Orange Unified School District <u>ENGLISH LANGUAGE DEVELOPMENT—INTERMEDIATE</u> Year Course in combination with ELD INTERMEDIATE READING—R728

GRADE LEVEL: 9-12 (separate course numbers)

PREREQUISITES: NOTE—Course is not to be repeated

Use Multiple Measures below as considerations for placement

- Four years in USA
- CELDT Level 3 or Low 4
- Lexile 474 834
- Grade 5 7 Reading Level
- Teacher Recommendation

INTRODUCTION TO THE SUBJECT:

English Language Development—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 Early Advanced and Advanced 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.

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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 B.* Carmel, CA: Hampton Brown.

Support materials:

Teachers

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

Students

- Level B Student Edition
- Level B Interactive Practice Book
- Level B Grammar and Writing Practice Book
- Level B Selection Readings and Fluency Models CDs
- Level B Library Books
 - A Raisin in the Sun
 - Anthem Breaking Through
 - Dance hall of the Dead
 - Dr. Jenner and the Speckled Monster
 - *Hercules: The Twelve Labors (Graphic Classic)*
 - o Hole in My Life
 - 0 Keeper
 - Left Behind
 - Miracle's Boys
 - Narrative of the Life of Frederick Douglass

- Parrot in the Oven
- o Picture Bride
- o Romiette and Julio
- September 11, 2001: Attack on New York City
- o The Afterlife
- o The Other Side of the Sky: A Memoir
- The Outsiders
- The Stone Goddess
- The Trojan Horse: The Fall of Troy
- o Warriors Don't Cry

<u>Supplemental Materials</u> (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

11101 0	EMESTER	ELD Essential Standards	
Pacing	Instructional Unit	Connection to ELA Standards can be	Required
I ucing		found in West Ed Document	Assessments
	CELDT Preparation and	CELDT-all four domains	Placement Test
5 weeks	Unit 1: Choices	Listening & Speaking	(District
	EQ: What influences a person's	Cluster 2- Listen Attentively	Requirement with
	choices?	• Cluster 3- Speak to be Understood	Data Director is
	Unit Launch	cruster s' speak to be chacistood	student is new to
	• Evaluate a Speaker's Message	Reading	curriculum)
	• Respond to and Interpret	Reading Word Analysis:	
	Visuals	Cluster 2- Apply Knowledge of Word	CELDT
	<u>Cluster 1</u>	Parts	
	• The Good Samaritan (short	Reading Fluency & Systematic	EQ: Project: TV
	story)	Vocabulary Development:	Talk Show
	• Don't go Gentle into that Good	• Cluster 2- Use Social and Academic	
	Express Way (poem)	Vocabulary	Cluster Tests and/or
	• The World is in Their Hands	• Cluster 1, 2, 3- Decode New Words	Teacher generated
	(nonfiction-information text)	Reading Comprehension	tests/quizzes
	• Vocabulary Workshop: Use	• Cluster 2- Respond to Comprehension	
	Word Parts	Questions	Unit 1 Test
	<u>Cluster 2</u>	• Cluster 3- Analyze Setting and Theme	(District
	• Thank you Ma'am (short story)	Literary Response and Analysis:	Requirement with Data Director)
	• Juvenile Justice from Both	Cluster 2- Analyze Characters	Data Difector)
	Sides of the Bench (interview)		Teacher
	• Listening & Speaking	Writing	Observation/Student
	Workshop: Oral Response to	Writing Strategies & Applications:	Participation
	Literature	• Cluster 1- Use Various Elements of	
	<u>Cluster 3</u>	Discourse	Reading Fluency
	• The Necklace (short story)	Writing Conventions:	(timed and/or
	• The Fashion Show (memoir)	Cluster 1- Use Correct Mechanics,	untimed)
Ongoing	<u>Language</u>	Grammar, and Appropriate Paragraph	
	Ask and Answer Questions	Structure.	
	• Express Ideas and Opinions		
	• Express Feelings and Intentions		
	Grammar		
	Complete Sentences		
	Subject/Verb Agreement		
	• Sentence Fragments		
	Vocabulary		
	Prefixes		
	• Roots		
	 Suffixes 		
	<u>Writing</u>		
	Response to Literature		
	Definition Paragraph		
	 Comparison Essay 		
↓	- ·		
	• Focus and Unity		

