

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

COURSE TITLE:	English Language Development IB (Beginner and Early Intermediate)
COURSE NUMBER:	500271-English Credits 510271-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 1 (Beginning) or CELDT level 2 (Early Intermediate) who have been in the United States less than a year and have literacy skills in their primary language. The direct English instruction contained in this course will move students from Beginner (CELDT level 1) and 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 high school graduation requirements.

COURSE OUTLINE:

1. MAJOR GOALS

- 1.1 To work at intermediate CELDT level by the end of the course
- 1.2 To be prepared to succeed in English Language Development II

- 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 participate 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 build a vocabulary that includes common objects (clothing, foods, buildings) and basic academic and content specific terms
- 1.11 To distinguish between and produce the 44 English phonemes
- 1.12 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
- 1.13 To identify meaning conveyed by intonation and rhythm
- 1.14 To ask and answer questions using phrases or simple sentences
- 1.15 To read and orally respond to factual comprehension questions regarding simple literary and content area texts using words, phrases, and simple sentences
- 1.16 To write an increasing number of words in simple sentences appropriate for language arts and other content areas
- 1.17 To identify and be able to use basic vocabulary, mechanics, and sentence structures in a piece of writing
- 1.18 To recognize figurative speech in literature and subject-matter texts
- 1.19 To read literary texts and identify the main events of the plot by using simple sentences

2. PERFORMANCE OBJECTIVES:

- 2.1 ELD Standards Grades 9-12: Listening & Speaking
 - 2.1.1 **Listen with Understanding**
 - 2.1.1.1 (B) Demonstrate comprehension of oral presentations and instructions through nonverbal responses.
 - 2.1.1.2 (EI) Restate and execute multiple-step oral directions (CELDT)
 - 2.1.2 **Identify Media Messages**
 - 2.1.2.1 (B) Orally identify types of media (e.g., magazine, documentary film, news report).
 - 2.1.3 **Speak to be Understood**
 - 2.1.3.1 (B) 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)
 - 2.1.3.2 (EI) 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** - This cluster has been omitted because it only applies to Intermediate, Early Advanced and Advanced levels.]
- 2.1.5 **Participate in Social Conversations**
 - 2.1.5.1 (B) Orally communicate basic needs using gestures, words, and simple phrases.
 - 2.1.5.2 (EI) 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**
 - 2.1.7.1 (B) Ask and answer questions by using simple sentences or phrases.
 - 2.1.7.1 (EI) Ask and answer questions by using phrases or simple sentences. (CELDT)
- 2.1.8 **Summarize Main Ideas**
 - 2.1.8.1 (B) Respond with simple words or phrases to questions about simple written texts.
 - 2.1.8.2 (EI) Restate in simple sentences the main idea of oral presentations in subject-matter content.
- 2.1.9 **Deliver Oral Presentations**
 - 2.1.9.1 (EI) Prepare and deliver short oral presentations
- 2.2 ELD Standards 9-12: Reading Word Analysis
 - 2.2.1 **Recognize and Produce Phonemes**
 - 2.2.1.1 (B) Recognize and correctly pronounce most English phonemes while reading aloud. (CELDT)
 - 2.2.1.2 (EI) 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**
 - 2.2.2.1 (B) Recognize the most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals). (CELDT)
 - 2.2.2.2 (EI) Use common English morphemes in oral and silent reading. (CELDT)
 - 2.2.3 **Apply Knowledge of Cognates**
 - 2.2.3.1 (EI) 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 (B) Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses.
 - 2.3.1.2 (EI) Read aloud with appropriate pacing, intonation, and expression one’s own writing of narrative and expository texts.

- 2.3.1.3 (EI) 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 (B) 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 (B) Respond with appropriate short phrases or sentences in various social and academic settings (e.g., answer simple questions).
 - 2.3.2.3 (EI) Read simple paragraphs and passages independently.
 - 2.3.2.4 (EI) Use appropriate connectors (e.g., first, then, after that, finally) to sequence written text.
- 2.3.3 **Interpret New Words**
 - 2.3.3.1 (B) Recognize simple affixes (e.g., educate, education), prefixes (e.g., dislike), synonyms (e.g., big, large), and antonyms (e.g., hot, cold). (CELDT)
 - 2.3.3.2 (EI) 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**
 - 2.3.4.1 (EI) Recognize that some words have multiple meanings and apply this knowledge to texts (CELDT)
- 2.3.5 **Use Analogies and Metaphors**
 - 2.3.5.1 (EI) 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**
 - 2.3.6.1 (B) Use an English dictionary to find the meaning of simple known vocabulary.
 - 2.3.6.2 (EI) 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 (B) Understand and follow simple multiple-step oral directions for classroom or work-related activities.
 - 2.4.1.2 (EI) 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.
 - 2.4.1.3 (EI) 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 (B) Point out text features such as the title, table of contents, and chapter headings.

- 2.4.2.2 (B) Identify the vocabulary, syntax, and grammar used in public and workplace documents (e.g., speeches, debates, manuals, and contracts).
- 2.4.2.3 (EI) In simple sentences orally identify the structure and format of workplace documents (e.g., format, graphics, and headers).
- 2.4.2.4 (EI) Orally identify the features of simple excerpts of public documents by using key words or phrases.
- 2.4.3 **Synthesize Ideas**
 - 2.4.3.1 (B) 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)
 - 2.4.3.2 (EI) 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**
 - 2.4.4.1 (B) Recognize a few specific facts in familiar expository texts, such as consumer publications, workplace documents, and content area texts. (CELDT)
 - 2.4.4.2 (EI) 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**
 - 2.5.1.1 (B) Read a simple selection and orally identify the speaker or narrator.
 - 2.5.1.2 (B) 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**
 - 2.5.2.1 (EI) 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 (EI) 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 (B) Recite simple poems
 - 2.5.3.2 (EI) Use simple sentences to orally identify basic symbolism and imagery in poetry.
 - 2.5.4 **Analyze Characters**
 - 2.5.4.1 (B) Role-play a character from a familiar piece of literature by using phrases or simple sentences.

