

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

COURSE TITLE:	Middle School English Language Development II
COURSE NUMBER:	000262
CALPADS NUMBER:	2110
CST:	English Language Arts (Student's Grade Level)
DEPARTMENT:	English Language Department
NCLB TEACHER CREDENTIAL REQUIREMENTS:	To be determined by the Credential in Personnel
LENGTH OF COURSE:	One Year
CREDITS PER SEMESTER:	5-10
GRADE LEVEL(S):	6th-8th
GRADUATION REQUIREMENT OR ELECTIVE:	Elective
PREREQUISITES:	Placement by ELD/CELDT Assessment

BOARD OF EDUCATION ADOPTION:

COURSE DESCRIPTION:

This course is designed for English learners at CELDT level 3. The direct English instruction contained in this course will move students from Intermediate (CELDT Level 3) to Early Advanced (CELDT level 4).

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 early-advanced CELDT level by the end of the course
- 1.2 To be prepared to succeed in English Language Development III
- 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 increase understanding and use of academic and content specific terms
- 1.10 To demonstrate mastery of basic vocabulary and syntax
- 1.11 To demonstrate basic paragraph structure using frames (e.g., Six Traits, Step Up To Writing, Kate Kinsella)
- 1.12 To demonstrate reading comprehension of simple text
- 1.13 To demonstrate an understanding of simple sentence structure with an awareness of mechanics and common punctuation
- 1.14 To read literary texts and orally identify the main events of the plot by using simple sentences
- 1.15 To be able to define and discuss elements, such as characterization, themes, and conflict, of short stories and novels
- 1.16 To write an increasing number of words in simple sentences appropriate for language arts and other content areas
- 1.17 To increase paragraph writing skills
- 1.18 To demonstrate an understanding of writing revision
- 1.19 To meet or exceed English Language Development and grade-level standards as measured by the CELDT and STAR respectively

2. PERFORMANCE OBJECTIVES:

2.0 ELD Listening and Speaking Standards

2.1 Listen with Understanding

- 2.1.I Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. (CELDT)

2.2 Speak to Be Understood

- 2.2.I Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g. third-person singular, male and female pronouns).

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.I Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.

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.I Respond to messages by asking simple questions or by briefly restating the message.

2.7 Retell Stories and Summarize Main Idea

- 2.7.1 Identify the main idea and some supporting detail of oral

presentations, familiar literature and key concepts of subject-matter content.

2.8 Deliver Oral Presentations

2.8.I Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources.

3.0 English Language Development (ELD) Reading Word Analysis

3.1 **Recognize and Produce Phonemes** – [This cluster has been omitted because it does not apply to this CELDT level.]

3.2 Apply Knowledge of Word Parts

3.2.I Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and text in content areas.

3.3 Apply Knowledge of Cognates

3.3.I Identify cognates (e.g. agonia, agony) and false cognates (e.g. exito, exit) in literature and texts in content areas.

4.0 Reading Fluency and Systematic Vocabulary Development

4.1 Read Aloud

4.1.1 Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.

4.1.2 Read grade appropriate narrative and expository text aloud with appropriate pacing, intonation, and expression.

4.2 Use Social and Academic Vocabulary

4.2.I Use decoding skills and knowledge of both academic and social vocabulary to read independently. (CELDT)

4.3 Interpret New Words (ELD Standards for K-5)

4.3.I Use knowledge of English morphemes, phonics, and syntax to decode texts. (CELDT)

4.4 Recognize Words with Multiple Meanings

4.4.I Recognize that some words have multiple meanings.

4.5 Use Analogies and Metaphors

4.5.I Recognize that simple idioms, analogies, figures of speech (e.g. “to take a fall”) and metaphors in literature and text in content areas.

4.6 Use a Dictionary

4.6.I Use a standard dictionary to determine meanings of unknown words.

5.0 Reading Comprehension

5.1 Follow Directions

5.1.1 Understand and orally explain most multiple step directions for using a simple mechanical device and filling out simple applications. (CELDT)

5.1.2 Interpret Text Features

5.1.3 Identify and use detailed sentences to explain orally the differences among some categories of informational materials

