

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

COURSE TITLE:	English Language Development IV (Advanced)
COURSE NUMBER:	000274
CALPADS NUMBER:	2110
CST:	English Language Arts for Student 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 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. Students will develop an understanding of a variety of career opportunities as they learn the English Language.

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, graduation requirements, college/university admission requirements, services available and how to access those services
- 1.4 To pursue achievement of post-secondary 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 prepare and present reports across content areas that include purpose, point of view, introduction, coherent transitions, and appropriate conclusions
- 1.8 To analyze the main ideas and critical details of informational materials, literary texts, and grade-level content texts
- 1.9 To effectively support conclusions using applicable evidence
- 1.10 To apply knowledge of academic and social vocabulary to achieve independent reading using mainstream grade-level texts
- 1.11 To write with native-like fluency about grade-level topics both concrete and abstract
- 1.12 To meet or exceed English Language Development and grade-level standards as measured by the CELDT and STAR respectively

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 applies only to levels below Advanced.]
 - 2.1.2 **Identify Media Messages**
 - 2.1.2.1 Identify strategies used by the media to present information for various purposes (e.g., to inform, entertain, or persuade).
 - 2.1.3 **Speak to Be Understood**
 - 2.1.3.1 Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.
 - 2.1.4 **Vary Ways of Speaking**
 - 2.1.4.1 Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.
 - 2.1.5 **Participate in Social Conversations**
 - 2.1.5.1 Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.
 - 2.1.6 **Use Figurative Language**
 - 2.1.6.1 Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately. (CELDT)
 - 2.1.7 **[Ask and Answer Questions** – This cluster has been omitted because it applies only to levels below Advanced.]
 - 2.1.8 **[Summarize Main Idea** – This cluster has been omitted because it applies only to levels below Advanced.]
 - 2.1.9 **Deliver Oral Presentations**
 - 2.1.9.1 Prepare and deliver presentations and reports in various content areas, including a purpose, point of view, introduction, coherent transition, and appropriate conclusions.
- 2.2 ELD Standards 9-12: Reading Word Analysis
 - 2.2.1 **[Recognize and Produce Phonemes** – This cluster has been omitted because it applies only to levels below Advanced.]

- 2.2.2 **Apply Knowledge of Word Parts**
 - 2.2.2.1 Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. (CELDT)
- 2.2.3 **Apply Knowledge of Cognates**
 - 2.2.3.1 Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas.
- 2.3 ELD Standards 9-12: Reading Fluency & Systematic Vocabulary Development
 - 2.3.1 [**Read Aloud** – This cluster has been omitted because it applies only to levels below Advanced.]
 - 2.3.2 **Use Social and Academic Vocabulary**
 - 2.3.2.1 Apply knowledge of academic and social vocabulary to achieve independent reading.
 - 2.3.3 [**Interpret New Words** – This cluster has been omitted because it applies only to levels below Advanced.]
 - 2.3.4 **Recognize Words with Multiple Meanings**
 - 2.3.4.1 Recognize that some words have multiple meanings and apply this knowledge consistently in reading literature and texts in content areas.
 - 2.3.5 **(ES) Use Analogies and Metaphors**
 - 2.3.5.1 Use common idioms and some analogies (e.g., “shine like a star,” and “let the cat out of the bag”) and metaphors.
 - 2.3.6 **Use a Dictionary**
 - 2.3.6.1 Use a standard dictionary to determine the meaning of unknown words.
- 2.4 Reading Comprehension
 - 2.4.1 [**Follow Directions** – This cluster has been omitted because it applies only to levels below Advanced.]
 - 2.4.2 **(ES) Analyze Text Features**
 - 2.4.2.1 Analyze the features and rhetorical devices of different types of public documents and the way authors use those features and devices.
 - 2.4.3 **Synthesize Ideas**
 - 2.4.3.1 Apply knowledge of language to achieve comprehension of informational materials, literary text, and text in content areas.
 - 2.4.3.2 Prepare a brief research or synthesizing paper in a content area and analyze ideas from several sources to present a coherent argument or conclusion arranged in the proper format, including a bibliography.
 - 2.4.4 **(ES) Analyze Evidence in Informational Materials**
 - 2.4.4.1 Analyze how clarity is affected by patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in texts across content areas.
 - 2.4.5 **Evaluate Author’s Credibility**

