

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

COURSE TITLE: Middle School (MS) English Language Development III

COURSE NUMBER: 000263

CALPADS NUMBER: 2110

CST: English Language Arts (Student's Grade Level)

DEPARTMENT: English Language Department

NCLB TEACHER CREDENTIAL REQUIREMENTS: To be determined by the Credential Analyst in Personnel

LENGTH OF COURSE: One Year

CREDITS PER SEMESTER: 5-10

GRADE LEVEL(S): 6th -8th

REQUIRED OR ELECTIVE: Elective

PREREQUISITES: Placement by ELD/CELDT Assessment

BOARD OF EDUCATION ADOPTION:

COURSE DESCRIPTION:

This course enables students to acquire communicative competence in English. The course enhances the student's self-confidence and promotes language proficiency for personal, social, and educational purposes. A special emphasis is placed on developing the student's academic English proficiency. Performance objectives describe what a second-language learner should be able to do by the end of the course. Instruction is developmental and includes a variety of communicative, meaning-based approaches, which incorporate a range of thinking skills. The course fosters an appreciation of the cultural diversity of all students.

COURSE OUTLINE:

1. MAJOR GOALS

- 1.1 To produce academic vocabulary and proper syntax usage
- 1.2 To demonstrate effective use of higher-order language
- 1.3 To demonstrate ability to read a wider range of narrative genre and content texts with increasing comprehension
- 1.4 To write increasingly more creative/analytical forms of writing
- 1.5 To write more detailed summaries, multi-paragraph narratives, and expository compositions or reports

2. PERFORMANCE OBJECTIVES:

2.0 ELD Listening and Speaking Standards

2.1 Listen with Understanding

- 2.1.1 **EA** Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details.
(CELDT)

2.2 Speak to Be Understood

- 2.2.1 **EA** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.

2.3 Vary Ways of Writing

- 2.3.1 **EA** Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.

2.4 Participate in Social Conversations

- 2.4.1 **EA** Participate in and initiate in more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.

2.5 Use Figurative Language

- 2.5.1 **EA** Use simple figurative language and idiomatic

expressions (e.g. “heavy as a ton of bricks,” “soaking wet”) to communicate ideas to a variety of audiences.

2.6 Ask and Answer Questions

2.6.1 **EA** Respond to messages by asking questions, challenging statements, or offering examples that affirm the message.

2.7 Retell Stories and Summarize Main Idea

2.7.1 **EA** Retell stories in greater detail by including the characters, setting, and plot. (CELDT).

2.8 Deliver Oral Presentations

2.8.1 **EA** Prepare and deliver presentations that use various sources.

3.0 ELD Reading Word Analysis

3.1 Recognize and Produce Phonemes: unavailable for EA

3.2 Apply Knowledge of Word Parts

3.2.1 **EA** Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. (CELDT)

3.3 Apply Knowledge of Cognates

3.3.1 **EA** Distinguish between cognates and false cognates in literature and texts in content areas.

4.0 Reading Fluency and Systematic Vocabulary Development

4.1 Read Aloud

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

4.2 Use Social and Academic Vocabulary

4.2.1 **EA** Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.

4.3 **ES** Interpret new words

4.3.1 **EA** Use knowledge of English morphemes, phonics,

and syntax to decode and interpret the meaning of unfamiliar words. (CELDT)

4.4 Recognize Words with Multiple Meanings

4.4.1 **EA** Recognize that some words have multiple meanings and apply this knowledge to read literature and texts in content areas.

4.5 Use Analogies and Metaphors

4.5.1 **EA** Recognize idioms, analogies, and metaphors used in literature and text in content areas.

4.6 Use a dictionary

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

5.0 Reading Comprehension

5.1 Follow Directions: Not available

5.2 Interpret Text Features

5.2.1 **EA** Identify and explain the differences between various categories of informational materials (e.g., textbooks, newspapers, instructional materials).

5.3 Respond to Comprehension Questions

5.3.1 **EA** Not available

5.4 **ES** Explain Main Ideas

5.4.1 **EA** Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas.

5.5 **ES** Analyze Evidence in Informational Materials

5.5.1 **EA** Analyze a variety of rhetorical styles found in consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., newspapers, magazines, and textbooks).

6.0 Literary Response and Analysis

6.1 Identify Point of View

6.1.1 **EA** Not available

6.2 Describe Characteristics of Literary Texts

6.2.1 **EA** Describe orally the major characteristics of several forms of poetry by using detailed sentences.

6.2.2 **EA** Describe the major characteristics of several forms of fiction and poetry: short story, essay, novel, ballad, lyric, epic.

6.3 **ES** Describe Literary Elements

6.3.1 **EA** Identify literary devices such as narrative voice, symbolism, dialect, and irony. (CELDT)

6.4 **ES** Analyze Characters

6.4.1 **EA** Describe the motivation and reactions of characters in one or more literary texts.

6.5 **ES** Analyze Plot and Setting

6.5.1 **EA** Read a literary selection and orally explain the literary elements of plot, setting, and characters by using detailed sentences.

6.6 Analyze Themes

6.6.1 **EA** Compare and contrast a similar theme across several genres by using detailed sentences.

6.6.2 **EA** Describe orally and in writing a similar theme or topic by using detailed sentences.

6.6.3 **EA** Describe the author's point of view in literary text by using detailed sentence.

