

Orange Unified School District

**ENGLISH LANGUAGE DEVELOPMENT—TRANSITIONAL ENGLISH**

**Year Course in combination with ELD ADVANCED READING—R758**

**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 4 or 5
- Lexile 719 – 879
- Grade 7 – 9 Reading Level
- Teacher Recommendation

**INTRODUCTION TO THE SUBJECT:**

English Language Development—Transitional English 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 9-10<sup>th</sup> Grade English Language Arts Standards and the 9-12<sup>th</sup> Grade English Language Development Standards at the 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.
- Analyze the structure and format of functional workplace documents, including graphics and headers and explain how authors use the features to achieve their purpose.
- 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.

### Writing

- Use standard writing conventions including present tense and subject/verb agreement.
- Write clear, coherent and focused essays that exhibit an awareness of audience and purpose.
- Write sentences appropriate to a topic with few errors.
- Write an essay with details and a clear sequence of events.
- Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than passive voice.

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

### **Support materials:**

#### Teachers

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

#### Students

- Level C Student Edition
- Level C Interactive Practice Book
- Level C Grammar and Writing Practice Book
- Level C Selection Readings and Fluency Models CDs
- Level C Library Books
  - *Animal Farm*
  - *And the Earth Did Not Devour Him*
  - *Code Talker*
  - *Down Garrapata Road*
  - *Dying to Cross*
  - *Farewell to Manzanar*
  - *Hoop Dreams*
  - *I Will Plant You a Lilac Tree*
  - *Monster*
  - *Necessary Roughness*
  - *Speak*
  - *Metamorphosis*
  - *Two Badges: The Lives of Mona Ruiz*
  - *We Shall Overcome*
  - *Spike Lee: By Any Means Necessary*
  - *Stuck in Neutral*
  - *An Autobiography of Miss Jane Pittman*
  - *The House of Dies Drear*
  - *Things Fall Apart*
  - *Othello*
  - *Wave*

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*








Pacing	Instructional Unit	ELD Essential Standards Connection to ELA Standards can be found in West Ed Document	Required Assessments
1 Week	Writing: Position Paper (Persuasive) Writing Trait Focus: Development of Ideas		Writing Portfolio Rubric
<p style="text-align: center;">O P T I O N A L</p> <p style="text-align: center;">Ongoing</p> 	<p><b>Unit 4: Express Yourself (optional)</b> <b>EQ: What Does It Really Mean to Communicate?