

**Orange Unified School District**  
**ENGLISH LANGUAGE DEVELOPMENT—INTERMEDIATE**  
**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 9-10<sup>th</sup> Grade English Language Arts Standards and the 9-12<sup>th</sup> 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.

### 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)*
  - *Hole in My Life*
  - *Keeper*
  - *Left Behind*
  - *Miracle’s Boys*
  - *Narrative of the Life of Frederick Douglass*
  - *Parrot in the Oven*
  - *Picture Bride*
  - *Romiette and Julio*
  - *September 11, 2001: Attack on New York City*
  - *The Afterlife*
  - *The Other Side of the Sky: A Memoir*
  - *The Outsiders*
  - *The Stone Goddess*
  - *The Trojan Horse: The Fall of Troy*
  - *Warriors Don’t Cry*

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 and</i>  <b>Unit 1: Choices</b>  <b>EQ: What influences a person’s choices?</b>            Unit Launch</p> <ul style="list-style-type: none"> <li>Evaluate a Speaker’s Message</li> <li>Respond to and Interpret Visuals</li> </ul> <p><u>Cluster 1</u></p> <ul style="list-style-type: none"> <li>The Good Samaritan (short story)</li> <li>Don’t go Gentle into that Good Express Way (poem)</li> <li>The World is in Their Hands (nonfiction-information text)</li> <li>Vocabulary Workshop: Use Word Parts</li> </ul> <p><u>Cluster 2</u></p> <ul style="list-style-type: none"> <li>Thank you Ma’am (short story)</li> <li>Juvenile Justice from Both Sides of the Bench (interview)</li> <li>Listening &amp; Speaking Workshop: Oral Response to Literature</li> </ul> <p><u>Cluster 3</u></p> <ul style="list-style-type: none"> <li>The Necklace (short story)</li> <li>The Fashion Show (memoir)</li> </ul>	<p><i>CELDT-all four domains</i>  <u>Listening &amp; Speaking</u></p> <ul style="list-style-type: none"> <li>Cluster 2- Listen Attentively</li> <li>Cluster 3- Speak to be Understood</li> </ul> <p><u>Reading</u>            Reading Word Analysis:</p> <ul style="list-style-type: none"> <li>Cluster 2- Apply Knowledge of Word Parts</li> </ul> <p>Reading Fluency &amp; Systematic Vocabulary Development:</p> <ul style="list-style-type: none"> <li>Cluster 2- Use Social and Academic Vocabulary</li> <li>Cluster 1, 2, 3- Decode New Words</li> </ul> <p>Reading Comprehension</p> <ul style="list-style-type: none"> <li>Cluster 2- Respond to Comprehension Questions</li> <li>Cluster 3- Analyze Setting and Theme</li> </ul> <p>Literary Response and Analysis:</p> <ul style="list-style-type: none"> <li>Cluster 2- Analyze Characters</li> </ul> <p><u>Writing</u>            Writing Strategies &amp; Applications:</p> <ul style="list-style-type: none"> <li>Cluster 1- Use Various Elements of Discourse</li> </ul> <p>Writing Conventions:            Cluster 1- Use Correct Mechanics, Grammar, and Appropriate Paragraph Structure.</p>	<p><b>Placement Test (District Requirement with Data Director is student is new to curriculum)</b></p> <p>CELDT</p> <p>EQ: Project: TV Talk Show</p> <p>Cluster Tests and/or Teacher generated tests/quizzes</p> <p><b>Unit 1 Test (District Requirement with Data Director)</b></p> <p>Teacher Observation/Student Participation</p> <p>Reading Fluency (timed and/or untimed)</p>
Ongoing 	<p><u>Language</u></p> <ul style="list-style-type: none"> <li>Ask and Answer Questions</li> <li>Express Ideas and Opinions</li> <li>Express Feelings and Intentions</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Complete Sentences</li> <li>Subject/Verb Agreement</li> <li>Sentence Fragments</li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>Prefixes</li> <li>Roots</li> <li>Suffixes</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Response to Literature</li> <li>Definition Paragraph</li> <li>Comparison Essay</li> <li>Focus and Unity</li> </ul>		





