

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

COURSE TITLE:	English Language Development IIA (Beginner and Early Intermediate)
COURSE NUMBER:	000252-English Credits 500252-Elective Credits
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:	Placement by ELD/CELDT Assessment

BOARD OF EDUCATION ADOPTION:

COURSE DESCRIPTION:

This course is designed for English learners at CELDT level 2 (early intermediate) who have been in the United States less than two years and have limited literacy skills in their primary language. The direct English instruction contained in this course will move students from early intermediate (CELDT level 2) to intermediate (CELDT level 3).

The course objectives include basic communication skills in listening, speaking, reading, and writing through lessons and activities that promote and allow students to demonstrate mastery of basic 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.

Students will receive ten credits for English Language Arts and ten credits for Electives towards their high school graduation requirements.

COURSE OUTLINE:

1. MAJOR GOALS

- 1.1 To work at intermediate CELDT level (3) by the end of the course
- 1.2 To ask and answer questions using phrases or simple sentences
- 1.3 To use common English morphemes in oral and silent reading
- 1.4 To recognize figurative speech in literature and subject-matter texts
- 1.5 To read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions

- 1.6 To read literary texts and orally identify the main events of the plot by using simple sentences
- 1.7 To write an increasing number of words in simple sentences appropriate for language arts and other content areas
- 1.8 To identify basic vocabulary, 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**
Restate and execute multiple-step oral directions. (CELDT)
 - 2.1.2 **[Identify Media Messages – This cluster has been omitted because it does not apply to the Early Intermediate level.]**
 - 2.1.3 **Speak to be Understood**
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).
 - 2.1.4 **[Vary Ways of Speaking - The cluster has been omitted because it only applies to Intermediate, Early Advanced and Advanced levels.]**
 - 2.1.5 **Participate in Social Conversations**
Orally communicate basic needs (e.g., “Do we have to ____?”)
(CELDT)
 - 2.1.6 **[Use Figurative Language - This cluster has been omitted because it only applies to Intermediate, Early Advanced and Advanced levels.]**
 - 2.1.7 **Ask and Answer Questions**
Ask and answer questions by using phrases or simple sentences.
(CELDT)
 - 2.1.7 **Summarize Main Ideas**
Restate in simple sentences the main idea of oral presentations in subject-matter content.
 - 2.1.8 **Deliver Oral Presentations**
Prepare and deliver short oral presentations.
- 2.2 ELD Standards 9-12: Reading Word Analysis
 - 2.2.1 **Recognize and Produce Phonemes**
Produce most English phonemes comprehensibly while reading aloud one’s own writing, simple sentences, or simple texts.
 - 2.2.2 **Apply Knowledge of Word Parts**
Use common English morphemes in oral and silent reading. (CELDT)
 - 2.2.3 **Apply Knowledge of Cognates**
Recognize obvious cognates (e.g., *education/ educación, department/departamento*) in phrases, simple sentences, literature, and content area texts.
- 2.3 ELD Standards 9-12: Reading Fluency & Systematic Vocabulary Development
 - 2.3.1 **Read Aloud**

- 2.3.1.1 Read aloud with appropriate pacing, intonation, and expression one’s own writing of narrative and expository texts.
- 2.3.1.2 Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.
- 2.3.2 **Use Social and Academic Vocabulary**
 - 2.3.2.1 Read simple paragraphs and passages independently.
 - 2.3.2.2 Use appropriate connectors (e.g., first, then, after that, finally) to sequence written text.
- 2.3.3 **Interpret New Words**
Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words. (CELDT)
- 2.3.4 **Recognize Words with Multiple Meanings**
Recognize that some words have multiple meanings and apply this knowledge to texts. (CELDT)
- 2.3.5 **Use Analogies and Metaphors**
Recognize simple idioms, analogies, and figures of speech (e.g., “the last word”) in literature and subject-matter texts. (CELDT)
- 2.3.6 **Use a Dictionary**
Use a standard dictionary to find the meaning of unknown vocabulary.
- 2.4 ELD Standards 9-12: Reading Comprehension
 - 2.4.1 **Follow Directions**
 - 2.4.1.1 Read a consumer or workplace document in a group activity and present a brief oral report, demonstrating three or four steps necessary to achieve a specific goal or obtain a product.
 - 2.4.1.2 Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms.
 - 2.4.2 **Analyze Text Features**
 - 2.4.2.1 In simple sentences orally identify the structure and format of workplace documents (e.g., format, graphics, and headers).
 - 2.4.2.2 Orally identify the features of simple excerpts of public documents by using key words or phrases.
 - 2.4.3 **Synthesize Ideas**
Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions. (CELDT)
 - 2.4.4 **Analyze Evidence in Informational Materials**
Read and orally identify a few specific facts in simple expository texts, such as consumer and workplace documents and content area text.
 - 2.4.5 **[Evaluate Author’s Credibility - This cluster has been omitted because it only applies to Intermediate, Early Advanced and Advanced levels.]**
- 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 Intermediate, Early Advanced and Advanced levels.]**
 - 2.5.2 **Describe Characteristics of Literary Texts**

