MT. DIABLO UNIFIED SCHOOL DISTRICT
COURSE OF STUDY
DRAFT

COURSE TITLE:	**English Language Development III (Early Advanced)**
COURSE NUMBER:	**000273**
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:	**5**
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 4. The direct English instruction contained in this course will move students from Early Advanced (CELDT level 4) to Advanced (CELDT level 5). The course objectives include communication skills in listening, speaking, reading, and writing through lessons and activities that promote and allow students to demonstrate mastery of early advanced 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 advanced CELDT level by the end of the course
1.2 To be prepared to succeed in English Language Development IV
1.3 To speak English clearly and comprehensibly
1.4 To understand school protocol, including personnel, graduation requirements, college/university admission requirements, services available and how to access those services
1.5 To develop a plan for determining and achieving post-secondary goals
1.6 To participate in activities and discussions in all classes

1.7   To take advantage of opportunities for academic rigor
1.8   To develop logical thinking and creative expressions
1.9   To summarize literary pieces with some detail
1.10 To select evidence to support conclusions about elements of literature
1.11 To prepare and deliver oral presentations
1.12 To recognize and use figurative expressions and metaphors
1.13 To analyze written material for structure and clarity
1.14 To produce different types of writing, including personal narratives, expository writing, and job applications
1.15 To use the writing process, from note-taking to editing and revision

2. PERFORMANCE OBJECTIVES:

2.1   ELD Standards Grades 9-12: Listening & Speaking

[2.1.1 **Listen with Understanding -** This cluster has been omitted because it only applies to Beginner, Early Intermediate, Intermediate or Advanced levels.]

[2.1.2 **Identify Media Messages -** This cluster has been omitted because it only applies to Beginner, Early Intermediate, Intermediate or Advanced levels.]

2.1.3 **Speak to be Understood**
Make oneself be understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may make random errors.

2.1.4 **Vary Ways of Speaking**
Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.

2.1.5 **Participate in Social Conversations**
Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.

2.1.6 **Use Figurative Language**
Use simple figurative language and idiomatic expressions (e.g., "sunshine girl," "heavy as a ton a bricks") to communicate ideas to a variety of audiences.

2.1.7 **Ask and Answer Questions**
Respond to messages by asking questions, challenging statements, or offering examples that affirm the message.

2.1.8 **Summarize Main Ideas**
Summarize literary pieces in greater detail by including the characters, setting, and plot, and analyzing them in greater detail.

2.1.9 **Deliver Oral Presentations**
2.1.9.1 Prepare and deliver brief oral presentations/reports on historical investigations, a problem and solution, or a cause and effect.

        2.1.9.2   Prepare and deliver presentations that follow a process of organization and use various 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 Beginner, Early Intermediate, Intermediate or Advanced levels.]

    2.2.2   **Apply Knowledge of Word Parts**
Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in context areas (e.g., remove, extend). (CELDT)

    2.2.3   **Apply Knowledge of Cognates**
Distinguish between cognates and false cognates in literature and texts in content areas.

2.3   ELD Standards 9-12: Reading Fluency & Systematic Vocabulary Development

    2.3.1   **Read Aloud**
Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.

    2.3.2   **Use Social and Academic Vocabulary**
Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.

    2.3.3   **Interpret New Words**
        2.3.3.1   Use knowledge of affixes, root words, and increased vocabulary to interpret the meaning of words in literature and content area texts.
        2.3.3.2   Use knowledge of English morphemes, and phonics, and syntax to decode and interpret the meaning of unfamiliar words. (CELDT)

    2.3.4   **Recognize Words with Multiple Meanings**
Recognize that some words have multiple meanings and apply his knowledge to understanding texts.

    2.3.5   **Use Analogies and Metaphors**
Recognize idioms, analogies, and metaphors used in literature and texts in content areas.

    2.3.6   **Use a Dictionary**
Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings).

2.4   ELD Standards 9-12: Reading Comprehension

    2.4.1   **[Follow Directions -** This cluster has been omitted because it only applies to Beginner, Early Intermediate, Intermediate or Advanced levels.]

    2.4.2   **Analyze Text Features**
        2.4.2.1   Analyze the structure and format of workplace documents and the way in which authors use structure and format to achieve their purposes.

2.4.2.2   Analyze the features and rhetorical devices of at least two types of documents intended for the general public (e.g., warranties, contracts, manuals, magazines, and textbooks).

