MT. DIABLO UNIFIED SCHOOL DISTRICT
COURSE OF STUDY
DRAFT

COURSE TITLE:	**Middle School English Language Development III**
COURSE NUMBER:	**000263**
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 Analyst**
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 4. The direct English instruction contained in this course will move students from Early Advanced (CELDT Level 4) to Advanced (CELDT Level 5).

This course enables students to acquire communicative competence 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 advanced CELDT level by the end of the course
   1.2.   To be prepared to succeed in English Language Development IV
   1.3.   To speak English clearly and comprehensibly
   1.4.   To understand school protocol, including personnel, services available, and how to access those services
   1.5.   To participate in activities and discussions in all classes

1.6.   To take advantage of opportunities for academic rigor
1.7.   To produce academic vocabulary and proper syntax usage
1.8.   To demonstrate effective use of higher-order language
1.9.   To develop logical thinking and creative expressions
1.10.   To summarize literary pieces with some detail
1.11.   To prepare and deliver oral presentations
1.12.   To recognize and use figurative expressions and metaphors
1.13.   To analyze written material for structure and clarity
1.14.   To demonstrate ability to read a wider range of narrative genre and
1.15.   content texts with increasing comprehension
1.16.   To write more detailed summaries, multi-paragraph narratives, and expository compositions or reports
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 ELD Listening and Speaking Standards

2.1 Listen with Understanding

2.1.1 **EA**   Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details. (CELDT)

2.2 Speak to Be Understood

2.2.1 **EA** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.

2.3 Vary Ways of Writing

2.3.1 **EA** Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.

2.4 Participate in Social Conversations

2.4.1 **EA**   Participate in and initiate in more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.

2.5 Use Figurative Language

2.5.1 **EA**   Use simple figurative language and idiomatic expressions (e.g. "heavy as a ton of bricks," "soaking wet") to communicate ideas to a variety of audiences.

2.6 Ask and Answer Questions

2.6.1 **EA**   Respond to messages by asking questions, challenging statements, or offering examples that affirm the message.

2.7 Retell Stories and Summarize Main Idea

2.7.1 **EA** Retell stories in greater detail by including the characters, setting, and plot. (CELDT).

2.8 Deliver Oral Presentations

2.8.1 **EA** Prepare and deliver presentations that use various sources.

3.0 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

3.2.1 **EA** Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. (CELDT)

3.3 Apply Knowledge of Cognates

3.3.1 **EA** Distinguish between cognates and false cognates in literature and texts in content areas.

4.0 Reading Fluency and Systematic Vocabulary Development

4.1 Read Aloud

4.1.1 **EA** Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.

4.2 Use Social and Academic Vocabulary

4.2.1 **EA** Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.

4.3 **ES** Interpret New Words

4.3.1 **EA** Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. (CELDT)

4.4 Recognize Words with Multiple Meanings

4.4.1 **EA** Recognize that some words have multiple meanings and apply this knowledge to read literature and texts in content areas.

4.5 **Use Analogies and Metaphors**

4.5.1 **EA** Recognize idioms, analogies, and metaphors used in literature and text in content areas.

4.6 **Use a Dictionary**

4.6.1 **EA** Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings).

5.0 Reading Comprehension

5.1 Follow Directions – [This cluster has been omitted because it does not apply to this CELDT level.]

5.2 Interpret Text Features

5.2.1 **EA** Identify and explain the differences between various categories of informational materials (e.g., textbooks, newspapers, instructional materials).

5.3 Respond to Comprehension Questions – [This cluster has been omitted because it does not apply to this CELDT level.]

5.4 **ES Explain Main Ideas**

    5.4.1 **EA** Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas.

5.5 **ES Analyze Evidence in Informational Materials**

    5.5.1 **EA** Analyze a variety of rhetorical styles found in consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., newspapers, magazines, and textbooks).

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**

    6.2.1 **EA** Describe orally the major characteristics of several forms of poetry by using detailed sentences.

    6.2.2 **EA** Describe the major characteristics of several forms of fiction and poetry: short story, essay, novel, ballad, lyric, epic.

