

Orange Unified School District

Inside the U.S.A.

Year Course

Accelerated Into English Language and Beginning Reading
(double block)

GRADE LEVEL: 9-12

RECOMMENDED PREREQUISITES: Multiple Measures Considerations:
Newcomer to the USA
English Language Skills below CELDT 1

INTRODUCTION TO THE SUBJECT:

This class serves students who have scored 0- low 1 on the CELDT test and who are entering school at or near the end of the first semester. The program is carefully designed for English learners to accelerate their growth in language and literacy. This class will cover grammar, phonics skills, high frequency words, reading, and writing. Students will learn basic survival language skills that are necessary to prepare them for the Beginning ELD Level. The curriculum map is based on the ELD/ELA standards, California Standards Test (CST), and CAHSEE requirements. This is a language based curriculum with emphasis on instruction in the basic language skills necessary to the development of fluency in the English language. It will integrate listening and speaking, reading, and writing

COURSE OBJECTIVES: BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:

Listening and Speaking

- Follow directions.
- Use basic vocabulary for communication.
- Deliver short and simple oral presentations.
- Ask and answer simple questions.
- Orally communicate basic needs.

Reading

- Use basic language skills in reading
- Use a dictionary to find the meaning of a simple vocabulary word.
- Read aloud simple words.
- Recite simple poems.

Writing

- Use basic language skills in writing simple sentences.
- Fill out school registration forms and library card applications.
- Create simple sentences or phrases.
- Use common verbs and nouns in simple sentences.

Plan to support literacy:

Best practices to support reading comprehension:

- Direct instruction of reading comprehension strategies; plan and monitor, clarify, etc.
- Teacher modeling
- Vocabulary study

Best practices to support writing skills:

- Direct instruction of writing process; simple sentence writing, revise, edit.
- Teacher modeling of note-taking skills

Materials Needed:

Teachers:

- Inside the USA Teacher’s Editions (1 Volume)
- Inside the USA Assessment Handbook
- Vocabulary Picture Cards
- Sound/Spelling Cards
- Phonics and Decoding Transparencies
- Word Builder CD-Rom

Students:

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Inside the USA Student Edition • Inside the USA Practice Book • Level A Selection Readings and Fluency Models CDs • Theme Books <ul style="list-style-type: none"> • <i>From Cuba to the United States</i> • <i>Cool Schools</i> • <i>Alexei’s Week</i> • <i>Huong’s Journey</i> • <i>Lunch Around the World</i> | <ul style="list-style-type: none"> • <i>The Race Around the World</i> • <i>How Do They Feel?</i> • <i>What Should I Wear?</i> • <i>Getting from Here to There</i> • <i>Jari’s Year</i> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**LISTENING AND SPEAKING
Strategies and Applications**

Comprehension	<ul style="list-style-type: none"> • Answer simple questions with one- to two-word responses. • Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures). • Begin to speak with a few words or sentences by using a few standard English grammatical forms and sounds (e.g., single words or phrases). • Use common social greetings and simple repetitive phrases independently (e.g., “Thank you,” “You’re welcome”). • Ask and answer questions by using phrases or simple sentences. • Retell stories by using appropriate gestures, expressions, and illustrative objects.
Organization and Delivery of Oral Communication	<ul style="list-style-type: none"> • Begin to be understood when speaking, but usage of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he or she]) may be inconsistent. • Orally communicate basic personal needs and desires (e.g., “May I go to the bathroom?”).

READING

Word Analysis, Fluency, and Systematic Vocabulary Development

Phonemic Awareness and Decoding and Word Recognition	<ul style="list-style-type: none"> Recognize and produce the English phonemes that are like the phonemes students hear and produce in their primary language. Recognize and produce English phonemes that are unlike the phonemes students hear and produce in their primary language.
Phonemic Awareness, Decoding and Word Recognition, Concepts About Print	<ul style="list-style-type: none"> Produce most English phonemes while beginning to read aloud.
Vocabulary and Concept Development	<ul style="list-style-type: none"> Produce simple vocabulary (e.g., single words or very short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). Demonstrate comprehension of simple vocabulary with an appropriate action. Retell stories by using simple words, phrases, and sentences. Recognize simple affixes (e.g., <i>educate, education</i>), prefixes (e.g., <i>dislike, preheat</i>), synonyms (e.g., <i>big, large</i>), and antonyms (e.g., <i>hot, cold</i>). Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words. Recognize the difference between the use of the first- and third-person points of view in phrases or simple sentences.

Reading Comprehension

Comprehension and Analysis of Grade- Level Appropriate Text	<ul style="list-style-type: none"> Respond orally to stories read aloud and use physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures). Respond orally to stories read aloud, giving one- to two-word responses in answer to factual comprehension questions (<i>who, what, when, where, and how</i>). Understand and follow simple one-step directions for classroom-related activities.
Structural Features of Informational Materials	<ul style="list-style-type: none"> Identify the basic sequence of events in stories read aloud, using important words or visual representations, such as pictures and story frames. Respond orally to stories read aloud, using phrases or simple sentences to answer factual comprehension questions.

Writing

Strategies and Applications

Penmanship	<ul style="list-style-type: none"> Copy the alphabet legibly. Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).
Organization and Focus	<ul style="list-style-type: none"> Write simple sentences by using key words commonly used in the classroom (e.g., labels, number names, days of the week, and months). Write phrases and simple sentences that follow English syntactical order.

