

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

COURSE TITLE:	English Language Development IA (Beginner)
COURSE NUMBER:	000249
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 is a two period course designed for English Learners at CELDT level 1 (Beginning), who have been in the United States for less than one year and have no literacy skills in their primary language. The direct English instruction contained in this course will move students from Beginner (CELDT level 1) to Early-Intermediate (CELDT level 2).

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.

COURSE OUTLINE:

1. MAJOR GOALS

- 1.1 To work at early-intermediate CELDT level by the end of the course
- 1.2 To be prepared to succeed in English Language Development IIA
- 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 interact 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 acquire and demonstrate study and academic skills such as
 - 1.10.1 Bringing all necessary materials consistently
 - 1.10.2 Behaving appropriately in the classroom
 - 1.10.3 Correctly formatting work
 - 1.10.4 Organizing time effectively
- 1.11 To build a vocabulary that includes common objects (clothing, foods, buildings) and basic academic and content specific terms
- 1.12 To distinguish between and produce the 44 English phonemes
- 1.13 To move from non-verbal communication to convey intention, needs, responses to tasks and instruction, etc., to accurate and clear word, phrase, and sentence communication
- 1.14 To ask and answer questions using phrases and simple sentences
- 1.15 To identify meaning conveyed by intonation and rhythm
- 1.16 To read and orally respond to factual comprehension questions regarding simple literary and content area texts using words, phrases, and simple sentences
- 1.17 To write an increasing number of words in simple sentences appropriate for language arts and other content areas
- 1.18 To identify and be able to use 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**
Demonstrate comprehension of oral presentations and instructions through nonverbal responses
 - 2.1.2 **Identify Media Messages**
Orally identify types of media (e.g., magazine, documentary film, news report)
 - 2.1.3 **Speak to be Understood**
Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases) (CELDT)
 - 2.1.4 **[Vary Ways of Speaking** - This cluster has been omitted because it applies only to Early-Intermediate, Intermediate, Early Advanced, or Advanced levels.]
 - 2.1.5 **Participate in Social Conversations**
Orally communicate basic needs using gestures, words, and simple phrases.

- 2.1.6 **[Use Figurative Language** - This cluster has been omitted because it applies only to Early-Intermediate, Intermediate, Early Advanced, or Advanced levels.]
- 2.1.7 **Ask and Answer Questions**
Ask and answer questions by using simple sentences or phrases.
- 2.1.8 **Summarize Main Ideas**
Respond with simple words or phrases to questions about simple written texts.
- 2.1.9 **[Deliver Oral Presentations** – This cluster has been omitted because it applies only to Early-Intermediate, Intermediate, Early Advanced, or Advanced levels.]
- 2.2 ELD Standards 9-12: Reading Word Analysis
 - 2.2.1 **Recognize and Produce Phonemes**
Recognize and correctly pronounce most English phonemes while reading aloud. (CELDT)
 - 2.2.2 **Apply Knowledge of Word Parts**
Recognize the most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals). (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**
Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses.
 - 2.3.2 **Use Social and Academic Vocabulary**
 - 2.3.2.1 Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).
 - 2.3.2.2 Respond with appropriate short phrases or sentences in various social and academic settings (e.g., answer simple questions).
 - 2.3.3 **Interpret New Words**
Recognize simple affixes (e.g., educate, education), prefixes (e.g., dislike), synonyms (e.g., big, large), and antonyms (e.g., hot, cold). (CELDT)
 - 2.3.4 **[Recognize Words with Multiple Meanings** – This cluster has been omitted because it applies only to Early-Intermediate, Intermediate, Early Advanced, or Advanced levels.]
 - 2.3.5 **[Use Analogies and Metaphors** - This cluster has been omitted because it applies only to Early-Intermediate, Intermediate, Early Advanced, or Advanced levels.]
 - 2.3.6 **Use a Dictionary**

Use an English dictionary to find the meaning of simple known vocabulary.

2.4 ELD Standards 9-12: Reading Comprehension

2.4.1 **Follow Directions**

Understand and follow simple multiple-step oral directions for classroom or work-related activities.

2.4.2 **Analyze Text Features**

2.4.2.1 Point out text features such as the title, table of contents, and chapter headings.

2.4.2.2 Identify the vocabulary, syntax, and grammar used in public and workplace documents (e.g., speeches, debates, manuals, and contracts).

2.4.3 **Synthesize Ideas**

Orally identify the main ideas and some details of familiar literature and informational materials/public documents (e.g., newspaper, brochures) by using key words or phrases. (CELDT)

2.4.4 **Analyze Evidence in Informational Materials**

Recognize a few specific facts in familiar expository texts, such as consumer publications, workplace documents, and content area texts. (CELDT)

2.4.5 **[Evaluate Author's Credibility - This cluster has been omitted because it applies only to Early-Intermediate, Intermediate, Early Advanced, or Advanced levels.]**

2.5 ELD Standards 9-12: Literary Response & Analysis

2.5.1 **Identify Point of View**

2.5.1.1 Read a simple selection and orally identify the speaker or narrator.

2.5.1.2 Recognize the difference in points of view between first person and third person by using phrases or simple sentences.

2.5.2 **[Describe Characteristics of Literary Texts - This cluster has been omitted because it applies only to Early-Intermediate, Intermediate, Early Advanced, or Advanced levels.]**

2.5.3 **Describe Literary Elements**

Recite simple poems

2.5.4 **Analyze Characters**

Role-play a character from a familiar piece of literature by using phrases or simple sentences.

