

**Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study**

Department	English		Course Title	English Language Development 1 AB		
Course Code		Grade Level	9-12		Course Length	1 Year
Credits/Semester	5	Required for Graduation	No		Elective Credit	Yes
Prerequisites	None					
Community College Articulation		Name of College				
UC/CSU Articulation		Name of University				
Meets UC/CSU "a-g" Requirement		Meets NCAA Requirement		Honors Grading Differentiation		

COURSE DESCRIPTION

This course is designed for English Learners (ELs) who are non-native speakers. Using the State and District-adopted High Point Program (Basics Level) which correlates to the California State English Language Development Standards, it addresses the domains of listening, speaking, reading and writing for students with CELDT levels of Beginning to Early Intermediate. Coursework builds on students' previous education and language knowledge to introduce the English language and help students adjust to their new cultural environment. This course enhances student confidence and promotes language proficiency for personal, social, and educational purposes. Instruction in this skills-based program is designed to develop students' abilities to use English as a means of gaining knowledge, acquiring skills and communicating with others. State-approved ELD texts/programs are used to teach students the skills necessary to listen actively, speak fluently, read efficiently and write effectively. Students will be exposed to the ethics, values, customs and beliefs prevalent in the United States as well as the sociocultural similarities and differences of other cultures. Instruction is sequential and explicit and is based on a spiraling curriculum leading to higher levels of English Language Development ultimately allowing the student to be reclassified as R-FEP.

GOALS: Mastery of all ELD essential standards with a concerted effort at mastery of lower frequency standards as well.

California Content Standards

The following abbreviations are included to indicate the assessments used to measure a student's proficiency in each of the appropriate standards: California English Language Development Test (CELDT); California Standards Test (CST); California High School Exit Exam (CAHSEE); Practice Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMQST). High frequency standards on the California English Language Development Test are identified using (CELDT)* after the standard. Standards for the Beginning and Early Intermediate levels are identified as (B) and (EI) following the standard.

Evaluation

Student achievement will be measured using multiple assessment tools, included but not limited to benchmark test results, final exams, end-of-unit tests, quizzes, homework, classwork, notebooks, ELD Progress Portfolios, authentic performance assessments, and written assessments using the District's rubric. District-wide benchmark assessments will be assessed using the following chart:

Performance Standards - Benchmark Assessments				
Far Below Basic = F	Below Basic = D	Basic = C	Proficient = B	Advanced Proficient = A

Course Outline

DOMAIN	Course Title			
	Functions***	Standards*	Model Tasks**	Tools & Text
Listening and Speaking: Strategies and Applications; Comprehension, Organization and Delivery of Oral Communication; Analysis and Evaluation of Oral and Media Communications and Comprehension 1 year	The student will work with the following functions: Demonstrate non-verbal communication Exchange social courtesies Express needs and likes Express intentions Describe people, places and things Describe actions Ask and answer informational questions Ask for and give advice Ask for and accept a favor	ELD Standards for Beginning and Early Intermediate Students. The student will: Answer questions by using simple sentences or phrases.(B) Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms, (e.g., single words or phrases). (B) (CELDT)* Demonstrate comprehension of oral presentations and instructions through nonverbal responses. (B) Respond with simple words or phrases to questions about simple written texts. (B) Orally identify types of media (e.g., magazines,	SUGGESTED STUDENT ACTIVITIES Respond non-verbally or with one or two words and short phrases. (B) Begin to comprehend and respond more often as an individual with increasing English production. (B) Learn to use greetings and other types of social conventions. (B) Ask simple questions. (B) Express basic personal and safety needs. (B) Participate in songs, chants and rhymes. (B) Use present tense verbs and simple plurals. (B) Follow classroom routines and schedules. (B) Continue all receptive and productive behaviors from the previous level. (EI) Recite familiar songs, stories, rhymes, changes, poems. (EI)	The student will work with the following forms: Words with short <i>a, o, u, ch, and tch</i> Words with short <i>e</i> , final <i>ll, ss, zz, ck</i> , and diagraph <i>sh</i> Short and long vowel words Long vowels: <i>ai, ay; ee, ea; oo, ow.</i> Words with long vowels: <i>ie, igh, ui, ue</i> Words with diphthongs and variant vowels and consonants Words with blends/digraphs R-controlled vowels Long vowel words Words with prefixes and suffixes Syllable types