- 2.5.2.1 Distinguish the characteristics of different forms of dramatic literature (e.g., comedy and tragedy) by using simple sentences, pictures, lists, charts, and tables.
 - 2.5.2.2 Respond orally in simple sentences to factual comprehension questions about two forms of literature (brief excerpts from a comedy and tragedy).
 - 2.5.3 **Describe Literary Elements**
 - 2.5.3.1 Use simple sentences to orally identify basic symbolism and imagery in poetry.
 - 2.5.4 **Analyze Characters**
 - 2.5.4.1 Describe briefly in simple sentences a character according to what he or she does in a familiar narration, dialogue, or drama.
 - 2.5.5 **Describe Plots**
 - 2.5.5.1 Read literary texts and orally identify the main events of the plot by using simple sentences. (CELDT)
 - 2.5.6 **Analyze Themes**
 - 2.5.6.1 Use expanded vocabulary and some descriptive words in orally responses to familiar literature.
 - 2.5.6.2 Identify orally the theme, plot, setting, and characters of a literary selection by using simple sentences.
 - 2.5.7 **[Analyze Literature by Periods and Themes - This cluster has been omitted because it only applies to Intermediate, Early Advanced and Advanced levels.]**
- 2.6 ELD Standards 9-12: Writing Strategies and Applications
- 2.6.1 **Use Elements of Discourse**
 - 2.6.1.1 Use common verbs, nouns, and high frequency modifiers in writing simple sentences.
 - 2.6.1.2 Write an increasing number of words in simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science). (CELDT)
 - 2.6.2 **Write Narratives and Biographies**
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.
 - 2.6.3 **Write Business Letters and Documents**
Complete simple informational documents related to career development (e.g., bank forms and job applications).
 - 2.6.4 **[Write Persuasive Compositions - This cluster has been omitted because it only applies to Intermediate, Early Advanced and Advanced levels.]**
 - 2.6.5 **Write Expository Compositions and Research Reports**
Write expository compositions such as description, comparison and contrast, and problem and solution that include a main idea and some details in simple sentences. (CELDT)
 - 2.6.6 **Write Responses to Literature**

Write simple sentences to respond to selected literature, exhibit factual understanding of the text, and connect one's own experience to specific parts of the text.

2.6.7 **Use the Writing Process**

2.6.7.1 Collect information from various sources (e.g., dictionary, library books, research materials) and take notes on a given topic.

2.6.7.2 Use simple sentences to create a draft of a short essay that follows an outline.

2.7 ELD Standards 9-12: Writing Conventions

2.7.1 **Create Coherent Paragraphs**

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

2.7.2 **Edit Writing**

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

2.7.3 **Revise Writing**

Revise writing, with teacher's assistance, to clarify meaning and improve the mechanics and organization.

3. CONTENT OUTLINE:

3.1 Listening & Speaking

3.1.1 **Listen with Understanding**

The use of Total Physical Response (TPR) in language activities

3.1.2 **[Identify Media Messages – omitted]**

3.1.3 **Speak to Be Understood**

3.1.3.1 Simple questions and answers

3.1.3.2 Descriptions of pictures, scenes, stories, or events

3.1.4 **[Vary Ways of Speaking – omitted]**

3.1.5 **Participate in Social Conversations**

The use of role-play and non-verbal communication for basic needs

3.1.6 **[Use Figurative Language – omitted]**

3.1.7 **Ask and Answer Questions**

3.1.7.1 Formation of basic questions for the verb *to be* and regular verbs, using “do” or “does”

3.1.7.2 Patterned responses using audio-lingual strategies

3.1.8 **Summarize Main Ideas**

Responses to texts via simple words, phrases, and sentences.