Pacing	Instructional Unit	ELD Essential Standards Connection to ELA Standards can be	Required
1 acing	Instructional Unit	found in West Ed Document	Assessments
1 week	Writing: autobiographical Narrative		Writing Portfolio
4 weelse	Targeted Trait: Focus and Unity (se		Rubric
4 weeks	Unit 2: The Art of Expression EQ: Does Creativity Matter?	<i>Listening & Speaking</i> • Cluster 1- Vary Ways of Speaking	EQ: Project: Demonstration
	Unit Launch	 Cluster 1- Vary Ways of Speaking Cluster 2- Use Figurative Language 	Demonstration
	• Evaluate a Speaker's Message	 Cluster 1- Ask and Answer Questions 	Cluster Tests and/or
	Respond to and Interpret	 Cluster 1, 2- Deliver Oral 	Teacher generated
	Visuals	Presentations.	tests/quizzes
	<u>Cluster 1</u>		Unit 2 Toga
	• Creativity at Work (Nonfiction	<u>Reading</u>	Unit 2 Test (District
	news article)	Reading Fluency and Systematic	Requirement with
	• The Hidden Secrets of the Creative Mind (nonfiction	Vocabulary Development:	Data Director)
	interview) (optional)	Cluster 1- Use Social and Academic Vocabulary	
	• Vocabulary Workshop: Use	 Cluster 2- Read Aloud 	Teacher
	Context Clues	Cluster 2- Read Moud	Observation/Student Participation
	<u>Cluster 2</u>	Reading Comprehension:	Farticipation
	• Hip-Hop as Culture (nonfiction	• Cluster 3- Respond to Comprehension	Reading Fluency
	essay)	Questions	(timed and/or
	I am Somebody (song)	Cluster 3- Analyze Key Ideas	untimed)
	• Listening and Speaking Workshop: Descriptive	W7	
	Presentation	<u>Writing</u> Writing Strategies and Applications:	
	<u>Cluster 3</u>	 Cluster 1- Use Various Elements of 	
	• Slam: Performance Poetry	Discourse	
	Lives On (nonfiction essay)	Cluster 3- Write Expository	
	(optional)	Compositions	
Ongoing	• Euphoria (poetry) (optional) Language	Cluster 3- Write Persuasive	
	• Describe People, Places, and	Compositions	
	Things	• Cluster 1, 2, 3- Use the Writing Process	
	Describe Experiences	Process	
	• Give and Follow Commands	Writing Conventions:	
	Vocabulary	Cluster 3- Edit Writing	
	Context Clues		
	Idioms		
	Grammar		
	Subject Pronouns		
	• Action Verbs in the Present		
	TenseUse Verbs to Talk About the		
	Present		
	Writing		
	• Response to Literature		
	• Test Essay		
	• Focus and Unity		
	How-to Paragraph		
•	Persuasive Writing		

		ELD Essential Standards	D • 1
Pacing	Instructional Unit	Connection to ELA Standards can be	Required Assessments
		found in West Ed Document	
1 week	Writing Project: Write a Position Pa		Writing Portfolio
4 weeks	Targeted Trait: Focus and Unity (se Unit 3: The Hero Within	Listening & Speaking	Rubric EQ: Project:
4 WCCKS	EQ: What makes a hero?	Cluster 2- Listen Attentively	Documentary
		 Cluster 2- Elsten Attentivery Cluster 3- Speak to be Understood 	
	Unit Launch	 Cluster 2- Participate in Social 	Cluster Tests and/or
	• Evaluate a Speaker's Message	Conversations	Teacher generated
	• Respond to and Interpret	Cluster 3- Ask and Answer Questions	tests/quizzes
	Visuals	Reading	
	<u>Cluster 1</u>	Reading Fluency and Systematic	Unit 3 Test (District
	• The Sword in the Stone (short	Vocabulary Development:	Requirement with
	story)Was There a Real King Arthur?	Cluster 2- Use Social and Academic	Data Director)
	(historical analysis)	Vocabulary	2 2
	 Vocabulary Workshop: 	Cluster 3- Decode New Words	Teacher
	Structural Analysis	Cluster 2- Use Analogies and	Observation/Student
	Cluster 2 (optional)	Metaphors	Participation
	• A Job for Valentin (short story)	• Cluster 2- Use a Standard Dictionary Reading Comprehension:	
	• Hero (song lyrics)	 Cluster 3- Respond to Comprehension 	Reading Fluency (timed and/or
	• In the Heart of a Hero (feature	Questions	untimed)
	article)	 Cluster 2- Analyze Key Ideas 	untilited)
	• Listening and Speaking Workshop: Panel Discussion	Literary Response and Analysis:	
	Cluster 3	• Cluster 3- Analyze Literature by	
	• The Woman in the Snow (short	Periods and Themes	
	story)		
	• Rosa Parks (magazine profile)		
Ongoing	Language	<u>Writing</u>	
	• Ask for and Give	Writing Strategies & Applications:	
	Information	Cluster 3- Write Expository Compositions	
	• Engage in Discussion	 Cluster 2- Write Responses to 	
	• Elaborate During a	Literature	
	Discussion	Writing Conventions:	
	 <u>Vocabulary</u> Word Families 	Cluster 2- Revise Writing	
	Word FailinesBorrowed Words	Cluster 3- Edit Writing	
	Grammar		
	• Use Verb Tenses		
	 Use Subject and Object 		
	Pronouns		
	Writing		
	Response to Literature		
	• Test Essay		
★	• Voice and Style		
1 week	Writing: Expressive-Reflective Essa		Writing Portfolio
Tweek Targeted Trait: Voice and Style (see TE T278B) Rubric			Rubric

