Orange Unified School District <u>ENGLISH LANGUAGE DEVELOPMENT—EARLY INTERMEDIATE</u> Year Course in combination with ELD EARLY INTERMEDIATE READING—R718

GRADE LEVEL: 9-12 (separate course numbers)

PREREQUISITES: NOTE—Course is not to be repeated

Use Multiple Measures below as considerations for placement

- Approximately 5 years or less in USA
- CELDT Level High 2 or Low 3
- Lexile 259 579
- Grade 3 5 Reading Level
- CST FBB or BB
- Teacher Recommendation

INTRODUCTION TO THE SUBJECT:

English Language Development—Early Intermediate provides a systematic and focused approach to English language development, using rigorous and coherent instruction that motivates students with relevant, readable literature and strategic skill instruction. Instruction focuses on the 9-10th Grade English Language Arts Standards and the 9-12th Grade English Language Development Standards at the Beginning and Early Intermediate levels. Listening, speaking, reading and writing activities are designed to help students develop competency in oral language and literacy skills.

COURSE OBJECTIVES: Students will

Listening and Speaking

- 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.
- Hear and repeat most beginning, medial, and ending sounds in context.
- Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences.
- Follow more difficult multi-task directions.
- Give antonyms of less common vocabulary words.
- Use a variety of verb forms in conversation.
- Tell a story using fluent sentences and details.

Reading

- Recognize root words, multiple meanings, and derive the meaning of words from context.
- Summarize literary pieces in greater detail by including the characters, setting, and plot and analyzing them in greater detail.
- Draw simple conclusions about a character.
- Use details to make predictions and identify stated and implied themes in literary passages.
- Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.
- Use a standard dictionary to determine the meaning of unknown words.
- Apply knowledge of language to achieve comprehension of informational materials, literary texts, and text in content areas.

English Language Development—Early Intermediate Page 2

Writing

- Use standard writing conventions including present tense and subject/verb agreement. •
- Distinguish noun endings.
- Write sentences appropriate to a topic with few errors.
- Write an essay with details and a clear sequence of events.
- Write detailed fictional biographies or autobiographies.
- Fill out job applications and prepare résumés that are clear and address the intended audience appropriately.
- Use strategies of note taking, outlining, and summarizing to structure drafts of essays.

RECOMMENDED TEXT: Moore, D., Short, D., Smith, M., Tatum, A. 2007. Edge Reading, Writing & Language Level A. Carmel, CA: Hampton Brown.

Support materials:

Teachers

- Level A Teacher's Editions (2 Volumes)
- Level A Interactive Practice Book Teacher's Annotated Edition
- Level A Reading & Writing Transparencies

Students

- Level A Student Edition
- Level A Interactive Practice Book
- Level A Grammar and Writing Practice Book
- Level A Selection Readings and Fluency Models CDs
- Level A Library Books
 - Bronx Masquerade
 - Cesar Chavez
 - o Crazy Loco
 - Dr Jekyll and Mr. Hype
 - o Dracula
 - o Blue
 - *Chasing the Lion*
 - Miracles
 - o Jane Eyre
 - Mysteries of Sherlock Holmes

- o Of Sound Mind
- o Out of War
- o Jerry Spinelli
- The Chi Lin Purse
- The Riddle
- o Schoolhouse
- The Friends
- Sara's Diary
- Ties that Bind
- Talking Stars

• Novio Boy

Supplemental Materials (Specific resources are limited to availability at each school site and teachers' preferences.

Grammar:

• Grammar in Context English Yes!

Vocabulary:

• Test-Prep Vocabulary Basic Vocabulary Builder

Spelling:

• Spell It Out

Greek/Latin Root Words:

• English From The Roots U

COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:

FIRST SEMESTER

Pacing	Instructional Unit	ELD Essential Standards Connection to ELA Standards can be found in West Ed Document	Required Assessments
5 weeks	CELDT Preparation and	CELDT-All four domains	Edge Placement Test
	Unit 1: Think Again	Listening & Speaking	(District
	EQ – What Influences How	• Cluster 1 – Beliefs	Requirement with
	You Act?	Cluster 2- Discussion	Data Director if
	Unit Launch	Cluster 3- Discussion	student is new to
	• Interpret quotes and analyze		curriculum)
Ongoing	visuals Cluster 1 • The Experiment (short story) • Superstitions: The Truth Uncovered (magazine article) • Vocabulary Workshop: Use word parts Cluster 2 • Building Bridges (short story) • The Right Words at the Right Time (memoir) • Listening & Speaking Workshop: Role-Play Cluster 3 • The Open Window (short story) • One in a Million (folk tale) Language • Ask and Answer Questions Grammar • Complete Sentences • Subject/Verb Agreement • Complete Sentence Vocabulary • Prefixes • Suffixes	 <u>Reading</u> Word Analysis: Cluster 1 – Preview and Predict Cluster 2 - Clarify Ideas Cluster 3 - Interpret, Analyze, Speculate Reading Comprehension Cluster 1 – Monitor Cluster 2 - Respond to Comprehension Questions Cluster 3 - Analyze Key Ideas Literary Response and Analysis: Cluster 1 – Plot and Setting Cluster 2 - Perspective Cluster 3 - Genre <u>Writing</u> Writing Strategies & Applications: Cluster 1 - Opinion Statement Cluster 3 - Focus and Unity Writing Conventions: Cluster 1 - Kinds of Sentences, Subjects and Predicates Cluster 2 - Subject Verb Agreement Cluster 3 - Sentence Fragments 	CELDT EQ: Project- Children's Book (T3, T68) Cluster Tests and/or Teacher generated tests/quizzes Unit 1 Test (District Requirement with Data Director) Teacher Observation/Student Participation Reading Fluency (timed and/or untimed)
	Writing		
	• Response to Literature		
	Narrative Paragraph		
	Comparison Essay		
★	• Journal		
1 Week	Unit 1 Writing Project: Write a Per		Writing Portfolio
	Writing Trait Focus: Focus & Unit	У	Rubric

		ELD Essential Standards	Derrich
Pacing	Instructional Unit	Connection to ELA Standards can be	Required Assessments
1		found in West Ed Document	
4 weeks	 Unit 2: Family Matters EQ - How Do Families Affect Us? Unit Launch Evaluate a speaker's message and analyze visuals Cluster 1 Genes: All in the Family (nonfiction science article) How to See DNA (nonfiction science procedure) Vocabulary Workshop: Use Context Clues Cluster 2 Do Family Meals Matter? (nonfiction research report) Fish Cheeks (nonfiction anecdote) Listening & Speaking Workshop: Interview Cluster 3 Only Daughter (nonfiction memoir) Calling a Foul (nonfiction news commentary) Surveys on Sports (surveys) Language Express Likes and Dislikes Express Ideas and Feelings Express Needs and Intentions Vocabulary Context Clues Phrasing Accuracy Rate Intonation Grammar Subject Pronouns Action Verbs Helping verbs Present Tense Verbs Writing Response to Literature Expository Critical Review 		AssessmentsEQ: Project- Documentary (T87, T154)Cluster Tests and/or Teacher generated
♦	Biographical Sketch		
1 Week	Unit 2 Writing Project: Write a New Writing Trait Focus: Development		Writing Portfolio Rubric

Pacing	Instructional Unit	ELD Essential Standards Connection to ELA Standards can be found in West Ed Document	Required Assessments
Pacing 4 Weeks Ongoing	Instructional Unit Unit 3: True Self EQ – Do We Find or Create Our True Selves? Unit Launch • Evaluate a speaker's message • Respond to and interpret visuals Cluster 1 • Heartbeat (short story) • Zits (comic strip) • Behind the Bulk (informative article) • Vocabulary Workshop: word families Cluster 2 • I Go Along (short story) • Theme for English B (poem) • Listening & Speaking Workshop: Retell a Story Cluster 3 • The Pale Mare (short story) • My Horse, Fly Like a Bird (poem) • Caged Bird (poem) Language • Give and Respond to Commands • Make and Respond to Requests • Give Directions Vocabulary • Word Families • Latin and Greek Roots Grammar • Use Verb Tenses • Pronouns		_
↓ ↓	 Writing Response to Literature Opinion Statement Compare/Contrast 		
Optional	Unit 3 Writing Project: Write a She Writing Trait Focus: Organization		Writing Portfolio Rubric