</b> Unit Launch</p> <ul style="list-style-type: none"> <li>Evaluate a Speaker’s Message</li> <li>Respond to / Interpret Visuals</li> </ul> <p><u>Cluster 1</u></p> <ul style="list-style-type: none"> <li>Face Facts: The Science of Facial Expressions (nonfiction)</li> <li>Face It (poem)</li> <li>Silent Language (nonfiction: magazine article)</li> <li>Vocabulary Workshop: Use Structural analysis</li> </ul> <p><u>Cluster 2</u></p> <ul style="list-style-type: none"> <li>They Speak for Success (nonfiction: news feature)</li> <li>Breaking the Ice (humor column)</li> <li>Listening and Speaking Workshop: Panel Discussion</li> </ul> <p><u>Cluster 3</u></p> <ul style="list-style-type: none"> <li>My English (narrative nonfiction)</li> <li>How I Learned English (poem)</li> </ul> <p><u>Language</u></p> <ul style="list-style-type: none"> <li>Define and Explain</li> <li>Recognize and Respond to Humor</li> <li>Use Appropriate Language</li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>Use a Dictionary</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Possessive Words</li> <li>Prepositions and Prepositional Phrases</li> <li>Object Pronouns</li> <li>Indefinite Pronouns</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Evaluate Text structure</li> <li>Cause and Effect Essay</li> <li>Media Interpretation</li> <li>Opinion Statement</li> <li>Letter or E-mail</li> <li>Trait: Development of Ideas</li> </ul>	<p><u>Listening &amp; Speaking</u></p> <ul style="list-style-type: none"> <li>Cluster 1-Define and Explain</li> <li>Cluster 2 – Recognize and Respond to Humor</li> <li>Cluster 2-Short Public Speech</li> <li>Cluster 3-Use Appropriate Language</li> <li>Cluster 3-Anecdote</li> </ul> <p><u>Reading</u> Word Analysis:</p> <ul style="list-style-type: none"> <li>Cluster 1 – Use a Dictionary: multiple-meaning words</li> <li>Cluster 2-Use a Dictionary: Jargon</li> <li>Cluster 3-Use a Dictionary: Content-Area Words</li> </ul> <p>Reading Fluency and Systematic Vocabulary Development:</p> <ul style="list-style-type: none"> <li>Cluster 1 - Intonation</li> <li>Cluster 2 - Expression</li> <li>Cluster 3 - Phrasing</li> </ul> <p>Reading Comprehension:</p> <ul style="list-style-type: none"> <li>Overall: Ask Questions</li> <li>Cluster 1 – Self-Question</li> <li>Cluster 1-Analyze, Interpret, Compare, Speculate, Evaluate</li> <li>Cluster 2 –Find Question-Answer Relationships</li> <li>Cluster 3 – Question the Author</li> </ul> <p><u>Literary Response and Analysis:</u></p> <ul style="list-style-type: none"> <li>Cluster 1-Text Structure: Cause and Effect</li> <li>Cluster 1-Text Structure: Problem and solution</li> <li>Cluster 2-Perspective</li> <li>Cluster 3-Genre</li> </ul> <p><u>Writing</u> Writing Strategies and Applications:</p> <ul style="list-style-type: none"> <li>Cluster 1- Opinion Statement</li> <li>Cluster 2- Comparison Essay</li> <li>Cluster 3- Focus and Unity</li> </ul> <p>Writing Conventions:</p> <ul style="list-style-type: none"> <li>Cluster 1- Kinds of Sentences, Subjects and Predicates</li> <li>Cluster 2- Subject-Verb Agreement</li> <li>Cluster 3- Sentence Fragments</li> </ul>	<p>EQ Project: Multimedia Presentation</p> <p>Cluster Tests and/or Teacher generated tests/quizzes</p> <p><b>Unit 4 Test (District Requirement with Data Director)</b></p> <p>Teacher Observation/Student Participation</p> <p>Reading Fluency (timed and/or untimed)</p>