6.3 **ES Describe Literary Elements**

    6.3.1 **EA** Identify literary devices such as narrative voice, symbolism, dialect, and irony. (CELDT)

6.4 ES **Analyze Characters**

    6.4.1 **EA** Describe the motivation and reactions of characters in one or more literary texts.

    6.5 ES **Analyze Plot and Setting**

    6.5.1 **EA** Read a literary selection and orally explain the literary elements of plot, setting, and characters by using detailed sentences.

6.6 **Analyze Themes**

    6.6.1 **EA** Compare and contrast a similar theme across several genres by using detailed sentences.

    6.6.2 **EA** Describe orally and in writing a similar theme or topic by using detailed sentences.

    6.6.3 **EA** Describe the author's point of view in literary text by using detailed sentence.

7.0 Writing Strategies and Applications

7.1 ES Use Elements of Discourse

    7.1.1 **EA** Use appropriate language variations and genres in writing for language arts and other content areas.

7.2 **Write Narratives and Biographies**

    7.2.1 **EA** Write in different genres (e.g., short stories and narratives) including coherent plot development,

characterization, and setting.

        7.2.2 **EA** Write detailed fictional biographies or autobiographies.

    7.3 **Write Business Letters and Documents**

        7.3.1 **EA** Write pieces related to career development (e.g., business letter, job application, letter of inquiry).

    7.4 **Write Expository and Persuasive Compositions**

        7.4.1 **EA** Develop a clear thesis and support it by using analogies, quotations and facts appropriately.

        7.4.2 **EA** Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counterargument.

    7.5 **Write Research Reports**

        7.5.1 **EA** Write an essay or report that balances information, has original ideas, and gives credit to sources in a bibliography. Use appropriate tone and voice for the purpose, audience, and subject matter.

    7.6   **Write Responses to Literature**

        7.6.1 **EA** Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.

    7.7 ES **Use the Writing Process**

        7.7.1 **EA** Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms.

8.0 Writing Conventions

    8.1.1 Create Coherent Paragraph

        8.1.1 **EA** Create coherent paragraphs through effective transitions.

    8.2.2 Edit Writing

        8.2.2 **EA** Edit writing for grammatical structures and the mechanics of writing.

    8.3 ES **Revise Writing**

        8.3.1 **EA** Revise writing for appropriate word choice and organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling. (CELDT)

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**

    3.2.1 Teacher modeling of speaking to different audience – boss, parent, child – with different purpose – to persuade, to console, to encourage

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 –** [This cluster has been omitted because it does not apply to this CELDT level.]

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**

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

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

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

    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** – [This cluster has been omitted because it does not apply to this CELDT level.]
- 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 – [This cluster has been omitted because it does not apply to this CELDT level.]
- 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 (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

Standard to be taught:
7.4.2　**EA** Create coherent paragraphs through effective transitions.

Describe the activity:　In this lesson students will be able to identify transition words in a paragraph and incorporate transition words into their own writing.

Assessment:
　　1.　Observation (use of whiteboards) of student input during instruction.
　　2.　Paragraph

Teaching strategies:
Day One
　　1.　Introduce transition words in context
　　2.　Model how to find the transition words in a paragraph from the text
　　3.　Scaffold finding transition words in the next paragraph through a cloze read.
Day Two
　1. Use Kate Kinsella templates for developing paragraph writing skills that include the use of transition words.

Student activities:

Day One
1. Students will take notes of transition words
2. Students will participate in a cloze reading of the paragraph from the text.
3. Students will be able to locate transition words independently for the rest of the text chapter.
Day Two
1. Students will work with the teacher in the construction of a paragraph.

Resources
1. Overhead
2. Smart board
3. Textbook
4. Kate Kinsella templates

Committee Members:

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

4. Diane Shamai   Teacher   Oak Grove Middle School

5. Maria Cabada   Teacher   Riverview Middle School

6. Cate Sundling   ELD Teacher   Clayton Valley High School