		ELD Essential Standards	Required
Pacing	Instructional Unit	Connection to ELA Standards can be	Assessments
Pacing 4 Weeks	Instructional Unit Unit 4: Give and Take EQ – How Much Should People Help Each Other? Unit Launch Evaluate a speaker's message Respond to & interpret visuals <u>Cluster 1</u> Enabling or Disabling? (nonfiction informational text) This I Believe (nonfiction essay) Vocabulary Workshop: Contextual Analysis to Determine Word Meaning <u>Cluster 2</u> Brother Ray: Ray Charles's Own Story (nonfiction autobiography) Hard Times (song lyrics) Power of the Powerless (nonfiction memoir) Listening & Speaking Workshop: Oral Report		Required AssessmentsEQ: Project- Multimedia Presentation (T267, T330)Cluster Tests and/or Teacher generated tests/quizzesUnit 4 Test (District Requirement with Data Director)Teacher Observation/Student ParticipationReading Fluency (timed and/or untimed)
Ongoing	 <u>Cluster 3</u> He Was No Bum (nonfiction eulogy) Miss Rosie (poem) <u>Language</u> Describe an Experience Describe People and Places Describe Events <u>Vocabulary</u> Context Clues <u>Grammar</u> Possessive Words Prepositions Object Pronouns <u>Writing</u> Journal Summary Paragraph Voice and Style 		

SECOND SEMESTER

Desing	Instructional Unit	ELD Essential Standards	Required
Pacing	Instructional Onit	Connection to ELA Standards can be found in West Ed Document	Assessments
1 Week	Unit 4 Writing Project: Write a Problem-Solution Essay (expository)		Writing Portfolio
	Writing Trait Focus: Voice and Sty		Rubric
4 Weeks	CAHSEE Preparation and	Listening & Speaking	CAHSEE
	Unit 5: Fair Play	• Cluster 1 – Dramatize	$(10^{\text{th}} \text{ and } 12^{\text{th}})$
	EQ – Do People Get What They Deserve?	• Cluster 2 – Role Play	
		• Cluster 3 – Panel Discussion	EQ: Project-Comic Book or Graphic
	Unit Launch	Reading	Novel (T349, T422)
	• Evaluate a speaker's message	Reading Fluency and Systematic	Cluster Tests or 1/or
	• Respond to and interpret	Vocabulary Development:	Cluster Tests and/or Teacher generated
	visuals	 Cluster 1 – Synonyms 	tests/quizzes
	<u>Cluster 1</u>	• Cluster 2 – Antonyms	tosts/quizzes
	 Jump Away (short story) Show have not the Disc Free 	• Cluster 3 - Antonyms	Unit 5 Test (District
	• Showdown with Big Eva (personal narrative)	Reading Comprehension:	Requirement with
	-	• Cluster 1 – Theme	Data Director)
	 Vocabulary Workshop: Relate words 	• Cluster 2 – Suspense	
	 Listening & Speaking 	• Cluster 3 – Irony	Teacher
	Workshop: Ask for and Give		Observation/Student
	Information	Writing	Participation
	Cluster 2	Writing Strategies and Applications:	
	• Fear (short story)	Cluster 1- Opinion Statement	Reading Fluency (timed and/or
	Violence Hits Home	Cluster 2- Character Sketch	untimed)
	(magazine article)	• Cluster 3 – Letter	unumea)
	• Listening and Speaking	Writing Conventions:	
	Workshop: Panel Discussion	• Cluster 1 – Adjectives	
	<u>Cluster 3</u>	• Cluster 2 – Adjectives	
	• Abuela Invents the Zero (short story)	• Cluster 3 – Adverbs	
	• Karate (personal narrative)		
	• Listening & Speaking		
	Workshop: Define and Explain		
Ongoing	Language		
	Ask for and Give Information		
	• Engage in Conversation		
	• Define and Explain		
	<u>Vocabulary</u>		
	Synonyms Antonyms		
	• Antonyms Grammar		
	Adjectives		
	AdjectivesAdverbs		
	• Adveros Writing		
	Response to Literature		
	 Response to Literature Character Sketch 		
	Organization		