Pacing	Instructional Unit	Assessment
	<p>Unit 1: Nice to Meet You</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Greetings and Good-byes • Numbers and Number Words • Family • Polite Words • Places in the World • The United States of America • Sentences <p><u>Language</u></p> <ul style="list-style-type: none"> • Personal Information Patterns • Make Introductions • Give Information • Class List <p><u>Learning to Read</u></p> <ul style="list-style-type: none"> • High Frequency Words • Letters and Sounds • Blending • Decodable Text 	<p>Unit 1 Wrap-Up</p> <p>Language Function Assessment</p> <p>Retelling Assessment</p> <p>Write About Yourself</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p>
	<p>Unit 2: Your School</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • School Tools • Colors and Sizes • In the Classroom • Shapes • School Places • School Things <p><u>Language</u></p> <ul style="list-style-type: none"> • Give Information Patterns • Ask and Answer Questions • Give and Follow Commands • Ask and Answer Questions <p><u>Learning to Read</u></p> <ul style="list-style-type: none"> • High Frequency Words • Decodable text 	<p>Unit 2 Wrap-Up</p> <p>Language Function Assessment</p> <p>Retelling Assessment</p> <p>Write About your Schools</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p>
	<p>Unit 3: Your School Day</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Telling Time • What Time Is It? • What Day Is It? • Class Schedule • School Places and Workers <p><u>Language</u></p> <ul style="list-style-type: none"> • Ask and Answer Questions <p><u>Learning to Read</u></p> <ul style="list-style-type: none"> • High Frequency Words • Letters and Sounds • Blending • Decodable text 	<p>Unit 3 Wrap-Up</p> <p>Language Function Assessment</p> <p>Retelling Assessment</p> <p>Write About Your First Day in the U.S.A.</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p>

	<p>Unit 4: Everything You Do</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Words for People • Classroom Activities • Words for People and Things • Words for People <p><u>Language</u></p> <ul style="list-style-type: none"> • Give Information • Ask and Answer Questions <p><u>Learning to Read</u></p> <ul style="list-style-type: none"> • High Frequency Words • Letters and Sounds • Blending • Decodable text • Word Formation 	<p>Unit 4 Wrap-Up</p> <p>Language Function Assessment</p> <p>Retelling Assessment</p> <p>Write About a Classmate</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p>
	<p>Unit 5: At Lunch</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Food • Food counts • Money <p><u>Language</u></p> <ul style="list-style-type: none"> • Give Information • Express Likes and Dislikes • Buy and Sell <p><u>Learning to Read</u></p> <ul style="list-style-type: none"> • High Frequency Words • Letters and Sounds • Blending • Decodable text 	<p>Unit 5 Wrap-Up</p> <p>Language Function Assessment</p> <p>Retelling Assessment</p> <p>Write About Your Favorite Food</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p>
	<p>Unit 6: Information Everywhere</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Print Materials • Parts of a Book • Technology • Computer Words • Signs and Safety • Location Words <p><u>Language</u></p> <ul style="list-style-type: none"> • Needs and Wants • Give and Follow Commands <p><u>Learning to Read</u></p> <ul style="list-style-type: none"> • High Frequency Words • Letters and Sounds • Blending • Decodable text • Sentence Formation 	<p>Unit 6 Wrap-Up</p> <p>Language Function Assessment</p> <p>Retelling Assessment</p> <p>Write How to Do Something</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p>

	<p>Unit 7: At Lunch</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Parts of the Body • Describing Words • Health Words • Feelings <p><u>Language</u></p> <ul style="list-style-type: none"> • Describe Yourself • Describe Other People • Express Feelings <p><u>Learning to Read</u></p> <ul style="list-style-type: none"> • High Frequency Words • Letters and Sounds • Blending • Decodable text 	<p>Unit 7 Wrap-Up</p> <p>Language Function Assessment</p> <p>Retelling Assessment</p> <p>Describe a Friend</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p>
	<p>Unit 8: “Brr! Put On Your Coat!”</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Clothing • Time Order • Describing Words • Weather <p><u>Language</u></p> <ul style="list-style-type: none"> • Ask and Answer Questions • Describe Things • Patterns to Express Ideas <p><u>Learning to Read</u></p> <ul style="list-style-type: none"> • High Frequency Words • Letters and Sounds • Blending • Word Formation • Decodable text • Sentence Formation 	<p>Unit 8 Wrap-Up</p> <p>Language Function Assessment</p> <p>Retelling Assessment</p> <p>Write a Letter and a List</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p>
	<p>Unit 9: Around Town</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Community Places and Workers • Location Words • Community Places and Products • Products for Sale • Vehicles • Words for People <p><u>Language</u></p> <ul style="list-style-type: none"> • Give Directions • Express Intentions • Describe Actions <p><u>Learning to Read</u></p> <ul style="list-style-type: none"> • High Frequency Words • Letters and Sounds • Blending • Decodable text 	<p>Unit 9 Wrap-Up</p> <p>Language Function Assessment</p> <p>Retelling Assessment</p> <p>Write About Your Favorite Places</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p>

	<p>Unit 10: All Year Long</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none">• Seasons, Months and Activities• Making Things• Words for People• Celebrations• Words for People <p><u>Language</u></p> <ul style="list-style-type: none">• Describe Actions• Make a Request <p><u>Learning to Read</u></p> <ul style="list-style-type: none">• High Frequency Words• Letters and Sounds• Blending• Word Formation• Decodable text• Dictate Decodable Book	<p>Unit 10 Wrap-Up</p> <p>Language Function Assessment</p> <p>Retelling Assessment</p> <p>Write About a Celebration</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DATE OF CURRENT CONTENT REVISION: August 2010