2.4.3   **Synthesize Ideas**
Apply knowledge of language to achieve comprehension of informational materials, literary texts, and texts in content areas.

2.4.4   **Analyze Evidence in Informational Materials**
Read material and analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice.

2.4.5   **Evaluate Author's Credibility**
Prepare oral and written reports that evaluate the credibility of an author's argument or defense of a claim (include a bibliography).

2.5   <u>ELD Standards 9-12: Literary Response & Analysis</u>

2.5.1   **[Identify Point of View -** This cluster has been omitted because it only applies to Beginner, Early Intermediate, Intermediate or Advanced levels.]

2.5.2   **Describe Characteristics of Literary Texts**
    2.5.2.1   Identify the characteristics of sub genres (e.g., satire, pastoral, allegory) that are used in various genres.
    2.5.2.2   Identify the function of dialogue, scene design, and asides in dramatic literature.

2.5.3   **Describe Literary Elements**
    2.5.3.1   Identify techniques that have specific rhetorical or aesthetic purposes in literary texts (e.g., irony, tone, mood, "sound" of language).
    2.5.3.2   Identify several literary elements and techniques (e.g., figurative language, imagery, and symbolism).
    2.5.3.3   Read and identify ways in which poets use personification, figures of speech, imagery, and the "sound" of language.

2.5.4   **Analyze Characters**
Describe the interaction between characters and subordinate characters in literary texts (e.g., motivations and reactions).

2.5.5   **[Describe Plots -** This cluster has been omitted because it only applies to Beginner, Early Intermediate, Intermediate or Advanced levels.]

2.5.6   **Analyze Themes**
Compare and contrast orally and in writing a similar theme or topic across several genres by using detailed sentences.

2.5.7   **Analyze Literature by Periods and Themes**
    2.5.7.1   Identify recognized works of American literature and the genre to which they belong to contrast major periods, themes, and trends.
    2.5.7.2   Identify recognized works of world literature and contrast the major literary forms and techniques.

2.6   <u>ELD Standards 9-12: Writing Strategies and Applications</u>

2.6.1   **Use Elements of Discourse**

2.6.1.1 Use appropriate language variations and genres in writing for language arts and other content areas.

2.6.1.2 Identify in writing the various elements of discourse (e.g., purpose, speaker, audience, form).

2.6.2 **Write Narratives and Biographies**
Write detailed fictional biographies or autobiographies

2.6.3 **Write Business Letters and Documents**
Fill out job applications and prepare resumes that are clear and purposeful and address the intended audience appropriately.

2.6.4 **Write Persuasive Compositions**
Write persuasive compositions that structure ideas and arguments in a logical way with consistent use of standard grammatical forms.

2.6.5 **Write Expository Compositions and Research Reports**

2.6.5.1 Write reflective compositions that explore the significance of events.

2.6.5.2 Develop a clear thesis and support it by using analogies, quotations, and facts appropriately.

2.6.5.3 Write expository compositions and reports that convey information from primary and secondary sources and use some technical terms, use appropriate tone and voice for the purpose, audience and subject matter.

2.6.6 **[Write Responses to Literature** - this cluster has been omitted because it only applies to Beginner, Early Intermediate, Intermediate or Advanced levels.]

2.6.7 **Use the Writing Process**
Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays, with consistent use of standard grammatical forms.

2.7 ELD Standards 9-12: Writing Conventions

2.7.1 **Create Coherent Paragraphs**
Create coherent paragraphs through effective transitions

2.7.2 **Edit Writing**
Edit writing for grammatical structures and the mechanics of writing.

2.7.3 **Revise Writing**
Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling. (CELDT)

3. **CONTENT OUTLINE:**

3.1 Listening & Speaking

3.1.1 **[Listen with Understanding – omitted]**

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

3.1.3 **Speak to Be Understood**

Consistent speech that uses standard English sounds and grammar; Teacher presents model of conversation that uses focus grammatical form and/or sound; List of key words to be used in social setting.

3.1.4 **Vary Ways of Speaking**
Multiple context-appropriate registers; model of a range of registers, from high school slang to academic verbiage.

3.1.5 **Participate in Social Conversations**
Skills that include asking questions to elicit additional information in conversations with peers and adults, e.g., asking a teacher for help, meeting someone for the first time; 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 and production.

