

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

COURSE TITLE:	English Language Development II
COURSE NUMBER:	272
CALPADS NUMBER:	2110
CST:	English Language Arts for Student's Grade Level
DEPARTMENT:	English Language Development
NCLB TEACHER CREDENTIAL REQUIREMENTS:	To be determined by the Credential Analyst in Personnel
LENGTH OF COURSE:	One Year
CREDITS PER SEMESTER:	10
GRADE LEVEL(S):	9-12
GRADUATION REQUIREMENT OR ELECTIVE:	Elective
PREREQUISITES:	Overall score of a 3 or above on CELDT

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). The course objectives include communication skills in listening speaking, reading, and writing through lessons and activities that promote and allow students to demonstrate master of intermediate grammar, vocabulary, and other language elements in various receptive and productive contexts. Students will gain an awareness of a variety of career opportunities as they learn the English Language.

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, graduation requirements, college/university admission requirements, services available and how to access those services
- 1.4 To gain awareness of career interests and opportunities
- 1.5 To develop knowledge of cross-cultural histories and contributions
- 1.6 To use English to participate in social interactions
- 1.7 To use English to participate in the classroom

- 1.8 To participate in activities and discussions in all classes
- 1.9 To take advantage of opportunities for academic rigor
- 1.10 To increase understanding and use of academic and content specific terms
- 1.11 To read and orally respond to simple literary and content area texts using complete and accurate sentences
- 1.12 To recognize figurative speech in literature and subject-matter texts
- 1.13 To read literary texts and orally identify the main events of the plot by using simple sentences
- 1.14 To be able to define and discuss elements, such as characterization, themes, and conflict, of short stories and novels
- 1.15 To increase paragraph writing skills
- 1.16 To build skills to organize an essay
- 1.17 To write an increasing number of words in simple sentences appropriate for language arts and other content areas
- 1.18 To identify mechanics, and sentence structures in a piece of writing

2. PERFORMANCE OBJECTIVES:

2.1 ELD Standards Grades 9-12: Listening & Speaking

2.1.1 **Listen with Understanding**

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

2.1.2 **Identify Media Messages**

Identify a variety of media messages (e.g., radio, television, movies) and give some details supporting the messages.

2.1.3 **Speak to be Understood**

Make oneself be 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).

2.1.4 **[Vary Ways of Speaking - This cluster has been omitted because it only applies to Early Advanced and Advanced levels.]**

2.1.5 **Participate in Social Conversations**

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

2.1.6 **Use Figurative Language**

Prepare and ask basic interview questions and respond to them.

2.1.7 **Ask and Answer Questions**

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

2.1.8 **Summarize Main Ideas**

Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject-matter content.

2.1.9 **Deliver Oral Presentations**

- Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources.
- 2.2 ELD Standards 9-12: Reading Word Analysis
- 2.2.1 **[Recognize and Produce Phonemes**-- this cluster has been omitted because it only applies to Beginning and Early Intermediate levels.]
- 2.2.2 **Apply Knowledge of Word Parts**
Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.
- 2.2.3 **Apply Knowledge of Cognates**
Identify cognates (e.g., agonía, agony) and false cognates (e.g., éxito, exit) in literature and texts in content areas.
- 2.3 ELD Standards 9-12: Reading Fluency & Systematic Vocabulary Development
- 2.3.1 **Read Aloud**
Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.
- 2.3.2 **Use Social and Academic Vocabulary**
- 2.3.2.1 Apply knowledge of text connectors to make inferences.
- 2.3.2.2 Use decoding skills and knowledge of both academic and social vocabulary to read independently. (CELDT)
- 2.3.3 **Interpret New Words**
Identify variations of the same word that are found in a text and know with some accuracy how affixes change the meaning of those words.
- 2.3.4 **Recognize Words with Multiple Meanings**
Recognize that words sometimes have multiple meanings. [addition by WestEd]
- 2.3.5 **Use Analogies and Metaphors**
Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors.
- 2.3.6 **Use a Dictionary**
Use a standard dictionary to derive the meaning of unknown vocabulary.
- 2.4 ELD Standards 9-12: Reading Comprehension
- 2.4.1 **Follow Directions**
Understand and orally explain most multiple-step directions for using a simple mechanical device and filling out simple applications.
- 2.4.2 **Analyze Text Features**
- 2.4.2.1 Read and use simple sentences to identify orally the features and the rhetorical devices of simple excerpts of public and workplace documents and content area texts.
- 2.4.2.2 Read workplace documents and orally identify the structure and format (e.g., graphics and headers) and give one brief example of how the author uses the feature to achieve his or her purpose.
- 2.4.3 **Synthesize Ideas**