3.1.9 **Deliver Oral Presentations**

Preparation and delivery of short oral presentations

3.2 Reading Word Analysis

3.2.1 **Recognize and Produce Phonemes**

Proper pronunciation of English phonemes

3.2.2 **Apply Knowledge of Word Parts**

Recognition and use of common English morphemes

3.2.3 **Apply Knowledge of Cognates**

Recognition and use of common cognates (for example, the many multi-syllabic English words that also exist in Spanish, like *separate/separar*, *confuse/confundir* and *author/autor*)

- 3.3 Reading Fluency & Systematic Vocabulary Development
 - 3.3.1 **Read Aloud**
Reading aloud with appropriate pacing, intonation, and expression.
 - 3.3.2 **Use Social and Academic Vocabulary**
 - 3.3.2.1 Development of vocabulary applicable to various social and academic settings such as role-play and excerpts from various media.
 - 3.3.2.2 Students' use of their schedule (they can write it on an index card) to practice oral description of sequential events.
 - 3.3.3 **Interpret New Words**
Application of prefixes and suffixes to figure out new words (e.g., use of analogies to illustrate affix meanings such as "teach is to teacher as educate is to educator" and use of comparatives and superlatives).
 - 3.3.4 **Recognize Words with Multiple Meanings**
Recognition of multiple meanings for some words, such as (*face* (verb and noun) and *kind* (nice and type).
 - 3.3.5 **Use Analogies and Metaphors**
Recognition of symbolic language such as similes, metaphors, and idioms ("getting on my nerves," "bend over backwards")
 - 3.3.6 **Use a Dictionary**
Use of a standard dictionary to find words, pronunciation, parts of speech, definitions, etc.
- 3.4 Reading Comprehension
 - 3.4.1 **Follow Directions**
Authentic use of consumer or workplace documents for such activities as following directions for proper formatting of a school paper, completing a template for a résumé, ordering products on-line.
 - 3.4.2 **Analyze Text Features**
 - 3.4.2.1 Identification of text features.
 - 3.4.2.2 Use of an activity to practice understanding, such as a scavenger hunt using common text books to find predetermined items from the table of contents, glossary, index, etc.
 - 3.4.3 **Synthesize Ideas**
 - 3.4.3.1 Response to simple texts in content areas.
 - 3.4.3.2 Use of newspaper articles, ads, invitations, and more to provide practice in identifying who, what, where, when, why.
 - 3.4.4 **Analyze Evidence in Informational Materials**
Identification of specific facts in texts.
 - 3.4.5 **[Evaluate Author's Credibility - This cluster has been omitted because it only applies to Intermediate, Early Advanced and Advanced levels.]**
- 3.5 Literary Response & Analysis
 - 3.5.1 **Identify Point of View**
Identification of narrator, e.g., first or third person.

- 3.5.2 **Describe Characteristics of Literary Texts**
 - 3.5.2.1 Distinction between forms of dramatic literature with activities such as (1) finding or writing your own comedic and tragic anecdotes to show different characteristics of these forms or (2) distributing several examples and having students identify the “funny” or the “sad” one.
 - 3.5.2.2 Responses to comprehension questions about literature.
- 3.5.3 **Describe Literary Elements**
 - 3.5.3.1 Recitation of simple poems.
 - 3.5.3.2 Use of simple poems, such as Francisco Alarcón’s “The Same” and nursery rhymes to illustrate literary elements.
- 3.5.4 **Analyze Characters**
 - 3.5.4.1 Role-playing of familiar characters from literature. Students take a scene from the text and act it out in character, then put that character in the classroom in a skit, keeping the same qualities as exhibited in the scene from the literature.
 - 3.5.4.2 Description of character’s character, using preplanned and taught words.
- 3.5.5 **Describe Plots**
 - Identification of plot sequence using graphic organizers such as pictures, lists, charts, and tables.
- 3.5.6 **Analyze Themes**
 - Identification of key thematic elements in a literary selection.
- 3.5.7 **[Analyze Literature by Periods and Themes - This cluster has been omitted because it only applies to Intermediate, Early Advanced and Advanced levels.]**
- 3.6 Writing Strategies and Applications
 - 3.6.1 **Use Elements of Discourse**
 - Creation of simple written sentences.
 - 3.6.2 **Write Narratives and Biographies**
 - Written narration using writing process; development of short narrative. (e.g., activities student does before coming to school).
 - 3.6.3 **Write Business Letters and Documents**
 - Completion of simple informational documents, such as job applications.
 - 3.6.4 **[Write Persuasive Compositions - This cluster has been omitted because it only applies to Intermediate, Early Advanced and Advanced levels.]**
 - 3.6.5 **Write Expository Compositions and Research Reports**
 - Expository compositions that include a main idea and some details in simple sentences, such as identification of an adjective that describes the student, followed by supporting sentences.
 - 3.6.6 **Write Responses to Literature**
 - Connection between literature and one’s own experience.
 - 3.6.7 **Use the Writing Process**
 - 3.6.7.1 Collection of information from research materials.

- 3.6.7.2 Following an outline to develop a short essay.
- 3.7 Writing Conventions
 - 3.7.1 **Create Coherent Paragraphs**
 - 3.7.1.1 Identification of basic writing conventions using excerpts from textbook selections, primary sources, and more
 - 3.7.1.2 Using basic writing conventions.
 - 3.7.2 **Edit Writing**
Editing for basic conventions.
 - 3.7.3 **Revise Writing**
Revision of writing for proper mechanics.