**SECOND SEMESTER**

Pacing	Instructional Unit	ELD Essential Standards Connection to ELA Standards can be found in West Ed Document	Required Assessments
<p>5 weeks</p> <p style="text-align: center;">Ongoing</p> 	<p>CAHSEE Preparation and <b>Unit 4: Opening Doors</b> <b>EQ: How Can Knowledge Open Doors?</b> Unit Launch</p> <ul style="list-style-type: none"> <li>Evaluate a Speaker’s Message</li> <li>Respond to and Interpret Visuals</li> </ul> <p><u>Cluster 1</u></p> <ul style="list-style-type: none"> <li>Curtis Aikens and the American Dream (nonfiction biography)</li> <li>Think You Don’t Need an Education? (nonfiction brochure)</li> <li>Go For It! (nonfiction opinion essay)</li> <li>Vocabulary Workshop: Clarify Word Meanings</li> </ul> <p><u>Cluster 2</u></p> <ul style="list-style-type: none"> <li>Superman and Me (nonfiction essay) (optional)</li> <li>A Smart Cookie (short fiction)</li> <li>It’s Our Story, Too (nonfiction memoir)</li> <li>Listening and Speaking Workshop: Oral Report</li> </ul> <p><u>Cluster 3</u></p> <ul style="list-style-type: none"> <li>The Fast and the Fuel-Efficient (nonfiction news feature)</li> <li>The Hybrid (cartoon)</li> <li>Teens Open Doors (nonfiction article) (optional)</li> </ul> <p><u>Language</u></p> <ul style="list-style-type: none"> <li>Define and Explain</li> <li>Clarify</li> <li>Verify or Confirm Information</li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>Dictionary and Jargon</li> <li>Multiple-Meaning Words</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Show Possession</li> <li>Use Pronouns in Prepositional Phrases</li> <li>Use the Correct Pronoun</li> </ul>	<p><u>Listening &amp; Speaking</u></p> <ul style="list-style-type: none"> <li>Cluster 3- Speak to be Understood</li> <li>Cluster 2- Vary Ways of Speaking</li> <li>Cluster 3- Use Figurative Language</li> <li>Cluster 2- Ask and Answer Questions</li> </ul> <p><u>Reading</u></p> <p>Reading Word Analysis:</p> <ul style="list-style-type: none"> <li>Cluster 2- Apply Knowledge of Word Parts</li> <li>Cluster 3- Apply Knowledge of Cognates</li> </ul> <p>Reading Fluency &amp; Systematic Vocabulary Development:</p> <ul style="list-style-type: none"> <li>Cluster 2- Recognize Words with Multiple Meanings</li> <li>Cluster 3- Use a Standard Dictionary</li> <li>Cluster 1- Read Aloud</li> </ul> <p>Reading Comprehension:</p> <ul style="list-style-type: none"> <li>Cluster 1- Interpret Text Features</li> <li>Cluster 2- Analyze Informational Materials</li> </ul> <p><u>Writing</u></p> <p>Writing Strategies &amp; Applications:</p> <ul style="list-style-type: none"> <li>Cluster 1- Analyze Characters</li> <li>Cluster 2- Write Career-Related Documents</li> <li>Cluster 1- Write Research Reports</li> <li>Cluster 1, 2- Use the Writing Process</li> </ul> <p>Writing Conventions:</p> <ul style="list-style-type: none"> <li>Cluster 1- Use Correct Mechanics, Grammar, and Appropriate Paragraph Structure</li> <li>Cluster 2- Revise Writing</li> <li>Cluster 3- Edit Writing</li> </ul>	<p>CAHSEE (10<sup>th</sup> and 12<sup>th</sup> )</p> <p>EQ: Project: Class Newspaper and Magazine</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
Ongoing ↓	<u>Writing</u> <ul style="list-style-type: none"> <li>• Response to Literature</li> <li>• Letter to the Editor</li> <li>• Organization</li> </ul> Write a Test Response		
1 week	Writing: Persuasive Essay Targeted Trait: Voice and Style (see TE T562B)		Writing Portfolio Rubric