- 2.5.4.2 (EI) 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 (B) Identify orally the beginning, middle, and end of a simple literary texts.
 - 2.5.5.2 (B) Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts.
 - 2.5.5.3 (EI) 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 (EI) Use expanded vocabulary and some descriptive words in orally responses to familiar literature.
 - 2.5.6.2 (EI) 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 (B) Create simple sentences or phrases with some assistance.
 - 2.6.1.2 (EI) Use common verbs, nouns, and high frequency modifiers in writing simple sentences.
 - 2.6.1.3 (EI) 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**
 - 2.6.2.1 (B) Write a brief narrative by using a few simple sentences that include the setting and some details.
 - 2.6.2.2 (EI) 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**
 - 2.6.3.1 (B) Complete a job application form by providing basic information, such as one's name, age, address, and education.
 - 2.6.3.2 (EI) 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**
 - 2.6.5.1 (B) Write simple compositions, such as descriptions and comparisons and contrast, that have a main idea and some detail.

- 2.6.5.2 (EI) 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**
 - 2.6.6.1 (B) Organize and record information from selected literature and content areas by displaying it on pictures, lists, charts, and tables.
 - 2.6.6.2 (EI) 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 (B) Use the writing process to write brief narratives with a few standard grammatical forms.
 - 2.6.7.2 (EI) Collect information from various sources (e.g., dictionary, library books, research materials) and take notes on a given topic.
 - 2.6.7.3 (EI) 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**
 - 2.7.1.1 (B) Identify basic vocabulary, mechanics, and sentence structures in a piece of writing.
 - 2.7.1.2 (EI) Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms.
 - 2.7.2 **Edit Writing**
 - 2.7.2.1 (B) Edit one's own work and correct the punctuation
 - 2.7.2.2 (EI) Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).
 - 2.7.3 **Revise Writing**
 - 2.7.3.1 (B) Revise one's writing for proper use of final punctuation, capitalization, and correct spelling.
 - 2.7.3.2 (EI) 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**
 - 3.1.1.1 The use of Total Physical Response (TPR) in language activities
 - 3.1.2 **Identify Media Messages**
 - 3.1.2.1 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**
 - 3.1.5.1 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**
 - 3.1.8.1 Responses to texts via simple words, phrases, and sentences
- 3.1.9 **Deliver Oral Presentations**
 - 3.1.9.1 Preparation and delivery of short oral presentations
- 3.2 Reading Word Analysis
 - 3.2.1 **Recognize and Produce Phonemes**
 - 3.2.1.1 Proper pronunciation of English phonemes
 - 3.2.2 **Apply Knowledge of Word Parts**
 - 3.2.2.1 Recognition and use of common English morphemes
 - 3.2.3 **Apply Knowledge of Cognates**
 - 3.2.3.1 Recognition and use of common cognates
- 3.3 Reading Fluency & Systematic Vocabulary Development
 - 3.3.1 **Read Aloud**
 - 3.3.1.1 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
 - 3.3.3 **Interpret New Words**
 - 3.3.3.1 Application of prefixes and suffixes to figure out new words
 - 3.3.4 **Recognize Words with Multiple Meanings**
 - 3.3.4.1 Recognition of multiple meanings for some words
 - 3.3.5 **Use Analogies and Metaphors**
 - 3.3.5.1 Recognition of symbolic language in texts
 - 3.3.6 **Use a Dictionary**
 - 3.3.6.1 Use of a standard dictionary to find words
- 3.4 Reading Comprehension
 - 3.4.1 **Follow Directions**
 - 3.4.1.1 Authentic usage of consumer or workplace document
 - 3.4.2 **Analyze Text Features**
 - 3.4.2.1 Identification of text features
 - 3.4.3 **Synthesize Ideas**
 - 3.4.3.1 Response to simple texts in content areas
 - 3.4.4 **Analyze Evidence in Informational Materials**
 - 3.4.4.1 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**
 - 3.5.1.1 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
 - 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 Identification of elements of poetry
 - 3.5.4 **Analyze Characters**
 - 3.5.4.1 Role-playing of familiar characters from literature
 - 3.5.4.2 Description of character's character
 - 3.5.5 **Describe Plots**
 - 3.5.5.1 Identification of plot sequence using graphic organizers
 - 3.5.6 **Analyze Themes**
 - 3.5.6.1 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**
 - 3.6.1.1 Creation of simple written sentences
 - 3.6.2 **Write Narratives and Biographies**
 - 3.6.2.1 Written narration using writing process; development of short narrative
 - 3.6.3 **Write Business Letters and Documents**
 - 3.6.3.1 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**
 - 3.6.5.1 Expository compositions that include a main idea and some details in simple sentences
 - 3.6.6 **Write Responses to Literature**
 - 3.6.6.1 Exhibition of understanding of text using graphic organizers
 - 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 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
 - 3.7.1.2 Using basic writing conventions
 - 3.7.2 **Edit Writing**

- 3.7.2.1 Editing for basic conventions
- 3.7.3 **Revise Writing**
 - 3.7.3.1 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: *1 (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. | Spogmai 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 |