	Follow directions	documentary film, news report).(B)	Respond using more English production. (EI)	Multisyllabic words
	Interview	Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns, such as he or she). (EI)	Begin using present progressive verbs. (EI)	Compound words
	Give / carry out commands		Produce simple sentences and statements. (EI)	Words with <i>y</i>
	Buy or sell an item		Ask and answer simple questions regarding familiar content. (EI)	Present tense verbs: <i>am, is, are</i>
	Order an item		Participate in face-to-face conversations with peers. (EI)	Present tense action verbs
	Give information/ directions	Ask and answer questions by using phrases or simple sentences. (EI) (CELDT)*	Participate to a limited degree in classroom discussions. (EI)	Regular past tense verbs
	Make observations		Begin to self-check. (EI)	Pronoun-verb contractions
	Generate ideas & solve problems	Restate and execute multiple-step oral directions. (EI) (CELDT)*	SUGGESTED TEACHER ACTIVITIES:	Present tense verbs: <i>has</i> and <i>have</i>
	Use the telephone		Provide opportunities to identify and use different types of media. (B)	Verbs: <i>can</i>
	Listen to a book	Restate in simple sentences the main idea of oral presentations in subject-matter content. (EI)	Use TPR strategies. (B)	Irregular past tense verbs: <i>was, were</i>
	Listen to an article		Provide systematic, sequential language development. (B, EI)	Verb ending: <i>ed</i>
	Retell a story	Orally communicate basic needs, (e.g., "Do we have to?"). (EI) (CELDT)*	Provide listening opportunities, model vocabulary, sentence structure, grammar. (B, EI)	Present progressive verbs
	Describe a character	Prepare and deliver short oral presentations. (EI)	Read aloud/shared reading with visuals . (B, EI)	Action verbs/adverbs
	Recognize high frequency words			Verb ending: <i>ing</i>
	Develop phonemic awareness			Verbs <i>may, might, could</i>
	Identify steps in a process			Contractions with <i>will</i>
	Identify problem and solution			Contractions with <i>not</i>
	Identify cause/effect			<i>There is</i> and <i>There are</i>
				Future tense verbs
				Phrases with <i>like to /want to</i>
				Phrases with <i>have to</i> and

	Identify details Make judgments Generate ideas Solve problems Express possibility or probability Give opinions Make suggestions Role-play Relate to personal experiences Have a discussion		Models appropriate language in content. (B, EI) Provides daily oral language activities. (B, EI) Utilize cooperative learning strategies. (B, EI) Incorporate flexible grouping. (B, EI) Use interactive technology. (B, EI) Build on prior knowledge. (B, EI) Use student-generated text. (B, EI) Use labeled picture dictionaries/books with basic vocabulary (e.g., household and school objects, food, etc.) (B, EI) Students complete sentences orally with one or two words. (EI)	<i>need to</i> Modals: <i>must, should</i> Capitalization of proper nouns / initials in names Proper, plural and possessive nouns Pronouns, possessive pronouns Object pronouns Adjectives; sensory adjectives Adverbs; prepositions Yes-or-No questions Questions with <i>Who?</i>, <i>What?</i>, <i>Where?</i>, <i>When?</i> Questions with <i>How?</i>, <i>Why?</i>, <i>How Many?</i>, <i>How Much?</i> Questions with <i>Do</i> and <i>Does</i> Questions and answers Commands; negative sentences
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DOMAIN	Course Title			
	Functions***	Standards*	Model Tasks**	Forms***
Reading: Word Analysis	The student will work with the following	ELD Standards for Beginning and Early Intermediate Students.	SUGGESTED STUDENT ACTIVITIES Develop initial print awareness. (B)	The student will work with the following forms: Words with short <i>a, o, u, ch,</i>