- 2.4.5.1 Prepare oral and written reports that evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence. Prepare a bibliography for the report.
- 2.5 Literary Response and Analysis
 - 2.5.1 **[Identify Point View – This cluster has been omitted because it applies only to levels below Advanced.]**
 - 2.5.2 **Describe Characteristics of Literary Texts**
 - 2.5.2.1 Describe the functions of dialogue, scene design, asides, and soliloquies in drama.
 - 2.5.3 **Describe Literary Elements**
 - 2.5.3.1 Explain the significance of several literary elements and techniques (e.g., figurative language, imagery, allegory, and symbolism). (CELDT)
 - 2.5.4 **Analyze Characters**
 - 2.5.4.1 Analyze the interaction between characters and subordinate characters in literary texts (e.g., motivations and reactions). (CELDT)
 - 2.5.5 **[Describe Plots – This cluster has been omitted because it applies only to levels below Advanced.]**
 - 2.5.6 **Analyze Themes**
 - 2.5.6.1 Compare and contrast a similar theme or topic across genres and explain how the genre shapes the theme or topic.
 - 2.5.7 **Analyze Literature by Periods and Theme**
 - 2.5.7.1 Relate the literary works of authors to the major themes and issues of their areas.
 - 2.5.7.2 Analyze recognized works of American literature and identify their genre to contrast major periods and trends.
- 2.6 Writing Strategies and Applications
 - 2.6.1 **Use Elements of Discourse**
 - 2.6.1.1 Produce writing by using various elements of discourse (e.g., purpose, speaker, audience, form) in narrative, expository, persuasive, and/or descriptive writing.
 - 2.6.2 **Write Narratives and Biographies**
 - 2.6.2.1 Structure ideas and arguments in a given context by giving supporting and relevant examples.
 - 2.6.3 **Write Business Letters and Documents**
 - 2.6.3.1 Complete job applications and write resumes that fit the purpose and audience and follow the conventional format for the type of document.
 - 2.6.4 **Write Persuasive Compositions**
 - 2.6.4.1 Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counterarguments.
 - 2.6.4.2 Use various rhetorical devices (e.g., appeal to logic through reasoning, case study, and analogy) to support assertions.

- 2.6.4.3 Clarify and defend positions with relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning.
- 2.6.5 **Write Expository Compositions and Research Reports**
 - 2.6.5.1 Write expository compositions, including analytical essays and research reports, for the language arts and other content areas and provide evidence in support of a thesis and related claims.
 - 2.6.5.2 Produce writing that establishes a controlling impression or thesis.
- 2.6.6 [**Write Responses to Literature** – This cluster has been omitted because it applies only to levels below Advanced.]
- 2.6.7 **Use the Writing Process (ES)**
 - 2.6.7.1 Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays by using standard grammatical forms.
- 2.7 Writing Conventions
 - 2.7.1 **Create Coherent Paragraphs**
 - 2.7.1.1 Create coherent paragraphs through effective transitions and parallel constructions.
 - 2.7.2 **Edit Writing**
 - 2.7.2.1 Edit writing for the mechanics to approximate standard grammatical forms. (CELDT)
 - 2.7.3 **Revise Writing**
 - 2.7.3.1 Revise writing for appropriate word choice and organization, consistent point of view, and transitions, using approximate standard grammatical forms and spelling.

3. CONTENT OUTLINE:

- 3.1 ELD Standards Grades 9-12: Listening & Speaking
 - 3.1.1 [**Listen with Understanding** – This cluster has been omitted because it applies only to levels below advanced.]
 - 3.1.2 **Identify Media Messages**
 - 3.1.2.1 Brainstorming of possible goals of media and which types of media might be most effective for which goals; Discussion of goals and strategies most effective with particular audiences; Examination of primary sources of media to analyze for purpose and strategies used; Student presentations of found or created media reflecting purpose and strategies.
 - 3.1.3 **Speak to Be Understood**
 - 3.1.3.1 Teacher modeling and real-world examples (presented in form of audio recordings, video, YouTube, etc.) of speeches, monologues, excerpts from fiction and non-fiction; use of already existing material for guided practice.
 - 3.1.4 **Vary Ways of Speaking**