3.1.6 **Use Figurative Language**
Idioms and other figurative expressions; Pictures of idioms to highlight the difference between literal and figurative, e.g. "You are the apple of my eye".

3.1.7 **Ask and Answer Question**
Appropriate responses to messages, including questions and examples; lists of appropriate questions after reading a text or listening to a conversation; students practice writing and asking questions on special guests (teachers on their prep period).

3.1.8 **Summarize Main Ideas**
Summaries of literary pieces which include some analysis; oral recaps of familiar literature, e.g., The Three Little Pigs or *Charlie and the Chocolate Factory.*

3.1.9 **Deliver Oral Presentations**
Preparation and delivery of short, well-organized oral presentations on topics of student interest such as music, art, or the history of their home country.

3.2 Reading Word Analysis

3.2.1 **[Recognize and Produce Phonemes – omitted]**

3.2.2 **Apply Knowledge of Word Parts**
Prefixes, suffixes, word roots in content areas; Model use of morpheme knowledge to derive meaning from new words.

3.2.3 **Apply Knowledge of Cognates**
Recognition and use of words that appear in the student's first language (e.g., *department/departamento*, *sol, solar, chamber/kamrā*) and *faux amis,* or false cognates, such as (*exit/éxito*).

3.3 Reading Fluency & Systematic Vocabulary Development

3.3.1 **Read Aloud**
Fluid, appropriately paced reading with good intonation and expression; use of teacher and peer models; use of Edge language CDs and oral reading

3.3.2 **Use Social and Academic Vocabulary**

Development of vocabulary applicable to various social and academic settings, including the identification of words that are written but rarely said, e.g., *whereas* or *e.g.*

3.3.3 **Interpret New Words**
Application of prefixes and suffixes to figure out new words; graphic organizers that present morphemes; use of graphic organizers to illuminate how affixes change the meanings of words (e.g., "un" + "changed," "un" + "done," "un" + "broken," = "unchanged," "undone," "unbroken" – changed meanings – in a chart form).

3.3.4 **Recognize Words with Multiple Meanings**
Recognition of multiple meanings for some words; provision of the word in multiple contexts; identification of the meaning for each context (e.g., *watch* can mean a clock on a wristband or to look at something intently or the period of time a security guard is on duty).

3.3.5 **Use Analogies and Metaphors**
Examination of idioms, analogies, and metaphors in context (e.g., "Time flies." "She walks as slow as a snail."

3.3.6 **Use a Dictionary**
Text with unknown words to be looked up 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 – omitted]**

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, for example, 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; 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 <u>Literary Response & Analysis</u>

    3.5.1 **[Identify Point of View – omitted]**

    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**
Poems, definitions and examples of personification, figures of speech, and sound; student-generated examples.

    3.5.4 **Analyze Characters**
Role-playing of familiar characters from literature; identification of the role that speech and action have in characterization; Description of character's character citing the text as evidence.

    3.5.5 **[Describe Plots – omitted]**

    3.5.6 **Analyze Themes**
Literary text; Use of vocabulary to compare themes, Identification of key thematic elements in a literary selection.

    3.5.7 **Analyze Literature by Periods and Themes**
Lists of key authors in American and World Literature and the time periods and literary movements to which they belong; match the author with the work.

3.6 <u>Writing Strategies and Applications</u>

    3.6.1 **Use Elements of Discourse**
Literary text, identification of characterization; identification of genre and voice; student work that mimics the demonstrated techniques.

    3.6.2 **Write Narratives and Biographies**
Written narration using writing process; development of short narrative; 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 through the use of detailed descriptions.

    3.6.3 **Write Business Letters and Documents**
Completion of simple informational documents, such as job applications and résumés, letters requesting products or services, letters identifying a complaint to a business, brochure creation, or 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**
Expository compositions that include a main idea and some details in simple sentences; 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 – omitted]**

3.6.7 **Use the Writing Process**
Narration with standard grammatical forms; Collection of information from research materials; Following an outline to develop a short essay; 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**
Identification of basic writing conventions; modeling and practice of writing a 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**
Editing for basic conventions; 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 individual writing with special attention on the focus editing item.

3.7.3 **Revise Writing**
Revision of writing for proper mechanics; use of teacher-distributed examples to revise first as a class, then in small groups, followed by individual revisions.

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

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.	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