

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

COURSE TITLE:	Middle School English Language Development IV
COURSE NUMBER:	000264
CALPADS NUMBER:	2110
CST:	English Language Arts (for Student's Grade level)
DEPARTMENT:	English Language Department
NCLB TEACHER CREDENTIAL REQUIREMENTS:	To be determined by the Credential Analyst in Personnel
LENGTH OF COURSE:	One Year
CREDITS PER SEMESTER:	5
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 5 (Advanced). The direct English instruction contained in this course will prepare students to exit the English Language Development Program. The course objectives include advanced communication skills in listening, speaking, reading, and writing through lessons and activities that promote and allow students to demonstrate mastery of grammar, vocabulary, and other language elements in various receptive and productive contexts.

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 be able to exit the English Language Development program by the end of the course
- 1.2. To speak English clearly and comprehensibly
- 1.3. To understand school protocol, including personnel, services available, and how to access those services

- 1.4. To be ready to pursue achievement of secondary school goals
- 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 clear and comprehensible standard English
- 1.8. To demonstrate understanding and effective use of figurative language and idiomatic expressions appropriately
- 1.9. To demonstrate ability to identify and explain critical details of grade level content texts
- 1.10. To demonstrate ability to compare, contrast, and explain themes and topics across genre
- 1.11. To demonstrate ability to read mainstream grade level texts independently
- 1.12. To demonstrate ability to prepare and deliver presentations/reports across content areas
- 1.13. To write multi-paragraph narrative, persuasive and expository compositions
- 1.14. To write a brief research paper in the content area, presented and cited in coherent arguments or conclusions
- 1.15. 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 on topics; identify the main points and supporting details
- 2.2 Speak to Be Understood
 - 2.2.I Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.
- 2.3 Vary Ways of Speaking
 - 2.3.1 Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.
- 2.4 Participate in Social Conversations
 - 2.4.1 Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.
- 2.5 Use Figurative Language
 - 2.5.1 Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately. (CELDT)
- 2.6 Ask and Answer Questions – [This cluster has been omitted because it does not apply to this CELDT level.]
- 2.7 Retell Stories and Summarize Main Idea – Questions – [This cluster has been omitted because it does not apply to this CELDT level.]
- 2.8 Deliver Oral Presentations

- 2.8.1 Prepare and deliver presentations and reports in various content areas, including a purpose, point of view, introduction, coherent transition, and appropriate conclusion.

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 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 Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas.

4.0 **Reading Fluency and Systematic Vocabulary Development**

- 4.1 Read Aloud – [This cluster has been omitted because it does not apply to this CELDT level.]
- 4.2 Use Social and Academic Vocabulary
 - 4.2.1 Apply knowledge of academic and social vocabulary to achieve independent reading.
- 4.3 **ES** Interpret new words – [This cluster has been omitted because it does not apply to this CELDT level.]
- 4.4 Recognize Words with Multiple Meanings
 - 4.4.1 Recognize that some words have multiple meanings and apply this knowledge consistently in reading literature and texts in content areas. (CELDT)
- 4.5 Use Analogies and Metaphors
 - 4.5.1 Use common idioms and some analogies (e.g., “shine like a star,” “let the cat out of the bag”) and metaphors.
- 4.6 Use a Dictionary
 - 4.6.1 Use a standard dictionary to determine the meaning of unknown words.

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 Identify and analyze the differences between various categories of informational materials (e.g., textbooks, newspapers, instructional materials, signs)
- 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 Identify and explain the main ideas and critical details of informational materials, literary text, and text in content areas.
- 5.5 **ES** Analyze Evidence in Informational Materials
 - 5.5.1 Analyze a variety of rhetorical styles found in consumer (e.g., warranties, contracts) and informational materials (e.g., newspapers, magazines, signs, 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 – [This cluster has been omitted because it does not apply to this CELDT level.]
- 6.3 **ES** Describe Literary Elements
 - 6.3.1 Identify and describe several literary elements and techniques in literary texts (e.g., figurative language, imagery, and symbolism). (CELDT)
- 6.4 **ES** Analyze Characters
 - 6.4.1 Compare and contrast the motivation and reactions of characters across a variety of literary texts. (CELDT)
- 6.5 **ES** Analyze Plot and Setting
 - 6.5.1 Analyze the elements of a plot, including its development and the way conflicts are addressed and resolved.
 - 6.5.2 Analyze the setting (place, time, customs) and its influence on the meaning of and conflict in a literary text.
- 6.6 Analyze Themes
 - 6.6.1 Analyze recurring themes across literary works (e.g., good and evil, loyalty and betrayal).
 - 6.6.2 Compare and contrast a similar theme or topic across genres and explain how the genre shapes the themes or topics.