- 3.1.4.1 Brainstorming of real-world examples of the need to vary tone, content, and strategies; Use of prepared and then student-generated skits for students to practice appropriate ways to write and then speak to varied audiences (e.g., describing the same event to a parent, a friend, a child; selling to a young person versus to an older person).
- 3.1.5 **Participate in Social Conversations**
 - 3.1.5.1 Use of various media (video, YouTube, film and television excerpts) to demonstrate social conversations; Student-created (either ELD students or video/arts student volunteers) videos demonstrating tools for negotiating conversations; Classroom practice; Interaction with another class.
- 3.1.6 **Use Figurative Language**
 - 3.1.6.1 Modeling of drawings that represent the figurative/idiomatic concept as well as the literal idea being presented; Matching figurative/idiomatic phrases to their interpreted meanings; Students preparing posters representing both aspects.
- 3.1.7 [Ask and Answer Questions – This cluster has been omitted because it applies only to levels below Advanced.]
- 3.1.8 [Summarize Main Idea – This cluster has been omitted because it applies only to levels below Advanced.]
- 3.1.9 **Deliver Oral Presentations**
 - 3.1.9.1 Modeling of professional and student examples and use of these examples to identify the elements, e.g., purpose; Use of effective and ineffective examples to illustrate strategies; Guided practice developing one whole class presentation/report; Student work and presentations.
- 3.2 ELD Standards 9-12: Reading Word Analysis
 - 3.2.1 [Recognize and Produce Phonemes – This cluster has been omitted because it applies only to levels below Advanced.]
 - 3.2.2 **Apply Knowledge of Word Parts**
 - 3.2.2.1 Classroom discussion regarding various languages’ methods of conveying concepts of tense, negatives, and other meanings that are conveyed in English through roots and affixes; Use of excerpts from literature and texts to model varied meanings.
 - 3.2.3 **Apply Knowledge of Cognates**
 - 3.2.3.1 Identification of cognates and false cognates; Model use of cognates in context; Student demonstration of understanding using provided materials.
- 3.3 ELD Standards 9-12: Reading Fluency & Systematic Vocabulary Development
 - 3.3.1 [Read Aloud – This cluster has been omitted because it applies only to levels below Advanced.]
 - 3.3.2 **Use Social and Academic Vocabulary**
 - 3.3.2.1 Apply knowledge of academic and social vocabulary to achieve independent reading.

- 3.3.2.2 Reading logs; Reading journals; Book shares; Book reviews and reports.
- 3.3.3 **[Interpret New Words** – This cluster has been omitted because it applies only to levels below Advanced.]
- 3.3.4 **Recognize Words with Multiple Meanings**
 - 3.3.4.1 Introduction and review of words with multiple meanings; Excerpts from literature and content area texts.
- 3.3.5 **(ES) Use Analogies and Metaphors**
 - 3.3.5.1 Examples with literal meaning provided; Pictorial depictions of idioms, similes, metaphors, and more to illustrate difference between the figurative language and the literal meaning.
- 3.3.6 **Use a Dictionary**
 - 3.3.6.1 Projected images of standard dictionary pages to model determining word meanings – students would be provided with a list of words to track and copy the demonstration; Group practice with teacher-preselected words; Group practice roaming the dictionary and defining unfamiliar words; Student creation of dialogues, skits, drawings to demonstrate understanding.
- 3.4 ELD Standards 9-12: Reading Comprehension
 - 3.4.1 **[Follow Directions** – This cluster has been omitted because it applies only to levels below Advanced.]
 - 3.4.2 **(ES) 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.
 - 3.4.3 **Synthesize Ideas**
 - 3.4.3.1 Examples of real-world informational materials (work, school, medical, legal, etc.); Student-generated informational materials that reflect comprehension; Student skits, posters, and more to reflect understanding of literary and content text.
 - 3.4.3.2 Inventory of class interests to create a topic pool; Use of real-world examples to demonstrate strategies to create effective arguments; Classroom and student creation of arguments around class-determined topics; Classroom presentations to demonstrate mastery.
 - 3.4.4 **(ES) Analyze Evidence in Informational Materials**
 - 3.4.4.1 Use of real-world examples (work, school, medical, legal, insurance, etc) to analyze organization of other elements relative to effective informational materials; Classroom and student creation of informational materials that reflect effective elements.
 - 3.4.5 **Evaluate Author’s Credibility**
 - 3.4.5.1 Student and real-world arguments (varied media sources from YouTube and video to written claims in magazines, on the Internet, etc) to identify generalities and specific, stronger