- Read text and use detailed sentences to identify orally the main ideas and use them to make predictions about informational text, literary text, and text in content areas. (CELDT)
- 2.4.4 **Analyze Evidence in Informational Materials**
- 2.4.4.1 In detailed sentences identify orally two or three examples of how clarity of text is affected by the repetition of important ideas and by syntax.
- 2.4.4.2 Present a brief report that verifies and clarifies facts in two to three forms of expository text.
- 2.4.5 **Evaluate Author's Credibility**
Listen to an excerpt from a brief political speech and give an oral critique of the author's evidence by using simple sentences.
- 2.5 ELD Standards 9-12: Literary Response & Analysis
- 2.5.1 **[Identify Point of View - This cluster has been omitted because it only applies to the Beginning level.]**
- 2.5.2 **Describe Characteristics of Literary Texts**
- 2.5.2.1 Read text and use detailed sentences to respond orally to factual comprehension questions about three pieces of literature.
- 2.5.2.2 Apply knowledge of language to analyze and derive meaning from literary texts and comprehend.
- 2.5.3 **Describe Literary Elements**
Use detailed sentences to orally identify at least two ways in which poets use personification, figures of speech, and sound.
- 2.5.4 **Analyze Characters**
Read a literary selection and use detailed sentences to describe orally a character according to what he or she does in a narration, dialogue, or dramatic monologue.
- 2.5.5 **Describe Plots**
Read literary texts and use detailed sentences to describe orally the sequence of events.
- 2.5.6 **Analyze Themes**
- 2.5.6.1 Read a literary selection and use detailed sentences to explain orally the elements of theme, plot, setting, and characters.
- 2.5.6.2 Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts.
- 2.5.6.3 Use detailed sentences to compare and contrast orally a similar theme or topic across three genres.
- 2.5.7 **[Analyze Literature by Periods and Themes - This cluster has been omitted because it only applies to Early Advanced and Advanced levels.]**
- 2.6 ELD Standards 9-12: Writing Strategies and Applications
- 2.6.1 **Use Elements of Discourse**
Recognize elements of characterization in a piece of writing and apply the same techniques when writing.
- 2.6.2 **Write Narratives and Biographies**

- 2.6.2.1 Narrate a sequence of events and communicate their significance to the audience.
- 2.6.2.2 Use complex sentences in writing brief fictional biographies and short stories that include a sequence of events and supporting details.
- 2.6.3 **Write Business Letters and Documents**
Fill out job applications and prepare resumes that are clear and provide all needed information.
- 2.6.4 **Write Persuasive Compositions**
Recognize structured ideas and arguments and support examples in persuasive writing.
- 2.6.5 **Write Expository Compositions and Research Reports**
 - 2.6.5.1 Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.
 - 2.6.5.2 Write brief expository compositions and reports that (a) include a thesis and some supporting details; (b) provide information from primary sources; and (c) include charts and graphs.
- 2.6.6 **Write Responses to Literature**
Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.
- 2.6.7 **Use the Writing Process**
Use basic strategies of notetaking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms. (Some rules may not be followed.)
- 2.7 ELD Standards 9-12: Writing Conventions
 - 2.7.1 **Create Coherent Paragraphs**
Use sentences with consistent variations in grammatical form. [addition by WestEd]
 - 2.7.2 **Edit Writing**
Edit and correct basic grammatical structures and usage of the conventions of writing.
 - 2.7.3 **Revise Writing**
Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.