	functions: Associate sounds and symbols Use word patterns to decode words Divide words into syllables Decode multisyllabic words Blend sounds to decode words Decode long vowel words Recognize compound words Identify verb endings Decode words with endings Identify noun endings Identify words Use letter patterns to decode words Blend sounds to decode words	The student will: Recognize and correctly pronounce most English phonemes while reading aloud. (B) (CELDT)* Recognize the most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals). (B) (CELDT)* Produce most English phonemes comprehensibly while reading aloud one's own writing, simple sentences, or simple texts. (EI) Use common English morphemes in oral and silent reading. (EI) (CELDT)* Recognize obvious cognates (e.g., education, <i>educación</i>; actually, <i>actualmente</i>) in phrases, simple sentences, literature, and content area texts. (E I)	Begin to read single words and short phrases. (B) Recognize and use previously learned vocabulary and language patterns. (EI) SUGGESTED TEACHER ACTIVITIES Restate and rephrase. (B) Use realia and visuals in oral language development and shared reading. (B) Model correct pronunciation. (B) Teach phonemic awareness through sound repetition, chants, poems, rhymes, pattern books, etc. (B) Engage students in oral reading strategies (popcorn, choral, red robin, etc.) (B, EI) Utilize cooperative learning strategies. (B, EI) Use daily aural activities (e.g., read alouds, books on tape, books on computer, listening centers, etc.) (B, EI) Use student generated text. (B, EI) Model use of vocabulary and sight words with interactive word walls, picture labels, and predictable text. (B, EI) Use TPR strategies. (B, EI) Use graphic organizers for simple identification and/or concept development. (B, EI) Utilize interactive technology. (B, EI) Incorporate Readers' and Writers' Workshops. (B, EI)	<i>and tch</i> Words with short <i>e</i>, final <i>ll</i>, <i>ss</i>, <i>zz</i>, <i>ck</i>, and diagraph <i>sh</i> Short and long vowel words Long vowels: <i>ai</i>, <i>ay</i>; <i>ee</i>, <i>ea</i>; <i>oo</i>, <i>ow</i>. Words with long vowels: <i>ie</i>, <i>igh</i>, <i>ui</i>, <i>ue</i> Words with diphthongs and variant vowels and consonants Words with blends/digraphs R-controlled vowels Long vowel words Words with prefixes and suffixes Syllable types Multisyllabic words Compound words Words with <i>y</i> Present tense verbs: <i>am</i>, <i>is</i>, <i>are</i> Present tense action verbs Regular past tense verbs Pronoun-verb contractions Present tense verbs: <i>has</i>
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			Use flexible grouping. (B, EI) Build on prior knowledge. (B, EI) Use decodable text. (B, EI) Use varied reading strategies to discriminate between letters, words, and sentences. (B, EI) Use cloze techniques and story frames and dialogue journals. (EI) Use sentence strips for sequencing (EI) Demonstrate use of standard dictionary. (EI) Teach familiar cognates when used in content-area texts. (EI) Use SDAIE strategies. (EI)	and <i>have</i> Verbs: <i>can</i> Irregular past tense Verbs; <i>was, were</i> Verb ending: <i>ed</i> Present progressive verbs Action verbs/adverbs Verb ending: <i>ing</i> Verbs <i>may, might, could</i> Contractions with <i>will</i> Contractions with <i>not</i> <i>There is</i> and <i>There are</i> Future tense verbs Phrases with <i>like to /want to</i> Phrases with <i>have to</i> and <i>need to</i> Modals: <i>must, should</i> Capitalization of proper nouns / initials in names Proper, plural and possessive nouns Pronouns, possessive pronouns Object pronouns Adjectives, sensory
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				adjectives Adverbs Prepositions Yes-or-no questions Questions with <i>Who?</i> <i>What? Where? When?</i> Questions with <i>How?</i>, <i>Why?</i>, <i>How Many?</i>, <i>How Much?</i> Questions with <i>Do</i> and <i>Does</i> Questions and Answers Commands; negative sentences
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DOMAIN	Course Title			
	Functions***	Standards*	Model Tasks**	Forms***
Reading: Fluency and Systematic Vocabulary Development	The student will work with the following functions: Associate sounds and symbols	ELD Standards for Beginning and Early Intermediate Students. The students will: Recognize simple affixes (e.g., educate, education), prefixes (e.g., dislike), synonyms (e.g., big, large,	SUGGESTED STUDENT ACTIVITIES Develop initial print awareness. (B) Begin to read single words and short phrases. (B) Reads his/her own writing. (B)	The student will work with the following forms: Words with short <i>a</i>, <i>o</i>, <i>u</i>, <i>ch</i>, and <i>tch</i> Words with short <i>e</i>, final <i>ll</i>, <i>ss</i>, <i>zz</i>, <i>ck</i>, and