evidence; Arguments by specific controversial groups promoting opposing points of view; Teacher-generated and/or found examples of general vs. specific evidence; Student oral reports on credibility of argument using evidence.

3.5 ELD Standards 9-12: Literary Response and Analysis

3.5.1 **[Identify Point of View** – This cluster has been omitted because it applies only to levels below Advanced.]

3.5.2 **Describe Characteristics of Literary Texts**

3.5.2.1 Drama representations from various media; Identification of elements, e.g., asides, soliloquies; Group presentations of elements from other texts to demonstrate understanding not only of the element, but the function of the element.

3.5.3 **Describe Literary Elements**

3.5.3.1 Examples of figurative language, symbolism, etc.; Class creation of examples of literary elements; Matching of literary elements with descriptions of impact/significance; Posters of Literary Elements with examples from literary texts and significance to theme, character development, quality of work.

3.5.4 **Analyze Characters**

3.5.4.1 Dialogue between two or more characters; Class development of list of adjectives that describe relationship exhibited in dialogue; Examples from student lives of interactions and the “stories” behind them; Skits to illustrate character interactions with class analysis.

3.5.5 **[Describe Plots** – This cluster has been omitted because it applies only to levels below Advanced.]

3.5.6 **Analyze Themes**

3.5.6.1 Literary works from different genres (poetry, novels, short stories, songs, television, movies, comedies, dramas, etc.) that represent common themes and conflicts (i.e., courage, loss of innocence, man vs. self, etc.) presented to the class then discussed in terms of similarities and differences in impact, development, audience, etc.; Group or individual presentations incorporating varied genres and media to demonstrate common themes.

3.5.7 **Analyze Literature by Periods and Themes**

3.5.7.1 Student presentations of issues of an era followed by readings from varied genres with guided practice connecting works and elements of those works to the issues of the time.

3.5.7.2 Excerpts from American works from varied genres; Research of historical periods within American history and the issues prominent within those periods; Analysis of differences of rhetorical and other devices within genres to best serve the period the work represents.

3.6 ELD Standards 9-12: Writing Strategies & Applications

3.6.1 **Use Elements of Discourse**

- 3.6.1.1 Review of elements from various texts and media (YouTube, video, etc.); Pre-writing to establish elements; Choice of audience to address for determined topics (i.e., political entities, businesses, principal, family members, friends); presentation of writing to the identified audience.
- 3.6.2 **Write Narratives and Biographies**
 - 3.6.2.1 Review of supporting and relevant examples (by comparing to general, less effective examples and by discussing the effects of the stronger supports); Class practice of structuring teacher-provided ideas and arguments using varied methods – chronological, impact, *in medias res*; Student development of specific and relevant examples to general concepts or events in their lives.
- 3.6.3 **Write Business Letters and Documents**
 - 3.6.3.1 Analysis of real-world job applications and resumes to determine effective conveying of purpose, understanding of audience, and format; Student-generated job applications and resumes targeted to particular jobs and presented to reading audiences other than the teacher – community members, especially human resource administrators, when possible; parents; teachers; other school staff members.
- 3.6.4 **Write Persuasive Compositions**
 - 3.6.4.1 Review of compositions that demonstrate effective examples of elements, e.g., points of support, counterarguments; Class debates to promote understanding of how to develop effective counterarguments; Student writing from the point of view opposite to their own; Student identification using other student’s compositions of most effective elements.
 - 3.6.4.2 Analysis of examples from text and real-world that employ effective rhetorical devices; Group work using one topic; One rhetorical device per student to generate an effective argument.
 - 3.6.4.3 Review of examples of “relevant evidence;” Group work using one topic; One element of relevant evidence per student to generate an effective argument.
- 3.6.5 **Write Expository Compositions and Research Reports**
 - 3.6.5.1 Review of strategies to create a clear and defensible thesis; Group development of one-sentence evidence statements to support given thesis; Class writing of outline and composition to prepare for individual student writing.
 - 3.6.5.2 Review of effective examples; Class writing to model; Group, partner, or individual writing depending on ability.
- 3.6.6 **[Write Responses to Literature – This cluster has been omitted because it applies only to levels below Advanced.]**
- 3.6.7 **Use the Writing Process**
 - 3.6.7.1 Sharing of published writers’ examples of their various stages in the writing process; Teacher modeling of strategies from the