3. CONTENT OUTLINE:

- 3.1 Listening & Speaking
 - 3.1.1 **Listen with Understanding**
Audio recording of dialogues and stories; Visuals that provide context for audio; List of key words for students to attend to while listening; Cloze activity for students to record the key words that they hear; Multiple choice comprehension questions for students to answer using letter cards; Summary of dialogue and story that uses key words.
 - 3.1.2 **Identify Media Message**

- Media messages (from radio, television, movies); Identification of key elements from each media message; Multiple choice
- 3.1.3 **Speak to Be Understood**
 Identification of focus grammatical form and/or sound; Presentation of social setting with visuals in which grammatical form/sound is used; Model of conversation that uses focus grammatical form and/or sound; List of key words to be used in social setting; Elicitation of response that uses the focus grammatical form/sound.
- 3.1.4 [**Vary Ways of Speaking** - This cluster has been omitted because it only applies to Early Advanced and Advanced levels.]
- 3.1.5 **Participate in Social Conversations**
 Identification of context, e.g., asking a teacher for help, meeting someone for the first time; Visuals of context; List of key words/phrases used in the chosen context; Creation of common questions asked in context; Question responses; “Give One, Take One;” Observation of student participation/production.
- 3.1.6 **Use Figurative Language**
 Collection of figurative language examples (idioms, analogies, personifications, etc.); Discussions and activities (such as drawings and modeling – pictorial and audio) to facilitate understanding; Discussions that include responses to examples (e.g., “Poverty is prison,” “Justice is blind.”)
- 3.1.7 **Ask and Answer Questions**
 Identification of interview subject(s); List of what students want to know about the subject(s); Presentation of grammatical structure of interview question; Presentation of grammatical structure of interview answers; Transformation of list into questions; Role-play with students acting as subject/interviewer.
- 3.1.8 **Summarize Main Ideas**
 Reading fiction and nonfiction; Formulation of simple questions that can be answered in the text; Kinsella’s “Shrink the passage” to restate the message.
- 3.1.9 **Deliver Oral Presentations**
- 3.1.9.1 Familiar literature, e.g., Charlie and the Chocolate Factory and “The Boy Who Cried Wolf,” or oral presentations or subject-matter content; Distinction between a main idea and a supporting detail.
- 3.1.9.2 Elicitation of topics of student interest, e.g., historical figure, country, art, dance, music; Use of Internet and library to collect information on topic; Organization of collected information; Presentation of information.
- 3.2 Reading Word Analysis
- 3.2.1 [**Recognize and Produce Phonemes** - This cluster has been omitted because it only applies to Beginning and Early Intermediate levels.]
- 3.2.2 **Apply Knowledge of Word Parts**

Identification and elucidation of meaning of morphemes in familiar word(s); Modeling use of morpheme knowledge to derive meaning from new words.

3.2.3 Apply Knowledge of Cognates

Identification of cognates (e.g., agonía, agony) and false cognates (e.g., éxito, exit); Model use of cognates in context.

3.3 Reading Fluency & Systematic Vocabulary Development

3.3.1 Read Aloud

Use of teacher and peer models; Use of Edge oral reading assessments.

3.3.2 Use Social and Academic Vocabulary

3.3.2.1 Use of transition words such as “then,” “therefore,” etc.

3.3.2.2 Provision of fiction and non-fiction reading material for independent reading; Reading and response technique (e.g., double entry journals, book shares/reviews/reports) that demonstrates understanding.

3.3.3 Interpret New Words

Graphic organizers that presents morphemes; Use of graphic organizers to illuminate how affixes change the meaning of words; (i.e. “un” + “changed,” “un” + “done,” “un” + “broken,” = “unchanged,” “undone,” “unbroken” – changed meanings – in a chart form).

3.3.4 Recognize Words with Multiple Meanings

Identification of words with multiple meanings; Provision of the word in multiple contexts; Identification of the meaning for each context (i.e. watch).

3.3.5 Use Analogies and Metaphors

Examination of idioms, analogies, and metaphors in context (i.e. “Time flies.” “She walks as slow as a snail.”)

3.3.6 Use a Dictionary

Text with unknown words; Location of unknown words in dictionary; Elucidation of the information that the dictionary provides for each word (such as the guiding words, parts of speech, most common meanings, roots, etymology).

3.4 Reading Comprehension

3.4.1 Follow Directions

Directions for mechanical devices and applications; production of directions for everyday activities, such as recipes.