	Use word patterns to decode words Divide words into syllables Decode multisyllabic Words Blend sounds to decode words Decode long vowel words Recognize compound words Identify verb endings Decode words with endings Identify noun endings Identify words Use letter patterns to decode words Blend sounds to decode words	and antonyms (e.g., hot, cold). (B) (CELDT)* Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses. (B) Respond with appropriate short phrases or sentences in various social and academic settings (e.g., answer simple questions). (B) Use an English dictionary to find the meaning of simple known vocabulary. (B) Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). (B) Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words. (EI) (CELDT)* Recognize simple idioms, analogies, and figures of speech (e.g., "the last word") in literature and subject-matter texts. (EI) (CELDT)*	Recognize and use previously learned vocabulary and language patterns. (EI) Sequence familiar topics and patterns. (EI) Read student-generated text. (EI) SUGGESTED TEACHER ACTIVITIES Use simplified speech. (B) Teach phonemic awareness through sound repetition, chants, poems, rhymes, pattern books, etc. (B) Use TPR strategies. (B) Provide opportunities for students to make personal dictionaries. (B) Teach English dictionary skills. (B) Use realia and visuals with literature and content-area text. (B) Provide labeled picture books with basic vocabulary (e.g., household objects, food, clothing, etc.). (B) Utilize listening centers. (B) Use varied reading strategies to discriminate between letters, words, and sentences.(B) Use dialogue journals. (B) Restate and rephrase. (B, EI) Create a classroom of teacher/ student-generated text. (B, EI) Use predictable/pattern books. (B, EI) Utilize cooperative learning strategies. (B, EI)	diagraph <i>sh</i> Short and long vowel words Long vowels: <i>ai, ay; ee, ea; oo, ow.</i> Words with long vowels: <i>ie, igh, ui, ue</i> Words with diphthongs and variant vowels & consonants Words with blends/digraphs R-controlled vowels Long vowel words Words with prefixes and suffixes Syllable types Multisyllabic words Compound words Words with <i>y</i> Present tense verbs: <i>am, is, are</i> Present tense action verbs Regular past tense verbs Pronoun-verb contractions
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		Read simple paragraphs and passages independently. (EI) Recognize that some words have multiple meanings and apply this knowledge to texts. (EI) (CELDT)* Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud. (EI) Read aloud with appropriate pacing, intonation, and expression one's own writing of narrative and expository texts. (EI) Use a standard dictionary to find the meaning of unknown vocabulary. (EI) Use appropriate connectors (e.g., first, then, after that, finally) to sequence written text. (EI)	Use interactive technology. (B, EI) Use varied reading strategies. (B, EI) Provide opportunities for small group, teacher led discussions. (B, EI) Use graphic organizers. (B, EI) Incorporate Readers' and Writers' Workshops. (B, EI) Use flexible grouping. (B, EI) Use decodable text. (B, EI) Build on prior knowledge. (B, EI) Use cloze techniques and story frames. (EI) Model revising and editing using student-generated text. (EI) Use Readers' Theater. (EI) Model and provide opportunities to use appropriately-leveled reference materials. (EI) Use literature to expose students to multiple-meaning words. (EI) Use SDAIE strategies. (EI)	Present tense verbs: <i>has</i> and <i>have</i> Verbs: <i>can</i> Irregular past tense Verbs; <i>was, were</i> Verb ending: <i>ed</i> Present progressive verbs Action verbs/adverbs Verb ending: <i>ing</i> Verbs <i>may, might, could</i> Contractions with <i>will</i> Contractions with <i>Not</i> <i>There is</i> and <i>There are</i> Future tense verbs Phrases with <i>like to</i> / <i>want to</i> Phrases with <i>have to</i> and <i>need to</i> Modals: <i>must, should</i> Capitalization of proper nouns / initials in names Proper, plural and possessive nouns Pronouns, possessive pronouns
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				Object pronouns Adjectives; sensory adjectives Adverbs Prepositions Yes-or-No questions Questions with <i>Who?</i>, <i>What?</i>, <i>Where?</i>, <i>When?</i> Questions with <i>How?</i>, <i>Why?</i>, <i>How Many?</i>, <i>How Much?</i> Questions with <i>Do</i> and <i>Does</i> Questions and answers Commands; negative sentences
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DOMAIN	Course Title			
	Functions***	Standards*	Model Tasks**	Forms***
Reading Comprehension	The student will work with the following functions:	ELD Standards for Beginning and Early Intermediate Students. The students will:	SUGGESTED STUDENT ACTIVITIES	The student will work with the following forms:
	Set a purpose for reading Read a selection Read aloud a story	Understand and follow simple multiple step oral directions for classroom or work-related activities. (B) Recognize a few specific facts in familiar expository texts, i.e., consumer publications, workplace	Develop initial print awareness. (B) Comprehend simple stories and content. (B) Comprehend and recall major facts of a simple story or content. (EI) Sequence familiar topics and patterns. (EI) SUGGESTED TEACHER ACTIVITIES Provide a variety of reading/listening	Words with short <i>a</i>, <i>o</i>, <i>u</i>, <i>ch</i>, and <i>tch</i> Words with short <i>e</i>, final <i>ll</i>, <i>ss</i>, <i>zz</i>, <i>ck</i>, and diagraph <i>sh</i> Short and long vowel words