SECOND SEMESTER

Pacing	Instructional Unit	ELD Essential Standards Connection to ELA Standards can be found in West Ed Document	Required Assessments
5 weeks	CAHSEE Preparation and Unit 4: Opening Doors EQ: How Can Knowledge Open	 <u>Listening & Speaking</u> Cluster 3- Speak to be Understood 	CAHSEE (10 th and 12 th)
	 Doors? Unit Launch Evaluate a Speaker's Message Respond to and Interpret Visuals <u>Cluster 1</u> Curtis Aikens and the 	 Cluster 2- Vary Ways of Speaking Cluster 3- Use Figurative Language Cluster 2- Ask and Answer Questions <u>Reading</u> Reading Word Analysis: Cluster 2- Apply Knowledge of Word Parts Cluster 3- Apply Knowledge of 	EQ: Project: Class Newspaper and Magazine Cluster Tests and/or Teacher generated tests/quizzes
	 American Dream (nonfiction biography) Think You Don't Need an Education? (nonfiction brochure) 	Cognates Reading Fluency & Systematic Vocabulary Development: • Cluster 2- Recognize Words with Multiple Meanings	Unit 4 Test (District Requirement with Data Director)
	 Go For It! (nonfiction opinion essay) Vocabulary Workshop: Clarify Word Meanings Cluster 2 	 Cluster 3- Use a Standard Dictionary Cluster 1- Read Aloud Reading Comprehension: Cluster 1- Interpret Text Features 	Teacher Observation/Student Participation
	• Superman and Me (nonfiction essay) (optional)	Cluster 2- Analyze Informational Materials	Reading Fluency (timed and/or untimed)
	 A Smart Cookie (short fiction) It's Our Story, Too (nonfiction memoir) Listening and Speaking Workshop: Oral Report Cluster 3 The Fast and the Fuel-Efficient (nonfiction news feature) The Hybrid (cartoon) Teens Open Doors (nonfiction article) (optional) 	 Writing Writing Strategies & Applications: Cluster 1- Analyze Characters Cluster 2- Write Career-Related Documents Cluster 1- Write Research Reports Cluster 1, 2- Use the Writing Process Writing Conventions: Cluster 1- Use Correct Mechanics, Grammar, and Appropriate Paragraph Structure 	
Ongoing	 Language Define and Explain Clarify Verify or Confirm Information Vocabulary Dictionary and Jargon Multiple-Meaning Words Grammar Show Possession Use Pronouns in Prepositional Phrases Use the Correct Pronoun 	 Cluster 2- Revise Writing Cluster 3- Edit Writing 	

