

Orange Unified School District

ENGLISH LANGUAGE DEVELOPMENT—EARLY INTERMEDIATE

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.

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*
 - *Crazy Loco*
 - *Dr Jekyll and Mr. Hype*
 - *Dracula*
 - *Blue*
 - *Chasing the Lion*
 - *Miracles*
 - *Jane Eyre*
 - *Mysteries of Sherlock Holmes*
 - *Novio Boy*
 - *Of Sound Mind*
 - *Out of War*
 - *Jerry Spinelli*
 - *The Chi Lin Purse*
 - *The Riddle*
 - *Schoolhouse*
 - *The Friends*
 - *Sara’s Diary*
 - *Ties that Bind*
 - *Talking Stars*

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	<p><i>CELDT Preparation</i> and Unit 1: Think Again EQ – What Influences How You Act? Unit Launch</p> <ul style="list-style-type: none"> • Interpret quotes and analyze visuals <p><u>Cluster 1</u></p> <ul style="list-style-type: none"> • The Experiment (short story) • Superstitions: The Truth Uncovered (magazine article) • Vocabulary Workshop: Use word parts <p><u>Cluster 2</u></p> <ul style="list-style-type: none"> • Building Bridges (short story) • The Right Words at the Right Time (memoir) • Listening & Speaking Workshop: Role-Play <p><u>Cluster 3</u></p> <ul style="list-style-type: none"> • The Open Window (short story) • One in a Million (folk tale) <p><u>Language</u></p> <ul style="list-style-type: none"> • Ask and Answer Questions <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Complete Sentences • Subject/Verb Agreement • Complete Sentence <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Prefixes • Suffixes <p><u>Writing</u></p> <ul style="list-style-type: none"> • Response to Literature • Narrative Paragraph • Comparison Essay • Journal 	<p><i>CELDT-All four domains</i> <u>Listening & Speaking</u></p> <ul style="list-style-type: none"> • Cluster 1 – Beliefs • Cluster 2- Discussion • Cluster 3- Discussion <p><u>Reading</u> Reading Word Analysis:</p> <ul style="list-style-type: none"> • Cluster 1 – Preview and Predict • Cluster 2 - Clarify Ideas • Cluster 3- Interpret, Analyze, Speculate <p>Reading Comprehension</p> <ul style="list-style-type: none"> • Cluster 1 – Monitor • Cluster 2- Respond to Comprehension Questions • Cluster 3- Analyze Key Ideas <p>Literary Response and Analysis:</p> <ul style="list-style-type: none"> • Cluster 1 – Plot and Setting • Cluster 2- Perspective • Cluster 3 - Genre <p><u>Writing</u> Writing Strategies & Applications:</p> <ul style="list-style-type: none"> • Cluster 1- Opinion Statement • Cluster 2 – Comparison Essay • Cluster 3 – Focus and Unity <p>Writing Conventions:</p> <ul style="list-style-type: none"> • Cluster 1- Kinds of Sentences, Subjects and Predicates • Cluster 2 – Subject Verb Agreement • Cluster 3- Sentence Fragments 	<p>Edge Placement Test (District Requirement with Data Director if student is new to curriculum)</p> <p>CELDT</p> <p>EQ: Project-Children’s Book (T3, T68)</p> <p>Cluster Tests and/or Teacher generated tests/quizzes</p> <p>Unit 1 Test (District Requirement with Data Director)</p> <p>Teacher Observation/Student Participation</p> <p>Reading Fluency (timed and/or untimed)</p>
Ongoing ↓			
1 Week	Unit 1 Writing Project: Write a Personal Narrative Writing Trait Focus: Focus & Unity		Writing Portfolio Rubric


