

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

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

BOARD OF EDUCATION ADOPTION:

COURSE DESCRIPTION

This course enables students to acquire communicative competency in English. The course enhances the student's self-confidence and promotes language proficiency for personal, social, and educational purposes. A special emphasis is placed on developing the student's Academic English proficiency. Performance objectives describe what a second-language learner should be able to do by the end of the course. 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 understand phonemic awareness
- 1.2 To demonstrate effective oral communication skills
- 1.3 To demonstrate an understanding of sentence structure
- 1.4 To demonstrate basic paragraph structure utilizing frames (e.g. Four Square Writing Method)
- 1.5 To demonstrate reading comprehension of simple text
- 1.6 To demonstrate knowledge of academic vocabulary development

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 Unavailable for B/EI
 - 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 Unavailable for B/EI
 - 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
 - 4.4.1B Not available
 - 4.4.2 EI Not available
 - 4.5 Use Analogies and Metaphors

- 4.5.1 B Not available
- 4.5.2 EI Not available
- 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
 - 5.1.1B Understand and follow simple multiple-step oral directions for classroom or work-related activities.
 - 5.1.2EI Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms.
 - 5.2 Interpret Text Features
 - 5.2.1B Point out text features, such as the title, table of contents, and chapter headings.
 - 5.2.2B Recognize categories of common informational materials (e.g. newspaper, brochure). (CELDT)
 - 5.2.3B Use pictures, lists, charts, and tables found in informational materials, newspapers, and magazines to identify the factual components of compare-and-contrast patterns.
 - 5.2.4EI Orally identify the factual components of simple informational materials by using key words or phrases.
 - 5.2.5EI Identify and orally explain categories of familiar informational materials by using simple sentences.
 - 5.3 Respond to Comprehension Questions
 - 5.3.1B 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
 - 5.4.1B Orally identify, using key words or phrases, the main ideas and some details of familiar texts.
 - 5.4.2EI 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
 - 5.5.1B Orally identify examples of fact and opinion and cause and effect in simple texts.
 - 5.5.2EI 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
 - 6.1.1B Not available
 - 6.1.2EI Read a selection and orally identify the speaker or narrator
 - 6.1.3EI Identify the difference in points of view between first person and third person by using simple sentences.
- 6.2 Describe Characteristics of Literary Texts
 - 6.2.1B Recite simple poems
 - 6.2.2B Create pictures, lists, and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry.
 - 6.2.3EI Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences.
- 6.3 ES Describe Literary Elements
 - 6.3.1B Not available
 - 6.3.2EI Not available
- 6.4 ES Analyze Characters
 - 6.4.1B Identify orally different characters and settings in simple literary texts by using words or phrases.
 - 6.4.2B Role-play a character from a familiar piece of literature by using words and phrases.
- 6.5 ES Analyze Plot and Setting
 - 6.5.1B Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts.
 - 6.5.2EI Read literary texts and orally identify the main events of the plot by using simple sentences. (CELDT)
- 6.6 Analyze Themes
 - 6.6.1B Respond orally in one or two words to factual comprehension questions about simple literary texts.
 - 6.6.2EI 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
 - 7.1.1B Create simple sentences or phrases with some assistance.
 - 7.1.2EI Use common verbs, nouns, and high-frequency modifiers in writing simple sentences.
 - 7.1.3EI 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
 - 7.2.1B Use the writing process to write brief narratives and stories with a few standard grammatical forms.
 - 7.2.2B Write a brief narrative by using a few simple sentences that include the setting and some details.
 - 7.2.3EI 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

7.3.1B Complete basic business forms in which information such as one's name, address, and telephone number is requested.

7.3.2EI Complete simple informational documents related to career development (e.g. bank forms and job applications).

7.4 Write Expository and Persuasive compositions

7.4.1B Write simple compositions, such as descriptions and comparison and contrast, that have a main idea and some detail.

7.4.2EI 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

7.5.1B Not available

7.5.2EI Not available

7.6 Write Responses to Literature

7.6.1B Not available

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

7.7 ES Use the Writing Process

7.7.1B 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

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

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

8.2 Edit Writing

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

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

8.3 ES Revise Writing

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

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

3. CONTENT OUTLINE:

3.0 Listening and Speaking

- 3.1 Familiarity with sounds, rhythm and patterns of English
- 3.2 Comprehension of the gist of the language
- 3.3 Matching pictures with words
- 3.4 Following sets of directions

4.0 Reading Word Analysis

- 4.1 Responding to stories by answering factual comprehension questions using few words.
- 4.2 Retelling key elements of story after reading
- 4.3 Engaging in independent reading based on oral fluency
- 4.4 Usage of newly acquired vocabulary to form messages in English

5.0 Writing Strategies and Applications

- 5.1 Developing the skills to write short phrases or simple sentences using correct word order
- 5.2 Writing simple compositions based on a sequence of pictures
- 5.3 Writing brief narratives using simple sentences that include setting and a few details

4. **Instructional Methods and/or Strategies**

- 4.1 Use GLAD strategies such as chants, songs, and simple poems
- 4.2 Heads together: 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:

7.1.2EI 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:

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|--------------------|---|--------------------------|
| 1. Melinda Hall | Director of Curriculum & Instruction | Curriculum & Instruction |
| 2. Carmen Garces | Administrator of Coordinated School Support | Curriculum & Instruction |
| 3. Spooqmai Habibi | Curriculum Specialist | Curriculum & Instruction |
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