach the different parts of speech using GLAD strategies. At the end of the activity, students will be given cut out pre-written parts of complete sentences and students will put these parts together to form the complete sentences and share with the whole class, visually and orally.

##### **Assessment:**

1. Written complete sentences.
2. Quiz
3. Observation of students' work in the class on completing the order of parts of speech for a complete sentence put on a pocket chart.
4. Oral response

##### **Teaching strategies:**

1. Chant to explain syntax
2. Pass out visual color coded cue cards with parts of speech for a complete sentence.
3. Model writing complete sentence.
4. Guided practice writing complete sentence.

##### **Student activities:**

1. Listen to the chant
2. Recite the chant
3. Teacher writes complete sentence created by students as a whole class activity.
4. Students write their own complete sentences from different parts of the sentences given by the teacher.

5. Students will use the model above to create their own sentences using word list.

**Resources:**

1. Overhead Projector
2. Sentence strips
3. Word list

**Committee Members:**

- |                    |   |                            |
|--------------------|---|----------------------------|
| 1. Melinda Hall    | Director of Curriculum & Instruction        | Curriculum & Instruction   |
| 2. Carmen Garces   | Administrator of Coordinated School Support | Curriculum & Instruction   |
| 3. Spooimai Habibi | Curriculum Specialist                       | Curriculum & Instruction   |
| 4. Diane Shamaï    | ELD Teacher                                 | Oak Grove Middle School    |
| 5. Maria Cabada    | ELD Teacher                                 | Riverview Middle School    |
| 6. Susan Peterson  | ELD Teacher                                 | Riverview Middle School    |
| 7. Cate Sundling   | ELD Teacher                                 | Clayton Valley High School |