		ELD Essential Standards	Bequired
Pacing	Instructional Unit	Connection to ELA Standards can be found in West Ed Document	Required Assessments
Ongoing	Writing	Tound in West Ed Document	
	Response to Literature		
	• Development of Ideas		
	• Case Study		
↓	Problem-Solution Essay		
1 week	Writing: Expository-Research Repo	rt	Writing Portfolio
	Targeted Trait: Development of Idea		Rubric
5 Weeks	CST and CMA Preparation and	Listening & Speaking	CST and CMA
	Unit 5: Fear This! (required)	Cluster 1- Listen Attentively	
	EQ: What makes something	• Cluster 2- Vary Ways of Speaking	
	frightening?	• Cluster 3- Use Figurative Language	EQ: Project: Radio
	Unit Loungh	<u>Reading</u>	Drama or Podcast
	Unit Launch	Reading Fluency & Systematic	Cluster Tests 1/
	 Evaluate a Speaker's Message Despend to and Interpret 	Vocabulary Development:	Cluster Tests and/or Teacher generated
	 Respond to and Interpret Visuals 	Cluster 1- Recognize Words with	tests/quizzes
	Cluster 1	Multiple Meanings	Coto, quillos
	• The Interlopers (short story)	Cluster 2- Use Analogies and	Unit 5 Test
	 An Interview with the King of 	Metaphors Reading Comprehension:	(District
	Terror (magazine interview)		Requirement with
	 Vocabulary Workshop: Make 	Cluster 1- Interpret Text Features	Data Director)
	Word Connections	Cluster 2- Respond to Comprehension Questions	
	Cluster 2	 Cluster 3- Evaluate Author's 	Teacher
	• The Baby-Sitter (short story)	Credibility	Observation/Student
	• Under the Bed (cartoon)	 Cluster 3- Analyze Informational 	Participation
	• Beware: Do Not Read This	Materials	Deadine Fluence
	Poem (poem)	Literary Response & Analysis:	Reading Fluency (timed and/or
	• Listening & Speaking	• Cluster 1- Describe Literary Elements	untimed)
	Workshop: Perform a Dramatic	Cluster 2- Analyze Characters	untille u)
	Reading	Cluster 2- Analyze Literary Themes	
	<u>Cluster 3</u>	Cluster 3- Analyze Literature by	
	• The Tell-Tale Heart (short	Periods and Themes	
	story)	<u>Writing</u>	
	• The Raven (poem)	Writing Strategies & Applications:	
	• The Mysterious Edgar Allen	• Cluster 2- Write Narratives and	
	Poe (author study)	Biographies	
ongoing	Language	Cluster 3- Write Expository	
	• Tell a Story	Compositions	
	Make Comparisons	• Cluster 3- Use the Writing Process	
	Compare and Contrast	Writing Conventions:	
	Vocabulary	Cluster 2- Revise Writing	
	• Synonyms	• Cluster 3- Edit Writing	
	• Thesaurus		
	Analogies		
	<u>Grammar</u>		
	• Use Adjectives to Elaborate		
	• Use Adjectives Correctly		
★	Use Adverbs Correctly		

Destine	L	ELD Essential Standards	Required
Pacing	Instructional Unit	Connection to ELA Standards can be found in West Ed Document	Assessments
Ongoing	Writing		
	Response to Literature		
	Character Sketch		
	Literary Analysis		
▼ 1 week	Organization Writing: Narrative-Short Story		Writing Portfolio
1 week	Targeted Trait: Organization (see T	E T470B)	Rubric
4 Weeks	Unit 6: Are You Buying It?	Listening & Speaking	EQ: Project: Ad
	(optional)	Cluster 1- Participate in Social	Campaign
	EQ: How Do the Media Shape	Conversations	
	the Way People Think?	Cluster 2- Identify Media Messages	Cluster Tests and/or
	TT 1 T	• Cluster 3- Ask and Answer Questions	Teacher generated
	Unit Launch	Reading	tests/quizzes
	• Evaluate a Speaker's Message	Reading Word Analysis:	IInit 6 Tazt
	 Respond to and Interpret Visuals 	• Cluster 2- Apply Knowledge of Word	Unit 6 Test (District
	Cluster 1	Parts	Requirement with
	Ad Power (nonfiction	Reading Fluency & Systematic Vocabulary Development:	Data Director)
	persuasive text)		,
	• Without Commercials (poem)	Cluster 2- Recognize Words with Multiple Meanings	Teacher
	• What's wrong with Advertising	 Cluster 3- Use Word Parts to Read 	Observation/Student
	(nonfiction essay)	Reading Comprehension:	Participation
	Vocabulary Workshop: Word	Cluster 1- Interpret Text Features	
	Origins	Cluster 2- Respond to Comprehension	Reading Fluency (timed and/or
	<u>Cluster 2</u>	Questions	untimed)
	• A Long Way to Go: Minorities and the Media (nonfiction	• Cluster 3- Analyze Informational	untilitied)
	essay)	Materials	
	• The Color Green (nonfiction	<u>Writing</u> Writing Strategies & Applications:	
	editorial)	 Cluster 1- Write Narratives and 	
	Listening & Speaking Warkshare Dahata	Biographies	
	Workshop: Debate <u>Cluster 3</u>	 Cluster 2- Write Career-Related 	
	• What is News? (nonfiction	Documents	
	persuasive text)	• Cluster 3- Use the Writing Process	
	• How to Detect Bias in the		
	News (nonfiction how-to		
	article)		
Ongoing	Language		
	Persuade Evaluate		
	• Evaluate		
	• Justify Vocabulary		
	Vocabulary • Latin/Greek Roots		
	Denotation and Connotation		
	Grammar		
	Vary Your Sentences		
	 Vary Four Sentences Use Compound Sentences 		
↓	 Use Complex Sentences 		
	- Ose complex sentences		