3.4.2 Analyze Text Features

3.4.2.1 Excerpts of documents and texts that effectively illustrate features and rhetorical devices common to public documents; Use of these excerpts as models to create student examples (e.g., student handbook with headings and subheadings).

3.4.2.2 Excerpts of documents and texts that effectively illustrate format, e.g., graphics and headers; identification of purpose of the organization of the text.

3.4.3 Synthesize Ideas

- Excerpts of documents and texts; identification of main idea; predictions (i.e. make connections between prose and poetry about a single topic).
- 3.4.4 **Analyze Evidence in Informational Materials**
- 3.4.4.1 Excerpts of documents and texts that contain repetition of important ideas, analysis of effect of repetition (Analysis of a short story that contains elements of repetition).
- 3.4.4.2 Presentation of a report that cites two or three sources to establish a fact; student presentations of reports follow teacher’s example.
- 3.4.5 **Evaluate Author’s Credibility**
Discussion of various points in a speech and oral analysis of the strength of the argument.
- 3.5 **Literary Response & Analysis**
- 3.5.1 [**Identify Point of View** – This cluster has been omitted because it applies only to the Beginning level.]
- 3.5.2 **Describe Characteristics of Literary Texts**
- 3.5.2.1 Literary texts, oral responses to factual comprehension questions.
- 3.5.2.2 Literary texts, use of vocabulary and inferences; compare and contrast, finding connections to real life.
- 3.5.3 **Describe Literary Elements**
Introduction of literary elements and figurative language terms (personification, idiomatic expressions, alliteration, etc.) through definitions and examples (audio and pictorial), class activities of students with terms finding the students who have the matching definitions or examples, same activity but with terms and drawings; Use and analysis of excerpts from texts to illustrate figurative language and the effect on the reader; Student-generated examples.
- 3.5.4 **Analyze Characters**
Literary selection, identification of focus character, oral analysis of character derived from narration, dialogue, or dramatic monologue.
- 3.5.5 **Describe Plots**
Literary text; provision of events out of order; organization of events in chronological order.
- 3.5.6 **Analyze Themes**
Literary text; identification of theme; use of vocabulary to compare themes across.
- 3.5.7 [**Analyze Literature by Periods and Themes** - This cluster has been omitted because it applies only to Early Advanced and Advanced levels.]
- 3.6 Writing Strategies and Applications
- 3.6.1 **Use Elements of Discourse**
Literary text, identification of characterization, student work that mimics the demonstrated techniques.

- 3.6.2 **Write Narratives and Biographies**
Brainstorm of student experience, such as a first day of school or a special trip; narrative paragraph that presents the significance of the specified event.
- 3.6.3 **Write Business Letters and Documents**
Job applications; letters requesting products or services; letters identifying a complaint to a business; brochure creation; creation of “student handbook” for a new student.
- 3.6.4 **Write Persuasive Compositions**
Brainstorming of convincing points to persuade (1) your parents to let you buy a car or go to a party, (2) fellow students to keep the campus clean, (3) your teacher to accept late work; presentations of these ideas in a short speech with a partner, then in a small group; written compositions to reflect the speeches.
- 3.6.5 **Write Expository Compositions and Research Reports**
Class or small group discussion on various expository purposes (e.g. a “how to” list for ordering a pizza or heading a paper, a detailed description of a picture, a comparison of their school from their home country to their school now, research of a famous person – perhaps from their home country or U.S. history); practice of writing bulleted points and an outline; practice using a strong introductory sentence; completion of the composition or report using additional steps of the writing process.
- 3.6.6 **Write Responses to Literature**
Use of class and small group discussion to brainstorm questions regarding comprehension, develop a dialogue with a character, list adjectives to describe characters or events, draw connections to their own lives; use of reader journals to record outcomes of the brainstorming.
- 3.6.7 **Use the Writing Process**
Modeling (teacher, student, and published examples) and practice of lists and free-writes (timed can be effective) to explore and develop possible topics; interchange between rough drafting and outlining to assist students find effective strategies; continuation of process through peer and teacher feedback and revisions.
- 3.7 Writing Conventions
 - 3.7.1 **Create Coherent Paragraphs**
Modeling and practice of topic sentence and sentences that support that topic sentence; use of examples that are not coherent to help students identify sentences that do not fit.
 - 3.7.2 **Edit Writing**
Use of a series of short lessons on specific editing items (e.g. consistency in tense, placement and use of specific support, punctuation, etc.) followed by student practice on teacher-distributed writing, then on their own writing.
 - 3.7.3 **Revise Writing**

Use of teacher-distributed examples to revise as a class then in small groups followed by work revising student writing.