SECOND SEMESTER

Pacing	Instructional Unit	ELD Essential Standards Connection to ELA Standards can be found in West Ed Document	Required Assessments
1 Week	Unit 4 Writing Project: Write a Problem-Solution Essay (expository) Writing Trait Focus: Voice and Style		Writing Portfolio Rubric
4 Weeks	<p>CAHSEE Preparation <i>and</i> Unit 5: Fair Play EQ – Do People Get What They Deserve?</p> <p>Unit Launch</p> <ul style="list-style-type: none"> • Evaluate a speaker’s message • Respond to and interpret visuals <p><u>Cluster 1</u></p> <ul style="list-style-type: none"> • Jump Away (short story) • Showdown with Big Eva (personal narrative) • Vocabulary Workshop: Relate words • Listening & Speaking Workshop: Ask for and Give Information <p><u>Cluster 2</u></p> <ul style="list-style-type: none"> • Fear (short story) • Violence Hits Home (magazine article) • Listening and Speaking Workshop: Panel Discussion <p><u>Cluster 3</u></p> <ul style="list-style-type: none"> • Abuela Invents the Zero (short story) • Karate (personal narrative) • Listening & Speaking Workshop: Define and Explain <p><u>Language</u></p> <ul style="list-style-type: none"> • Ask for and Give Information • Engage in Conversation • Define and Explain <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Synonyms • Antonyms <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Adjectives • Adverbs <p><u>Writing</u></p> <ul style="list-style-type: none"> • Response to Literature • Character Sketch • Organization 	<p><u>Listening & Speaking</u></p> <ul style="list-style-type: none"> • Cluster 1 – Dramatize • Cluster 2 –Role Play • Cluster 3 – Panel Discussion <p><u>Reading</u></p> <p>Reading Fluency and Systematic Vocabulary Development:</p> <ul style="list-style-type: none"> • Cluster 1 – Synonyms • Cluster 2 – Antonyms • Cluster 3 - Antonyms <p>Reading Comprehension:</p> <ul style="list-style-type: none"> • Cluster 1 – Theme • Cluster 2 – Suspense • Cluster 3 – Irony <p><u>Writing</u></p> <p>Writing Strategies and Applications:</p> <ul style="list-style-type: none"> • Cluster 1- Opinion Statement • Cluster 2- Character Sketch • Cluster 3 – Letter <p>Writing Conventions:</p> <ul style="list-style-type: none"> • Cluster 1 – Adjectives • Cluster 2 – Adjectives • Cluster 3 – Adverbs 	<p>CAHSEE (10th and 12th)</p> <p>EQ: Project-Comic Book or Graphic Novel (T349, T422)</p> <p>Cluster Tests and/or Teacher generated tests/quizzes</p> <p>Unit 5 Test (District Requirement with Data Director)</p> <p>Teacher Observation/Student Participation</p> <p>Reading Fluency (timed and/or untimed)</p>

Ongoing


Pacing	Instructional Unit	ELD Essential Standards Connection to ELA Standards can be found in West Ed Document	Required Assessments
1 Week	Unit 5 Writing Project: Write a Description of a Process (expository-procedural) Writing Trait Focus: Organization		Writing Portfolio Rubric
4 Weeks	<p>Unit 6: Coming Of Age EQ – What Rights and Responsibilities Should Teens Have? <u>Unit Launch</u></p> <ul style="list-style-type: none"> Evaluate a speaker’s message Respond to and interpret visuals <p><u>Cluster 1</u></p> <ul style="list-style-type: none"> 16: The Right Voting Age (nonfiction argument) Teen Brains are Different (nonfiction expository nonfiction) Vocabulary Workshop: Use a dictionary to build word knowledge <p><u>Cluster 2</u></p> <ul style="list-style-type: none"> Should Communities Set Teen Curfews? (nonfiction magazine opinion piece) Curfews: A National Debate (nonfiction commentary) Listening & Speaking Workshop: Persuasive Speech <p><u>Cluster 3</u></p> <ul style="list-style-type: none"> What Does Responsibility Look Like? (nonfiction essay) Getting a Job (nonfiction functional documents) <p><u>Language</u></p> <ul style="list-style-type: none"> Make Comparisons Express Opinions Persuade <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Reference Sources Analogies Multiple Meaning Words <p><u>Grammar</u></p> <ul style="list-style-type: none"> Indefinite Pronouns Word Order Compound Sentences <p><u>Writing</u></p> <ul style="list-style-type: none"> Analysis Argument Persuasion 	<p><u>Listening & Speaking</u></p> <ul style="list-style-type: none"> Cluster 1 – Dramatize Cluster 2 –Role Play Cluster 3 – Panel Discussion <p><u>Reading</u></p> <p>Reading Fluency and Systematic Vocabulary Development:</p> <ul style="list-style-type: none"> Cluster 1 – Reference Sources Cluster 2 – Analogies Cluster 3 - Multiple Meaning Words <p>Reading Comprehension:</p> <ul style="list-style-type: none"> Cluster 1 – Theme Cluster 2 – Suspense Cluster 3 – Irony <p><u>Writing</u></p> <p>Writing Strategies and Applications:</p> <ul style="list-style-type: none"> Cluster 1- Analysis Cluster 2- Argument Cluster 3 – Letter of Persuasion <p>Writing Conventions:</p> <ul style="list-style-type: none"> Cluster 1 – Indefinite Pronouns Cluster 2 – Word Order Cluster 3 – Compound Sentences 	<p>EQ: Project-Ad Campaign (T441, T500)</p> <p>Cluster Tests and/or Teacher generated tests/quizzes</p> <p>Unit 6 Test (District Requirement with Data Director)</p> <p>Teacher Observation/Student Participation</p> <p>Reading Fluency (timed and/or untimed)</p>