7.0 Writing Strategies and Applications

7.1 **ES** Use Elements of Discourse

7.1.1 **EA** Use appropriate language variations and genres in writing for language arts and other content areas.

7.2 Write Narratives and Biographies

7.2.1 **EA** Write in different genres (e.g., short stories and narratives) including coherent plot development, characterization, and setting.

7.2.2 **EA** Write detailed fictional biographies or

autobiographies.

7.3 Write Business Letters and Documents

7.3.1 **EA** Write pieces related to career development (e.g., business letter, job application, letter of inquiry).

7.4 Write Expository and Persuasive compositions

7.4.1 **EA** Develop a clear thesis and support it by using analogies, quotations and facts appropriately.

7.4.2 **EA** Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counterargument.

7.5 Write Research Reports

7.5.1 **EA** Write an essay or report that balances information, has original ideas, and gives credit to sources in a bibliography. Use appropriate tone and voice for the purpose, audience, and subject matter.

7.6 Write Responses to Literature

7.6.1 **EA** Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.

7.7 **ES** Use the Writing Process

7.7.1 **EA** Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms.

8.0 Writing Conventions

8.1.1 Create Coherent Paragraph

8.1.1 **EA** Create coherent paragraphs through effective transitions.

8.2.2 Edit Writing

8.2.2 **EA** Edit writing for grammatical structures and the mechanics of writing.

8.3 **ES** Revise Writing

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

3. CONTENT OUTLINE:

3.0 Listening and Speaking

3.1 Production of connected discourse and narrative

3.3 Usage of more extensive vocabulary with increased levels of accuracy and correctness

3.4 Usage of higher order language (persuasion, evaluation, negotiation, etc)

3.5 Exploration of concepts in subject matter in greater depth

4.0 Reading Word Analysis

4.1 Asking and responding to comprehension questions

4.2 Distinguish between fact, opinion, inference, cause/effect

4.3 Reading of a wider range of narrative genre and content with increasing comprehension

5.0 Writing Strategies and Applications

4.4 Writing of legible, complex sentences in connected discourse using varied vocabulary

4.5 Usage of conventional spelling most of the time and few grammatical errors

4.6 Writing detailed summaries of stories, multi-paragraph narratives, and expository compositions or reports

4. Instructional Methods and/or Strategies

6.1 Use GLAD strategies such as chants, songs, and simple poems

6.2 Headstogether: begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms

6.3 Think-pair-share

6.4 Think-write-pair-share

6.5 TPR – Total Physical Response: demonstrate comprehension of oral presentations and instructions through non-verbal responses

6.6 Language Experience Approach: contributes to expository composition through collaborative paragraph writing and language experience.

6.7 Use of journals and graphic organizers: organize and record expository information on pictures, lists, charts and tables for literature and content areas

6.8 Tapping into prior knowledge

6.9 Building Background: frontload through pictures, video clips, primary language, cognates, collective brainstorming, use of picture dictionary, smart board, power point, active board, LCD, realia, Discovery Streaming.

7.0 Writing prompts: Six traits, Step up to Writing, Kate Kinsella, Story boards, Cloze writing

7.1 Oral reading: choral reading, cloze reading, partner reading

5. EVALUATION OF STUDENT PROGRESS

- 7.1 observation
- 7.2 written samples
- 7.3 summative (CST, DPA)
- 7.4 formative (quizzes, tests, DPA)
- 7.5 portfolio
- 7.6 oral response

6. TIME ESTIMATES:

There are no specified time frames for these sections, because it is understood that all concepts within the ELD domains will be taught concurrently or simultaneously throughout the whole year.

- 4.1 Listening and Speaking – 36 weeks
- 4.2 Reading Word Analysis - 36 weeks
- 4.3 Reading Fluency and Systematic Vocabulary Development- 36 weeks
- 4.4 Reading comprehension-36 weeks
- 4.5 Literary Response and Analysis- 36 weeks
- 4.6 Writing Strategies and Applications-36 weeks
- 4.7 Writing Conventions- 36 weeks

7. INSTRUCTIONAL MATERIALS:

- 5.1 Board adopted textbooks (INSIDE)
- 5.2 Technology: Active Board, LCD, Document Camera, Educational Internet Sites (relevant to ELD standards), Overhead Projectors, Computers
- 5.3 Teacher created material
 - Word lists
 - Word walls
 - Sentence starters/frames

Sample Lesson Plan

Standard to be taught:

7.4.2 EA Create coherent paragraphs through effective transitions.

Describe the activity: In this lesson students will be able to identify transition words in a paragraph and incorporate transition words into their own writing.

Assessment:

1. Observation (use of whiteboards) of student input during instruction.
2. Paragraph

Teaching strategies:

Day One

1. Introduce transition words in context
2. Model how to find the transition words in a paragraph from the text
3. Scaffold finding transition words in the next paragraph through a cloze read.

Day Two

1. Use Kate Kinsella templates for developing paragraph writing skills that include the use of transition words.

Student activities:

Day One

1. Students will take notes of transition words
2. Students will participate in a cloze reading of the paragraph from the text.
3. Students will be able to locate transition words independently for the rest of the text chapter.

Day Two

1. Students will work with the teacher in the construction of a paragraph.

Resources

1. Overhead
2. Smart board
3. Textbook
4. Kate Kinsella templates

Committee Members:

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