	ELD Essential Standards Required			
Pacing	Instructional Unit	Connection to ELA Standards can be	Assessments	
1 XX 7 1		found in West Ed Document		
1 Week	Unit 5 Writing Project: Write a Description of a Process (expository- procedural) Writing Trait Focus: Organization		Writing Portfolio Rubric	
4 Weeks	Unit 6: Coming Of Age	Listening & Speaking	EQ: Project-Ad	
4 WEEKS	EQ – What Rights and	Cluster 1 – Dramatize	Campaign (T441,	
	Responsibilities Should Teens		T500)	
	Have?	Cluster 2 – Role Play	1000)	
	Unit Launch	• Cluster 3 – Panel Discussion	Cluster Tests and/or	
	• Evaluate a speaker's message	Deading	Teacher generated	
	• Respond to and interpret	Reading Reading Fluency and Systematic	tests/quizzes	
	visuals	Vocabulary Development:		
	Cluster 1	 Cluster 1 – Reference Sources 	Unit 6 Test (District	
	• 16: The Right Voting Age	 Cluster 1 – Reference Sources Cluster 2 – Analogies 	Requirement with	
	(nonfiction argument)	-	Data Director)	
	• Teen Brains are Different	• Cluster 3 - Multiple Meaning Words Reading Comprehension:		
	(nonfiction expository	 Cluster 1 – Theme 	Teacher	
	nonfiction)		Observation/Student	
	• Vocabulary Workshop: Use a	Cluster 2 – Suspense	Participation	
	dictionary to build word	• Cluster 3 – Irony	Deading Elyanov	
	knowledge	Writing	Reading Fluency (timed and/or	
	<u>Cluster 2</u>	<u>Writing</u> Writing Strategies and Applications:	untimed)	
	Should Communities Set Teen		untilled)	
	Curfews? (nonfiction	Cluster 1- Analysis Cluster 2 Angument		
	magazine opinion piece)	Cluster 2- Argument		
	• Curfews: A National Debate	• Cluster 3 – Letter of Persuasion		
	(nonfiction commentary)	Writing Conventions:		
	Listening & Speaking	Cluster 1 – Indefinite Pronouns		
	Workshop: Persuasive Speech	• Cluster 2 – Word Order		
	<u>Cluster 3</u>	• Cluster 3 – Compound Sentences		
	• What Does Responsibility Look Like? (nonfiction essay)			
	• Getting a Job (nonfiction functional documents)			
Ongoing	<u>Language</u>			
	Make Comparisons			
	 Express Opinions 			
	• Persuade			
	<u>Vocabulary</u>			
	Reference Sources			
	Analogies			
	Multiple Meaning Words			
	<u>Grammar</u>			
	Indefinite Pronouns			
	Word Order			
	Compound Sentences			
	Writing			
	Analysis			
	• Argument			
♦	Persuasion			
	1	1	1	

Pacing	Instructional Unit	ELD Essential Standards Connection to ELA Standards can be found in West Ed Document	Required Assessments
1 Week	Unit 6 Writing Project: Write a Persuasive Essay		Writing Portfolio Rubric
4 Weeks	 Writing Trait Focus: Development CST and CMA Preparation and Unit 7: Making Impressions EQ – What Do You Do to Make an Impression? Unit Launch Evaluate a speaker's message Respond to and interpret visuals Cluster 1 Novio Boy, Scene 7, Part 1 (play) Oranges (poem) Vocabulary Workshop: idioms Cluster 2 Novio Boy, Scene 7, Part 2 (play) Your World (poem) Listening & Speaking: Poetry Slam Cluster 3 A Letter to Helen Keller (letter) Helen Keller (poem) Marked (poem) Dusting (poem) Language Engage in Discussion Use Appropriate Language Elaborating During a Discussion Vocabulary Idioms Reference Sources Verb Tenses Complex Sentences Verb Tenses Complex Sentences Writing Composition 	of Ideas Listening & Speaking • Cluster 1 – Poetry • Cluster 2 –Oral Report • Cluster 3 – Song Lyrics Reading Reading Fluency and Systematic Vocabulary Development: • Cluster 1 – Idioms • Cluster 2 – Idioms • Cluster 3 – Reference Sources Reading Comprehension: • Cluster 1 – Mental Images • Cluster 2 – Sensory Images • Cluster 3 – Emotional Response Writing Writing Strategies and Applications: • Cluster 1 – Opinion Statement • Cluster 2 – Explanation and Comment • Cluster 3 – Voice and Style Writing Conventions: • Cluster 1 – Complex Sentences • Cluster 2 – Verb Tenses • Cluster 3 – Complex Sentences	RubricCST and CMAEQ: Project-Skit (T519, T586)Cluster Tests and/or Teacher generated tests/quizzesUnit 7 Test (District Requirement with Data Director)Teacher Observation/Student ParticipationReading Fluency (timed and/or untimed)
↓ ↓	Theme AnalysisPoem		

DATE OF LAST CONTENT REVISION:

August 2010

DATE OF CURRENT CONTENT REVISION: November 2012