

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

COURSE TITLE:	Middle School (MS) 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):	6-8
REQUIRED OR ELECTIVE:	Elective
PREREQUISITES:	Placement by ELD/CELDT Assessment

BOARD OF EDUCATION ADOPTION:

COURSE DESCRIPTION:

This course enables students to acquire communicative competency in English. The course enhances the student's self-confidence and promotes language proficiency for personal, social, and educational purposes. A special emphasis is placed on developing the student's academic English proficiency. Performance objectives describe what a second-language learner should be able to do by the end of the course. Instruction is developmental and includes a variety of communicative, meaning-based approaches, which incorporate a range of thinking skills. The course fosters an appreciation of the cultural diversity of all students.

COURSE OUTLINE:

1. MAJOR GOALS

- 1.1 To understand basic vocabulary and syntax
- 1.2 To demonstrate knowledge of academic vocabulary development
- 1.3 To demonstrate effective oral communication skills; asks and answers questions using phrases and simple sentences
- 1.4 To demonstrate reading comprehension of simple text
- 1.5 To demonstrate an understanding of simple sentence structure with an awareness of mechanics and common punctuation
- 1.6 To demonstrate basic paragraph structure utilizing frames (e.g. Six Traits, Step Up To Writing, Kate Kinsella)
- 1.7 To demonstrate an understanding of writing revision

1.8 To demonstrate an ability to respond to open-ended and factual questions about selected literature and content area texts

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 Unavailable for I

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 Unavailable for I

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

2.8.1 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: unavailable for I

3.2 Apply Knowledge of Word Parts

3.2.1 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

3.3.1 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
 - 4.2.1 Use decoding skills and knowledge of both academic and social vocabulary to read independently. (CELDT)
- 4.3 ELD Standards for K-5 - Interpret new words
 - 4.3.1 Use knowledge of English morphemes, phonics, and syntax to decode texts. (CELDT)
- 4.4 Recognize Words with Multiple Meanings
 - 4.4.1 Recognize that some words have multiple meanings.
- 4.5 Use Analogies and Metaphors
 - 4.5.1 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
 - 4.6.1 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 steps directions for using a simple mechanical device and filling out simple applications. (CELDT)
 - 5.2 Interpret Text Features
 - 5.2.1 Identify and use detailed sentences to explain orally the differences among some categories of informational materials
 - 5.3 Respond to Comprehension Questions
 - 5.3.1 Read literature and respond orally to it by answering in detailed sentences factual comprehension questions.
 - 5.4 Explain Main Ideas-English Language Development Standard
 - 5.4.1 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
 - 5.5.1 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
 - 6.1.1 Not available
 - 6.2 Describe Characteristics of Literary Texts

- 6.2.1 Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences.
- 6.3 Describe Literary Elements-English Language Arts Standard
 - 6.3.1 Not available
- 6.4 Analyze Characters-English Language Arts Standard
 - 6.4.1 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
 - 6.5.1 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
 - 7.3.1 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
 - 7.5.1 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
 - 7.6.1 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

7.7.1 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).

8.0 Writing Conventions

8.1 Create Coherent Paragraph

8.1.1 Create a paragraph with varied sentence types.

8.2 Edit Writing

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

8.3 Revise Writing-English Language Arts Standard

8.3.1 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 Speaking with less hesitation and demonstrates increasing understanding

3.2 Production of longer phrases or sentences

3.3 Usage of newly acquired receptive vocabulary

3.4 Participation in academic language discussions

3.5 Responding to literature through explanation, description, comparison and retelling

3.6 Usage of key concepts in the content area

4.0 Reading Word Analysis

4.1 Usage detailed sentences to describe relationships between text and own experiences.

4.2 Usage of text features

4.3 Self correction during oral reading

4.4 Engagement in independent reading

5.0 Writing Strategies and Applications

5.1 Engagement in writing longer texts

5.2 Writing shows features of conventional spelling

5.3 Writing in varied formats for a variety of purposes

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:

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|--------------------|--|----------------------------|
| 1. Melinda Hall | Director of Curriculum & Instruction | Curriculum & Instruction |
| 2. Carmen Garces | Administrator,
Coordinated School Support | Curriculum & Instruction |
| 3. Spoogmai Habibi | Curriculum Specialist | Curriculum & Instruction |
| 4. Diane Shama | ELD Teacher | Oak Grove Middle School |
| 5. Maria Cabada | ELD Teacher | Riverview Middle School |
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