		ELD Essential Standards	Deguined
Pacing	Instructional Unit	Connection to ELA Standards can be	Required Assessments
		found in West Ed Document	Assessments
Ongoing	Writing		
	• Response to Literature		
	• Letter to the Editor		
	Organization		
♦	Write a Test Response		
1 week	Writing: Persuasive Essay		Writing Portfolio
4 33 7 1	Targeted Trait: Voice and Style (see		Rubric
4 Weeks	Unit 7: Where We Belong	Listening & Speaking	EQ: Project: Poetry
	EQ: What Holds Us Together?	Cluster 1- Use Figurative Language	Anthology
	What Keeps Us Apart?	Cluster 2- Identify Media Messages	Writing Dessent
	Unit Launch	Cluster 3- Deliver Oral Presentations	Writing: Research Skills (Teacher
		Reading	generated materials)
	 Evaluate a Speaker's Message Beamond to and Interment 	Reading Word Analysis:	generated materials)
	 Respond to and Interpret Visuals 	 Cluster 3- Apply Knowledge of 	Oral Presentation
	Cluster 1	Cognates	
	• A Raisin in the Sun (play)	Reading Fluency & Systematic	Cluster Tests and/or
	 My Father is a Simple man 	Vocabulary Development:	Teacher generated
	(poem)	Cluster 1- Use Social and Academic	tests/quizzes
	 My Mother Pieced Quilts 	Vocabulary	1
	(poem)	Cluster 2- Decode New Words	Unit 7 Test
	 Vocabulary Workshop: 	Cluster 3- Recognize Words with	(District
	Interpret Figurative Language	Multiple Meanings	Requirement with
	Cluster 2	Cluster 3- Use Analogies and	Data Director)
	Pass It On (play)	Metaphors	
	• If There Be Pain (song lyric)	Reading Comprehension:	Teacher
	• Sonnet 30 (sonnet)	• Cluster 1- Respond to Comprehension	Observation/Student
	• Listening & Speaking	Questions	Participation
	Workshop: Narrative	Cluster 2- Analyze Key Ideas	
	Presentation	Literary Response & Analysis:	Reading Fluency
	Cluster 3	Cluster 1- Describe Characteristics of	(timed and/or
	• I Hear America Singing (poem)	Literary Texts	untimed)
	• I, Too (poem)	• Cluster 2- Describe Literary Elements	
	• Where Is My Country? (poem)	Cluster 3- Analyze Literary Texts	
	• Legal Alien (poem)	Writing	
	• Human Family (poem)	Writing Strategies & Applications:	
Ongoing	Language	• Cluster 3- Use the Writing Process	
	Negotiate	Writing Conventions:	
	• Use Appropriate Language	Cluster 1- Use Correct Mechanics,	
	Vocabulary	Grammar, and Appropriate Paragraph	
	• Figurative Language	Structure	
	• Denotation and Connotation	Cluster 2- Revise Writing	
	Grammar	• Cluster 3- Edit Writing	
	• Write in the Present Perfect		
	Tense		
	• Write with the Perfect Tenses		
	• Enrich Your Sentence		

Pacing	Instructional Unit	ELD Essential Standards Connection to ELA Standards can be found in West Ed Document	Required Assessments
Ongoing	Writing		
	• Response to Literature		
	• Test Essay: Theme		
	Literary Critique		
↓	• Style and Voice		
1 week	Listening and Speaking Workshop:	Narrative Presentation	Narrative
	Targeted Traits: Sequence a personal experience, give a narrative presentation,		Presentation Rubric
	use a rubric (see TE T652)		

DATE OF LAST CONTENT REVISION: August 2010

DATE OF CURRENT CONTENT REVISION: November 2012