4. INSTRUCTIONAL METHODS AND/OR STRATEGIES:

- 4.1 Use of prior knowledge
- 4.2 Modeling
- 4.3 Frontloading of vocabulary and concepts
- 4.4 Group, partner, and independent practice
- 4.5 Use of adult volunteers from school staff and the community to act as advisors and audience
- 4.6 Supplementary materials to reinforce relevance and skills acquisition
- 4.7 Systematic ELD
 - 4.7.1 Sentence Frames
 - 4.7.2 Direct instruction of grammatical forms
- 4.8 Explicit Direct Instruction
- 4.9 Kinsella strategies
 - 4.9.1 Student engagement
 - 4.9.2 Reading scaffolds
 - 4.9.3 Writing scaffolds
 - 4.9.4 Explicit vocabulary instruction
- 4.10 First language literacy
 - 4.10.1 Cognates
 - 4.10.2 Compare sentence construction
 - 4.10.3 Compare/contrast phonetics
- 4.11 Culturally responsive instruction
 - 4.11.1 Literature from various cultures
 - 4.11.2 Autobiographical writing
- 4.12 Frequent assessments
 - 4.12.1 Checking for Understanding (oral and written)

5. EVALUATION OF STUDENT PROGRESS:

- 5.1 Quizzes and tests
- 5.2 Presentations and skits
- 5.3 Oral responses
- 5.4 Observations
- 5.5 Writing portfolios
- 5.6 Recorded media (student-produced audio or video recording)
- 5.7 Research projects

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 throughout the whole year

7. INSTRUCTIONAL MATERIALS:

- 7.1 District adopted text: Edge, published by Hampton-Brown
- 7.2 Whiteboard/chalkboard
- 7.3 Computer with LCD projector
- 7.4 CD player
- 7.5 TV with DVD player
- 7.6 Dictionaries
- 7.7 Supplemental material

Introduction of literary elements and figurative language terms (personification, idiomatic expressions, alliteration, etc.) through definitions and examples (audio and pictorial), class activities of students with terms finding the students who have the matching definitions or examples, same activity but with terms and drawings; Use and analysis of excerpts from texts to illustrate figurative language and the effect on the reader; Student-generated examples.

Sample Lesson Plan (using backward planning model)

Standard to be taught: 2.5 Literary Response and Analysis, 2.5.3 Describe Literary Elements (addressing the component on figurative language)

Assessment:

1. A portfolio containing accurate and creative entries for figurative language types (personification, simile, metaphor, analogy, idiom, hyperbole, cliché, onomatopoeia, alliteration, etc.)

Teaching strategies:

1. Teacher lists terms, definitions, and examples of figurative language
2. Teacher shares and models examples
3. Teacher leads discussion about senses and thoughts that are evoked through use of figurative language
4. Teacher distributes graphic organizer for students to identify terms and their uses

Student activities:

1. Students participate in matching game using terms and definitions, then terms and examples
2. Students in small groups sort examples into categories
3. Students discuss their journal regarding senses and thoughts evoked through figurative language
4. Students create portfolio that demonstrates understanding of figurative language

Resources:

1. Figurative language examples
2. Paper and supplies for students to create portfolio

Committee Members:

- | | | |
|--------------------|---|----------------------------|
| 1. Melinda Hall | Director of Curriculum & Instruction | Curriculum & Instruction |
| 2. Carmen Garces | Administrator of Coordinated School Support, English Learners | Curriculum & Instruction |
| 3. Spoogmai Habibi | Curriculum Specialist | Curriculum & Instruction |
| 4. Cate Sundling | ELD Teacher | Clayton Valley High School |
| 5. Ruben Quinõnes | ELD Teacher | Mt. Diablo High School |
| 6. Kara Yu | ELD Teacher | Ygnacio Valley High School |