	Dramatize Identify sequence Make Inferences Identify details that support main idea Draw conclusions Analyze information Summarize Classify information Make comparisons Identify exclamations and statements Use text features (photos, captions, and labels) Identify cause and effect Use captions Make judgments Distinguish between facts and opinions Predict words	documents, content. (B) (CELDT)* Orally identify the main ideas and some details of familiar literature and informational materials and public documents (e.g., newspaper, brochure) by using key words or phrases. (B) (CELDT)* Point out text features, such as the title, table of contents, and chapter headings. (B) Identify the vocabulary, syntax, and grammar used in public and workplace documents (e.g., speeches, debates, manuals, etc.) (B) Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions. (EI) (CELDT)* Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms. (EI) Orally identify the features of simple excerpts of public documents by using key words or phrases. (EI)	strategies. (B) Use art, mime, music, role-playing strategies, etc. (B) Use simplified speech. (B) Provide practice with text resources (e.g., pictures, lists, tables) in public and workplace documents (e.g., speeches, debates, etc.). (B) Provide activities where students follow multi-step directions. (B, EI) Expose students to informational materials, (e.g., newspapers, magazines, manuals, contracts, warranties, etc.). (B, EI) Model use of table of contents, title page, etc. (B, EI) Use TPR strategies. (B, EI) Use graphic organizers to explore main ideas/supporting details in literature and informational materials/public documents. (B, EI) Utilize interactive technology. (B, EI) Incorporate Readers' and Writers' Workshop. (B, EI) Use flexible grouping. (B, EI) Use varied reading techniques (read aloud, guided reading, shared reading, choral reading, paired reading, independent reading, etc.) (B, EI) Use predictable/pattern books. (B, EI)	Long vowels: <i>ai, ay; ee, ea; oo, ow</i>. Words with long vowels: <i>ie, igh, ui, ue</i> Words with diphthongs, variant vowels and consonants Words with blends and digraphs R-controlled vowels Long vowel words Words with prefixes and suffixes Syllable types Multisyllabic words Compound words Words with <i>y</i> Present tense verbs: <i>am, is, are</i> Present tense action verbs Regular past tense verbs Pronoun-verb contractions Present tense verbs: <i>has and have</i> Verbs: <i>can</i>
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	Track print Identify quotation marks Identify indentation of paragraphs Identify character traits Analyze story elements Agree and disagree	Read and orally identify a few specific facts in simple expository text, such as consumer and workplace documents and content area text. (EI) In simple sentences orally identify the structure and format or workplace documents (e.g., format, graphics, and headers). (EI) Read a consumer or workplace document in a group activity and present a brief oral report, demonstrating three or four simple steps necessary to achieve a specific goal or obtain a product. (EI)	Use reciprocal teaching, DRTA, and QAR. (B, EI) Build on prior knowledge. (B, EI) Use student-generated text. (B, EI) Use dialogue journals. (B, EI) Use decodable texts. (B, EI) Utilize cooperative learning strategies. (B, EI) Use SDAIE strategies. (B, EI) Provide examples of fact/opinion and cause/effect. (EI) Provide opportunities for oral reports. (EI) Conduct discussions about structure and format(e.g., graphics, headers, etc.) of workplace documents (e.g., speeches, debates, manuals, etc.). (EI)	