Pacing	Instructional Unit	ELD Essential Standards Connection to ELA Standards can be found in West Ed Document	Required Assessments
1 Week	Writing: Write a Research Report (expository) (optional) Writing Trait Focus: Organization		Writing Portfolio Rubric


**SECOND SEMESTER**

<p>5 Weeks</p> <p>Ongoing</p> 	<p>CAHSEE Preparation and <b>Unit 5: Moment of Truth</b> <b>EQ: What Do People Discover in a Moment of Truth?</b> Unit Launch</p> <ul style="list-style-type: none"> <li>Evaluate a Speaker’s Message</li> <li>Respond to / Interpret Visuals</li> </ul> <p><u>Cluster 1</u></p> <ul style="list-style-type: none"> <li>Say it With Flowers (short story)</li> <li>The Journey (poem)</li> <li>Vocabulary Workshop: Use Reference Sources</li> </ul> <p><u>Cluster 2</u></p> <ul style="list-style-type: none"> <li>Just Lather, That’s All (short story)</li> <li>The Woman Who Was Death (myth)</li> <li>Listening and Speaking Extemporaneous Talk</li> </ul> <p><u>Cluster 3</u></p> <ul style="list-style-type: none"> <li>Be-ers &amp; Do-ers (short story)</li> <li>The Calling (poem)</li> <li>The Moment of Truth (magazine article)</li> </ul> <p><u>Language</u></p> <ul style="list-style-type: none"> <li>Evaluate</li> <li>Clarify</li> <li>Verify Information</li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>Synonyms</li> <li>Antonyms</li> <li>Thesaurus</li> <li>Analogies</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Modifiers</li> <li>Use Adjectives Correctly</li> <li>Use Adverbs Correctly</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Personal Mission Statement</li> <li>Letter of Recommendation</li> <li>Opinion Statement</li> <li>Analysis</li> <li>Speech</li> <li>Trait: Voice and Style</li> </ul>	<p><u>Listening &amp; Speaking</u></p> <ul style="list-style-type: none"> <li>Cluster 1- Evaluate</li> <li>Cluster 2- Clarify</li> <li>Cluster 3- Verify Information</li> </ul> <p><u>Reading</u></p> <p>Word Analysis:</p> <ul style="list-style-type: none"> <li>Cluster 1 – Use reference sources: find synonyms</li> <li>Cluster 2 – Synonyms and antonyms</li> <li>Cluster 3 – Synonyms in analogies</li> </ul> <p>Reading Fluency:</p> <ul style="list-style-type: none"> <li>Cluster 1 - Phrasing</li> <li>Cluster 2 – Intonation</li> <li>Cluster 3 - Expression</li> </ul> <p>Reading Comprehension:</p> <ul style="list-style-type: none"> <li>Overall – Make Connections</li> </ul> <p>Literary Response &amp; Analysis:</p> <ul style="list-style-type: none"> <li>Cluster 1- Plot Structure</li> <li>Cluster 1- Author’s perspective</li> <li>Cluster 1- Figurative Language</li> <li>Cluster 1- Character Motivations</li> <li>Cluster 2 – Plot Device – Suspense</li> <li>Cluster 2 – Irony</li> <li>Cluster 3 – Plot Device – Foreshadowing</li> <li>Cluster 3 – Authors Purpose</li> <li>Cluster 3 - Dialect</li> </ul> <p><u>Writing</u></p> <p>Writing Strategies &amp; Applications:</p> <ul style="list-style-type: none"> <li>Cluster 1- Write a Personal Mission Statement</li> <li>Cluster 2- Write an Opinion Statement</li> <li>Cluster 3- Write a speech</li> <li>Cluster 3- Analysis of an Issue</li> </ul> <p>Writing Conventions:</p> <ul style="list-style-type: none"> <li>Cluster 1- Adjectives: Placement, Predicate, Demonstrative</li> <li>Cluster 2- Adjectives: Comparative, Superlative, Irregular, Indefinite</li> <li>Cluster 3- Adverbs, not, Negative sentences</li> </ul>	<p>CAHSEE (10<sup>th</sup> and 12<sup>th</sup>)</p> <p>EQ Project: Plan a Project: Skit</p> <p>Cluster Tests and/or Teacher generated tests/quizzes</p> <p><b>Unit 5 Test (District Requirement with Data Director)</b></p> <p>Teacher Observation/Student Participation</p> <p>Reading Fluency (timed and/or untimed)</p>
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Pacing	Instructional Unit	ELD Essential Standards Connection to ELA Standards can be found in West Ed Document	Required Assessments
Ongoing 	<u>Grammar</u> <ul style="list-style-type: none"> <li>• Perfect Tenses</li> <li>• Participles</li> </ul> <u>Writing</u> <ul style="list-style-type: none"> <li>• Literary Analysis</li> <li>• Character Sketch</li> <li>• Literary Response</li> <li>• Critique</li> <li>• Trait: Voice and Style</li> </ul>	<ul style="list-style-type: none"> <li>• Cluster 2- Figurative Language in Poetry</li> <li>• Cluster 2- Analyze Parody in Drama and Poetry</li> <li>• Cluster 3- Analyze Form and Sound in Poetry</li> <li>• Cluster 3- Form and Style</li> <li>• Cluster 3- Rhythm and Line Length in Poetry</li> </ul> <p><b>Writing</b> Writing Strategies &amp; Applications</p> <ul style="list-style-type: none"> <li>• Cluster 1- Write a Character Sketch</li> <li>• Cluster 2- Literary Response</li> <li>• Cluster 2- Literary Critique</li> <li>• Cluster 3- Analysis of an Issue</li> </ul> <p>Writing Conventions</p> <ul style="list-style-type: none"> <li>• Cluster 1- Past, Present, Future tenses</li> <li>• Cluster 1- Present Perfect Tense: regular and irregular verbs</li> <li>• Cluster 2- Past, Perfect, and Future Tenses</li> <li>• Cluster 3- Participles, Participle Phrases, Absolutes</li> </ul>	

**DATE OF LAST CONTENT REVISION:** August 2010

**DATE OF CURRENT CONTENT REVISION:** November 2012