Ongoing



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 Trait Focus: Development of Ideas		Writing Portfolio Rubric
4 Weeks	<p>CST and CMA Preparation and Unit 7: Making Impressions EQ – What Do You Do to Make an Impression? Unit Launch</p> <ul style="list-style-type: none"> ● Evaluate a speaker’s message ● Respond to and interpret visuals <p><u>Cluster 1</u></p> <ul style="list-style-type: none"> ● Novio Boy, Scene 7, Part 1 (play) ● Oranges (poem) ● Vocabulary Workshop: idioms <p><u>Cluster 2</u></p> <ul style="list-style-type: none"> ● Novio Boy, Scene 7, Part 2 (play) ● Your World (poem) ● Listening & Speaking: Poetry Slam <p><u>Cluster 3</u></p> <ul style="list-style-type: none"> ● A Letter to Helen Keller (letter) ● Helen Keller (poem) ● Marked (poem) ● Dusting (poem) <p><u>Language</u></p> <ul style="list-style-type: none"> ● Engage in Discussion ● Use Appropriate Language ● Elaborating During a Discussion <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> ● Idioms ● Reference Sources <p><u>Grammar</u></p> <ul style="list-style-type: none"> ● Complex Sentences ● Verb Tenses ● Complex Sentences <p><u>Writing</u></p> <ul style="list-style-type: none"> ● Composition ● Theme Analysis ● Poem 	<p><u>Listening & Speaking</u></p> <ul style="list-style-type: none"> ● Cluster 1 – Poetry ● Cluster 2 – Oral Report ● Cluster 3 – Song Lyrics <p><u>Reading</u></p> <p>Reading Fluency and Systematic Vocabulary Development:</p> <ul style="list-style-type: none"> ● Cluster 1 – Idioms ● Cluster 2 – Idioms ● Cluster 3 – Reference Sources <p>Reading Comprehension:</p> <ul style="list-style-type: none"> ● Cluster 1 – Mental Images ● Cluster 2 – Sensory Images ● Cluster 3 – Emotional Response <p><u>Writing</u></p> <p>Writing Strategies and Applications:</p> <ul style="list-style-type: none"> ● Cluster 1- Opinion Statement ● Cluster 2- Explanation and Comment ● Cluster 3 – Voice and Style <p>Writing Conventions:</p> <ul style="list-style-type: none"> ● Cluster 1 – Complex Sentences ● Cluster 2 – Verb Tenses ● Cluster 3 – Complex Sentences 	<p>CST and CMA</p> <p>EQ: Project-Skit (T519, T586)</p> <p>Cluster Tests and/or Teacher generated tests/quizzes</p> <p>Unit 7 Test (District Requirement with Data Director)</p> <p>Teacher Observation/Student Participation</p> <p>Reading Fluency (timed and/or untimed)</p>

Ongoing

DATE OF LAST CONTENT REVISION: August 2010

DATE OF CURRENT CONTENT REVISION: November 2012