Ongoing ↓	<b>Unit 7: Where We Belong</b> <b>EQ: What Holds Us Together?</b> <b>What Keeps Us Apart?</b>  Unit Launch <ul style="list-style-type: none"> <li>• Evaluate a Speaker’s Message</li> <li>• Respond to and Interpret Visuals</li> </ul> <u>Cluster 1</u> <ul style="list-style-type: none"> <li>• A Raisin in the Sun (play)</li> <li>• My Father is a Simple man (poem)</li> <li>• My Mother Pieced Quilts (poem)</li> <li>• Vocabulary Workshop: Interpret Figurative Language</li> </ul> <u>Cluster 2</u> <ul style="list-style-type: none"> <li>• Pass It On (play)</li> <li>• If There Be Pain (song lyric)</li> <li>• Sonnet 30 (sonnet)</li> <li>• Listening &amp; Speaking Workshop: Narrative Presentation</li> </ul> <u>Cluster 3</u> <ul style="list-style-type: none"> <li>• I Hear America Singing (poem)</li> <li>• I, Too (poem)</li> <li>• Where Is My Country? (poem)</li> <li>• Legal Alien (poem)</li> <li>• Human Family (poem)</li> </ul> <u>Language</u> <ul style="list-style-type: none"> <li>• Negotiate</li> <li>• Use Appropriate Language</li> </ul> <u>Vocabulary</u> <ul style="list-style-type: none"> <li>• Figurative Language</li> <li>• Denotation and Connotation</li> </ul> <u>Grammar</u> <ul style="list-style-type: none"> <li>• Write in the Present Perfect Tense</li> <li>• Write with the Perfect Tenses</li> <li>• Enrich Your Sentence</li> </ul>	<u>Listening &amp; Speaking</u> <ul style="list-style-type: none"> <li>• Cluster 1- Use Figurative Language</li> <li>• Cluster 2- Identify Media Messages</li> <li>• Cluster 3- Deliver Oral Presentations</li> </ul> <u>Reading</u> Reading Word Analysis: <ul style="list-style-type: none"> <li>• Cluster 3- Apply Knowledge of Cognates</li> </ul> Reading Fluency & Systematic Vocabulary Development: <ul style="list-style-type: none"> <li>• Cluster 1- Use Social and Academic Vocabulary</li> <li>• Cluster 2- Decode New Words</li> <li>• Cluster 3- Recognize Words with Multiple Meanings</li> <li>• Cluster 3- Use Analogies and Metaphors</li> </ul> Reading Comprehension: <ul style="list-style-type: none"> <li>• Cluster 1- Respond to Comprehension Questions</li> <li>• Cluster 2- Analyze Key Ideas</li> </ul> Literary Response & Analysis: <ul style="list-style-type: none"> <li>• Cluster 1- Describe Characteristics of Literary Texts</li> <li>• Cluster 2- Describe Literary Elements</li> <li>• Cluster 3- Analyze Literary Texts</li> </ul> <u>Writing</u> Writing Strategies & Applications: <ul style="list-style-type: none"> <li>• Cluster 3- Use the Writing Process</li> </ul> Writing Conventions: <ul style="list-style-type: none"> <li>• Cluster 1- Use Correct Mechanics, Grammar, and Appropriate Paragraph Structure</li> <li>• Cluster 2- Revise Writing</li> <li>• Cluster 3- Edit Writing</li> </ul>	EQ: Project: Poetry Anthology  Writing: Research Skills (Teacher generated materials)  Oral Presentation  Cluster Tests and/or Teacher generated tests/quizzes  <b>Unit 7 Test (District Requirement with Data Director)</b>  Teacher Observation/Student Participation  Reading Fluency (timed and/or untimed)

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Ongoing ↓	<u>Writing</u> <ul style="list-style-type: none"> <li>• Response to Literature</li> <li>• Test Essay: Theme</li> <li>• Literary Critique</li> <li>• Style and Voice</li> </ul>		
1 week	Listening and Speaking Workshop: Narrative Presentation Targeted Traits: Sequence a personal experience, give a narrative presentation, use a rubric (see TE T652)		Narrative Presentation Rubric

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

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