4. INSTRUCTIONAL METHODS AND/OR STRATEGIES:

- 4.1 Systematic ELD
 - 4.1.1 Sentence frames
 - 4.1.2 Explicit direct instruction of grammatical forms
- 4.2 Kinsella strategies
 - 4.2.1 Student engagement
 - 4.2.2 Reading scaffolds
 - 4.2.3 Writing scaffolds
 - 4.2.4 Explicit vocabulary instruction
- 4.3 Build on first language literacy
 - 4.3.1 Cognates
 - 4.3.2 Compare sentence construction
 - 4.3.3 Compare/contrast phonetics
- 4.4 Culturally responsive instruction
 - 4.4.1 Literature from various cultures
 - 4.4.2 Autobiographical writing
- 4.5 Frequent assessments
 - 4.5.1 Checking for Understanding (oral and written)
 - 4.5.2 Textbook assessments
 - 4.5.3 Lexile tests

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

The following is a detailed list of tasks that demonstrate mastery of benchmarks in various domains

- 5.8 Speaking, Listening, Reading and Writing

- 5.8.1 Respond orally (yes/no or single word) or physically to routine *can* and *do* questions. Ex: *Can you point to the book? Do you need a horse for English class? Does a square have three sides?* (B)
- 5.8.2 Use present progressive statements correctly. Ex: *She is running.* (EI)
- 5.8.3 Use *can* in simple statements with concrete verbs. Ex: *She can read.* (B)
- 5.8.4 Use subject pronouns (*I, you, he, she, it, we, you, they*) and (B) possessive pronouns (*my, your, his, her, its, our, your, their*)
- 5.8.5 Use direction words and preposition words correctly. Ex: *up/down, left/right, in, on, between, before, after.* (B) (EI)
- 5.8.6 Use adjectives before nouns. Ex: *big cat.* (B)
- 5.8.7 Use concrete, descriptive adjectives for number, color, size, senses.
- 5.8.8 Use present and past progressive statements and questions. Ex: *She is laughing. Were you walking?*
- 5.8.9 Use present and past tense action and state of being verbs correctly. Ex: *I like my dog. She has two sisters. They were in class.*
- 5.8.10 Create and show understanding of routine statements and questions using *who, what, where, when, and how.* Ex: *What can a dog do? A dog can bark.*
- 5.8.11 Use future tense statements and questions. Ex: *I am going to the movies. Will you be there?*
- 5.8.12 Use auxiliary verbs *do* and *can* correctly. Ex: *Do you need a pencil? I can help you.*
- 5.8.13 Use irregular plurals correctly. Ex: *boxes, roses, faces, children.*
- 5.8.14 Use object pronouns (*me, you, her, him, it, us, them*) correctly.
- 5.8.15 Use possessive pronouns (*my, your, his, her, our, their*) correctly.
- 5.8.16 Use conjunctions to combine or contrast. Ex: *Bats and owls both fly. You can use a pencil or a pen.*
- 5.8.17 Use cardinal and ordinal numbers correctly. Ex: *I (one), 1st (first).*
- 5.8.18 Use comparatives and superlatives correctly. Ex: *faster, fastest.*
- 5.8.19 Use adverbs to describe when, where, how, why. Ex: *-ly adverbs such as slowly/quickly; time adverbs such as yesterday and today; formula adverbial phrases such as very big, very good.*

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

- 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 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

Sample Lesson Plan (using backward planning model)

Standard to be taught: Listening & Speaking 1.9 Delivering oral presentations—prepare and deliver short oral presentations

Assessment:

- 1. Presentation in front of class
- 2. Audio or video recording

Teaching strategies:

- 1. Teacher brings in real world example of a TV commercial where a person describes the merits of a product
- 2. Teacher lists adjectives and demonstrates their placement before the noun they describe
- 3. Teacher creates and performs a commercial

Student activities:

- 1. Student chooses a product
- 2. Student develops a list of pertinent adjectives
- 3. Student writes the script for the commercial, using the adjectives
- 4. Student presents the commercial

Resources:

- 1. TV or computer with projector
- 2. Camera (optional, to make a video of student presentations)

Committee Members:

- | | | |
|--------------------|---|----------------------------|
| 1. Melinda Hall | Director of Curriculum & Instruction | Curriculum & Instruction |
| 2. Carmen Garces | Administrator of Coordinated School Support, English Learners | Curriculum & Instruction |
| 3. Spooqmai 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 |
| 7. Rhona Ory | ELD Teacher | Ygnacio Valley High School |