5.3 Respond to Comprehension Questions

- 5.3.I Read literature and respond orally to it by answering in detailed sentences factual comprehension questions.
- 5.4 **Explain Main Ideas-English Language Development Standard**
 - 5.4.I Read text and use detailed sentences to explain orally the main ideas and details of informational text, literary text, and texts in content areas. (CELDT)
- 5.5 **Analyze Evidence in informational Materials** – English Language Arts Standard
 - 5.5.I Understand and orally identify the features and elements of common consumer (e.g. warranties, contracts, manuals, and informational materials (e.g. magazines and books).
- 6.0 Literary Response and Analysis**
 - 6.1 **Identify Point of View** – [This cluster has been omitted because it does not apply to this CELDT level.]
 - 6.2 **Describe Characteristics of Literary Texts**
 - 6.2.I Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences.
 - 6.3 **Describe Literary Elements-English Language Arts Standard** – [This cluster has been omitted because it does not apply to this CELDT level.]
 - 6.4 **Analyze Characters-English Language Arts Standard**
 - 6.4.I Use detailed sentences to describe the main characters in a literary text by identifying the thoughts and actions of the characters.
 - 6.5 **Analyze Plot and Setting-English Language Arts Standard**
 - 6.5.I Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to text.
 - 6.6 **Analyze Themes**
 - 6.6.1 Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of brief prose (e.g. short story, novel, essay).
 - 6.6.2. Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them.
- 7.0 Writing Strategies and Applications**
 - 7.1 **Use Elements of Discourse**
 - 7.1.1 Use more complex vocabulary and 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 Narrate a sequence of events and communicate their significance to the audience.
 - 7.2.2 Use complex sentences in writing brief fictional biographies and short stories that include a sequence of events and supporting details.
 - 7.3 **Write Business Letters and Documents**

7.3.I Write documents related to career development (e.g. business letter, job application).

7.4 Write Expository and Persuasive compositions

7.4.1 Develop a clear purpose in a short essay by appropriately using the rhetorical devices of quotations and facts.

7.4.2 Write brief expository compositions (e.g. description, comparison and contrast, cause and effect, and problem and solution) that include a thesis and some points of support.

7.5 Write Research Reports

7.5.I Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.

7.6 Write Responses to Literature

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

7.7 Use the Writing Process (English Language Arts Standard)

7.7.I Use basic strategies of note-taking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms. (Some rules may not be followed).

8.0 Writing Conventions

8.1 Create Coherent Paragraph

8.1.I Create a paragraph with varied sentence types.

8.2 Edit Writing

8.2.I Edit and correct basic grammatical structures and usage of the conventions of writing.

8.3 Revise Writing-English Language Arts Standard

8.3.I Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.

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** – [This cluster has been omitted because it does not apply to this CELDT level.]
- 3.6 **Ask and Answer Questions**
 - 3.6.1 Interviews with fellow students and volunteer students and 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**
 - 3.7.1 Use of short fables (e.g., Emperor’s New Clothes, The Three Pigs, The Runaway Princess) to practice retelling and summarizing
- 3.8 **Deliver Oral Presentations**
 - 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** – [This cluster has been omitted because it does not apply to this CELDT level.]
 - 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**
 - 4.3.1 Maintenance of a classroom list of cognates and false cognates
 - 4.3.1 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
 - 4.3.1 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 Reading Fluency and Systematic Vocabulary Development**

- 5.1 **Read Aloud**
 - 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**
 - 5.4.1 Use of homonyms and homographs
 - 5.4.2 Use of contextual clues to determine meaning
- 5.5 **Use Analogies and Metaphors**
 - 5.5.1 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”
 - 5.5.2 Brainstorming of events, people, objects, emotions that share characteristics to compare then create imagery, similes, etc.
- 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
 - 5.6.2 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** – [This cluster has been omitted because it does not apply to this CELDT level.]

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**
 - 8.5.1 Real world and student examples to identify elements of effective research reports, such as balanced and pertinent information, original ideas, support, and proper formatting
- 8.6 Write Responses to Literature**
 - 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 Think-pair-share

4.4 Think-write-pair-share

4.5 TPR – Total Physical Response: demonstrate comprehension of oral presentations and instructions through non-verbal responses

4.6 Language Experience Approach: contributes to expository composition through collaborative paragraph writing and language experience.

4.7 Use of journals and graphic organizers: organize and record expository information on pictures, lists, charts and tables for literature and content areas

4.8 Tapping into prior knowledge

4.9 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.

4.10 Writing prompts: Six traits, Step up to Writing, Kate Kinsella, Story boards, Cloze writing

4.11 Oral reading: choral reading, cloze reading, partner reading

5. **EVALUATION OF STUDENT PROGRESS**

5.1 Observation

5.2 Written Samples

5.3 Summative Assessments (CST, DPA)

5.4 Formative Assessments (Quizzes, Tests, District Progress Assessments)

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

Standard to be taught: 7.4.2 Use more complex vocabulary and sentences appropriate for language arts and other content areas.

Describe the activity: In this lesson, the teacher will build background knowledge introducing students to academic vocabulary enabling them to access the text.

Assessment:

- 1. Daily vocabulary review with whiteboards.
- 2. End of week Vocabulary quiz matching.
- 3. End of unit quiz and exam that includes some of the key academic language.

Teaching strategies:

- 1. Vibrant colored word cards of vocabulary words
- 2. Present vocabulary embedded video clip.
- 3. Power Point supports acquisition of the new language: definition, synonym, antonym, example cloze sentence, and images.

Student activities:

- 1. Students will view video clip (3-5 minutes).
- 2. Students will interact with power point presentation.
- 3. Students will write the newly learned academic words in a sentence.

Resources:

1. Television with video
2. LCD Player
3. Teacher prepared Power Point and handout for students
4. Sentence strips with academic words

Committee Members:

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