7.0 Writing Strategies and Applications

- 7.1 **ES** Use Elements of Discourse
 - 7.1.1 Produce writing by using various elements of discourse (e.g., purpose, speaker, audience, form) in narrative, expository, persuasive, informational, and/or descriptive writing.
- 7.2 Write Narratives and Biographies
 - 7.2.1 Write documents (e.g., fictional biographies, autobiographies, short stories, and narratives) that include coherent plot development, characterization, setting, and a variety of literary strategies (e.g., dialogue, suspense).
- 7.3 Write Business Letters and Documents
 - 7.3.1 Write pieces related to career development (e.g., business letter, job application, letter of inquiry, memorandum). (8)
- 7.4 Write Expository and Persuasive compositions
 - 7.4.1 Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counterargument.
 - 7.4.2 Develop a clear thesis and use various rhetorical devices (e.g., analogies, quotations, facts, statistics, and comparisons) to support it.
- 7.5 Write Research Reports
 - 7.5.1 Use various methods of investigation and research to develop an essay or report that balances information and original ideas, including a bibliography.

- 7.6 Write Responses to Literature
 - 7.6.1 Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.
- 7.7 **ES** Use the Writing Process
 - 7.7.1 Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays by using standard grammatical forms.
- 8.0 **Writing Conventions**
 - 8.1 Create Coherent Paragraph
 - 8.1.1 Create coherent paragraphs through effective transitions and parallel constructions.
 - 8.2 Edit Writing
 - 8.2.1 Edit writing for the mechanics to approximate standard grammatical forms. (CELDT)
 - 8.3 **ES** Revise Writing
 - 8.3.1 Revise writing for appropriate word choice and organization, consistent point of view, and transitions, using approximate standard 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
 - 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 (using backward planning model)

Standard to be taught:

7.4. 2 **A** Use various methods of investigation and research to develop an essay or report that balances information and original ideas, including a bibliography.

Describe the activity: U.S. Constitution Bill of Rights Research Project; students will be choosing one of these rights and researching a variety of aspects of it.

Assessment:

1. Observation
2. Active participation
3. Completion of student project (teacher will use a rubric to assess)
4. Multiple choice/short answer quiz on the Bill of Rights

Teaching strategies:

1. KWL chart to activate prior knowledge
2. Textbook reading – Chapter four (partner read, cloze read, group read, jigsaw read)
3. Power point of the Bill of Rights
4. Thinkpairshare
5. Use of graphic organizers to develop concepts

Student activities: Choose of one the following amendments and create your project on that Amendment. Choose only one and make your choice carefully. Once you choose you CANNOT change your mind. Also this is a solo research project, no partnerships allowed. All information will be put into a brochure (burrito fold-over six sides)

Choices are as follows

1. 1st Amendment- Freedom of Speech
2. 1st Amendment- Freedom of Religion
3. 1st Amendment-Freedom to Peaceably Assemble
4. 1st Amendment- Freedom of the Press
5. 2nd Amendment- Keep and Bear Arms (weapons)
6. 4th Amendment- Search and Seizure
7. 5th Amendment- Self Incrimination and double Jeopardy
8. 6th Amendment- Trial Rights (public trial, jury, right to attorney)
9. 8th Amendment- Cruel and Unusual Punishment

Information to be provided in the research project:

1. Title page: name, period, title of amendment, picture depicting the amendment
2. Page two: text of the amendment; copy the entire amendment from your text book onto this page
3. Page three: A rewrite of the amendment in your own words so that people can better understand what right(s) the amendment is protecting.
4. Page four: A bullet outline of a Supreme Court case dealing with your Amendment. You will need to find and research a Supreme Court case, the decision the court made about the Amendment and how the decision affects us today.
5. Page five: Pictures or diagrams showing elements of a case when the amendment was first written and pictures of diagrams showing elements of a case in modern times create a drawing of what the right, concerns that created this write etc were in the 1790's when the Amendments were written and what the right is today.
6. Page six: Compose an amendment NOT CURRENTLY in the Bill of Rights that you think should be passed in the next four years.
What is a right that we Americans do not have and you would like for all of us to have. Write a new amendment to the Constitution that would guarantee a right you want all Americans to have.
7. Bibliography format will be provided and is to be followed as you write your own.

Resources:

1. Computer with Internet access
2. Bibliography format handout
3. Powerpoint handout on the Bill of Rights

Committee Members:

- | | | |
|--------------------|---|----------------------------|
| 1. Melinda Hall | Director of Curriculum & Instruction | Curriculum & Instruction |
| 2. Carmen Garces | Administrator of Coordinated School Support | Curriculum & Instruction |
| 3. Spooqmai 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 |