2.5.5 **Describe Plots**

2.5.5.1 Identify orally the beginning, middle, and end of a simple literary texts.

2.5.5.2 Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts.

2.5.6 **[Analyze Themes - This cluster has been omitted because it applies only to Early-Intermediate, Intermediate, Early Advanced, or Advanced levels.]**

- 2.5.7 **[Analyze Literature by Periods and Themes** - This cluster has been omitted because it applies only to Early-Intermediate, Intermediate, Early Advanced, or Advanced levels.]
- 2.6 ELD Standards 9-12: Writing Strategies and Applications
 - 2.6.1 **Use Elements of Discourse**
Create simple sentences or phrases with some assistance.
 - 2.6.2 **Write Narratives and Biographies**
Write a brief narrative by using a few simple sentences that include the setting and some details.
 - 2.6.3 **Write Business Letters and Documents**
Complete a job application form by providing basic information, such as one's name, age, address, and education.
 - 2.6.4 **[Write Persuasive Compositions** -- This cluster has been omitted because it applies only to Early-Intermediate, Intermediate, Early Advanced, or Advanced levels.]
 - 2.6.5 **Write Expository Compositions and Research Reports**
Write simple compositions, such as descriptions and comparisons and contrast, that have a main idea and some detail.
 - 2.6.6 **Write Responses to Literature**
Organize and record information from selected literature and content areas by displaying it on pictures, lists, charts, and tables.
 - 2.6.7 **Use the Writing Process**
Use the writing process to write brief narratives with a few standard grammatical forms.
- 2.7 ELD Standards 9-12: Writing Conventions
 - 2.7.1 **Create Coherent Paragraphs**
Identify basic vocabulary, mechanics, and sentence structures in a piece of writing.
 - 2.7.2 **Edit Writing**
Edit one's own work and correct the punctuation.
 - 2.7.3 **Revise Writing**
Revise one's writing for proper use of final punctuation, capitalization, and correct spelling.

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**
Identification of media such as newspapers, magazines, and documentary films.
 - 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 – omitted]**
- 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 multisyllabic 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 using activities such as role-play and excerpts from various media.
 - 3.3.2.2 Role play of various school procedures, such as requesting a schedule change.
 - 3.3.3 **Interpret New Words**
Application of prefixes and suffixes to figure out new words.
 - 3.3.4 **[Recognize Words with Multiple Meanings – omitted]**
 - 3.3.5 **[Use Analogies and Metaphors – omitted]**
 - 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 usage of consumer or workplace document for such activities as following directions for proper formatting of a school paper, completing a template for a résumé, ordering products online.
 - 3.4.2 **Analyze Text Features**
 - 3.4.2.1 Identification of text features, such as headings and captions
 - 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**
Response to simple texts in content areas.
- 3.4.4 **Analyze Evidence in Informational Materials**
Identification of specific facts in texts.
- 3.4.5 **[Evaluate Author’s Credibility – omitted]**
- 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 – omitted]**
 - 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
 - 3.5.4.1.1 Take a scene from the text and act it out in character, then put that character into the students’ classroom in a skit, keeping the same qualities.
 - 3.5.5 **Describe Plots**
Identification of plot sequence using graphic organizers such as pictures, lists, charts, tables.
 - 3.5.6 **[Analyze Themes – omitted]**
 - 3.5.7 **[Analyze Literature by Periods and Themes – omitted]**
- 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 – omitted]**
 - 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 a favorite class and sentences to support choice.
 - 3.6.6 **Write Responses to Literature**
 - 3.6.6.1 Exhibition of understanding of text using graphic organizers, such as word webs or T-charts.
 - 3.6.6.2 Connection between literature and one’s own experience
 - 3.6.7 **Use the Writing Process**
 - 3.6.7.1 Narration with standard grammatical forms
 - 3.6.7.2 Collection of information from research materials
 - 3.6.7.3 The use of 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 Application of basic writing conventions in responses to literature and personal narratives.
- 3.7.2 **Edit Writing**
Editing for basic conventions, including punctuation and spelling
- 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 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?*
- 5.8.2 Use *can* in simple statements with concrete verbs. Ex: *She can read.*
- 5.8.3 Use subject pronouns (*I, you, he, she, it, we, you, they*) and possessive pronouns (*my, your, his, her, its, our, your, their*)
- 5.8.4 Use adjectives before nouns. Ex: *big cat.*
- 5.8.5 Use concrete, descriptive adjectives for number, color, size, senses.
- 5.8.6 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.*
- 5.8.7 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.*
- 5.8.8 Use future tense statements and questions. Ex: *I am going to the movies. Will you be there?*
- 5.8.9 Use auxiliary verbs *do* and *can* correctly. *Do you need a pencil? I can help you.*
- 5.8.10 Use irregular plurals correctly. Ex: *boxes, roses, faces, children.*
- 5.8.11 Use object pronouns (*me, you, her, him, it, us, them*) correctly.
- 5.8.12 Use possessive pronouns (*my, your, his, her, our, their*) correctly.
- 5.8.13 Use conjunctions to combine or contrast. Ex: *Bats and owls both fly. You can use a pencil or a pen.*
- 5.8.14 Use cardinal and ordinal numbers correctly. Ex: *1 (one), 1st (first).*

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:

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|--------------------|---|----------------------------|
| 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 Quinones | ELD Teacher | Mt. Diablo High School |
| 6. Kara Yu | ELD Teacher | Ygnacio Valley High School |
| 7. Rhona Ory | ELD Teacher | Ygnacio Valley High School |