writing process, including free-writing, listing, notetaking, outlining, drafting, editing, etc.; Group then individual work in varied strategies to generate ideas for writing and develop clarity and coherence.

3.7 ELD Standards 9-12: Writing Conventions

3.7.1 **Create Coherent Paragraphs**

3.7.1.1 A model of an incoherent paragraph for students to analyze in an effort to identify main idea and supports; A model of a coherent paragraph containing effective transitions and parallel constructions; Class-generated then student generated and shared examples.

3.7.2 **Edit Writing**

3.7.2.1 Practice with prepared excerpt to discover errors in mechanics and usage; Peer editing within small groups.

3.7.3 **Revise Writing**

3.7.3.1 Examples illustrating effective and ineffective use of word choice, point of view, and transitions; Small group then class ranking of effective writing samples; Small group then individual editing and revisions to achieve the elements described above.

4. INSTRUCTIONAL METHODS AND/OR STRATEGIES:

- 4.1 Use of prior knowledge
- 4.2 Modeling
- 4.3 Frontloading of vocabulary and concepts
- 4.4 Group, partner, and independent practice
- 4.5 Use of adult volunteers from school staff and the community to act as advisors and audience
- 4.6 Supplementary materials to reinforce relevance and skills acquisition
- 4.7 Systematic ELD
 - 4.7.1 Sentence frames
 - 4.7.2 Explicit direct instruction of grammatical forms
- 4.8 Kinsella strategies
 - 4.8.1 Student engagement
 - 4.8.2 Reading scaffolds
 - 4.8.3 Writing scaffolds
 - 4.8.4 Explicit vocabulary instruction
- 4.9 Build on first language literacy
 - 4.9.1 Cognates
 - 4.9.2 Compare sentence construction
 - 4.9.3 Compare/contrast phonetics
- 4.10 Culturally responsive instruction
 - 4.10.1 Literature from various cultures
 - 4.10.2 Autobiographical writing
- 4.11 Frequent assessments

- 4.11.1 Checking for Understanding (oral and written)
- 4.11.2 Textbook assessments
- 4.11.3 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 and Speaking 2.1.6: Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately

Assessment:

1. Matching of idiomatic phrases and figurative language to their literal counterparts
2. Student performance of skits/scenarios that demonstrate understanding of idiomatic phrases and figurative language and the situations in which those elements might exist

Teaching strategies:

1. Teacher presents idioms and figurative language and their literal vs. actual meanings through use of prepared scenarios, literary and content text, and media such as video
2. Teacher uses pictorial representations to illustrate literal meanings, and then offers scenarios for students to match with figurative language and idioms

Student activities:

1. Student draws picture illustrating literal meaning of the figurative/idiomatic phrase
2. Class brainstorms possible meanings from the literal representation
3. Students are given pictures that correspond to the figurative language/idioms and instructed to match the two
4. Students prepare skits whose scenes and tones are consistent with incorporated figurative language and idioms

Resources:

1. Overhead projector
2. TV, DVD, and computer
3. Poster paper and markers

Committee Members:

- | | | |
|--------------------|---|----------------------------|
| 1. Melinda Hall | Director of Curriculum & Instruction | Curriculum & Instruction |
| 2. Carmen Garces | Administrator of Coordinated School Support, English Learners | Curriculum & Instruction |
| 3. Spooimai 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 |