Irregular past tense verbs: <i>was, were</i> Verb ending: <i>ed</i> Present progressive verbs Action verbs/adverbs Verb ending: <i>ing</i> Verbs: <i>may, might, could</i> Contractions with <i>will</i> Contractions with <i>not</i> <i>There is</i> and <i>There are</i> Future tense verbs Phrases with <i>like to</i> and <i>want to</i> Phrases with <i>have to</i> and <i>need to</i> Modals: <i>must, should</i> Capitalization of proper nouns / initials in names Proper, plural and possessive nouns Pronouns, possessive pronouns Object pronouns Adjectives; sensory adjectives
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				Adverbs Prepositions Yes-or-No questions Questions with <i>Who?</i>, <i>What?</i>, <i>Where?</i>, <i>When?</i> Questions with <i>How?</i>, <i>Why?</i>, <i>How Many?</i>, <i>How Much?</i> Questions with <i>Do</i> and <i>Does</i> Questions and answers Commands; negative sentences
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DOMAIN	Course Title			
	Functions***	Standards*	Model Tasks**	Forms***
Reading: Literary Response And Analysis	The student will work with the following functions:	ELD Standards for Beginning and Early Intermediate Students. The students will:	SUGGESTED STUDENT ACTIVITIES	The student will work with the following forms:
	Dramatize	Identify orally the beginning, middle and end of a simple literary text. (B)	Copy, label, list, match simple words. (B)	Words with short <i>a</i> , <i>o</i> , <i>u</i> , <i>ch</i> , and <i>tch</i>
	Identify sequence		Write familiar words and phrases. (B)	
	Make inferences	Read a simple selection and orally identify the speaker or narrator. (B)	Dictate words, phrases, simple stories. (B)	Words with short <i>e</i> , final <i>ll</i> , <i>ss</i> , <i>zz</i> , <i>ck</i> , and diagraph <i>sh</i>
	Identify details that support main idea	Role-play a character from a familiar piece of literature by using phrases or simple sentences. (B)	Participate in group-generated stories. (B)	
	Draw conclusions		Write basic information. (EI)	Short and long vowel words
	Analyze		Copy lists, fill in blanks. (EI)	Long vowels: <i>ai</i> , <i>ay</i> ; <i>ee</i> , <i>ea</i> ; <i>oo</i> , <i>ow</i> .
			Use graphic organizers and frames. (EI)	
			Write simple questions and answers. (EI)	

information	Create pictures, lists, charts, and tables to identify the sequence of events in simple sentences. (B)	Interact with a variety of familiar print. (EI)	Words with long vowels: <i>ie, igh, ui, ue</i>
Summarize		SUGGESTED TEACHER ACTIVITIES:	
Classify information	Recognize the difference in points of view between first person and third person by using phrases or simple sentences. (B)	Use predictable/pattern and repetitive text (e.g., poetry, chants, songs, cooperative strip paragraph) to teach conventions of writing. (B)	Words with diphthongs and variant vowels and consonants
Make comparisons		Provide sentence frames. (B)	Words with blends/digraphs
Identify cause and effect	Recite simple poems. (B)	Use TPR strategies. (B)	R-controlled vowels
Use captions	Respond orally in simple sentences to factual comprehension questions about two forms of literature (brief excerpts from a comedy & tragedy). (EI)	Label objects in the classroom. (B)	Long vowel words
Make judgments		Provide a reference chart of main ideas in content areas. (B)	Words with prefixes and suffixes
Distinguish between facts and opinions		Teach letter/sound correspondence.(B)	Syllable types
Predict words		Introduce forms of "to be". (B)	Multisyllabic words
Identify quotation marks	Read literary texts and orally identify the main events of the plot by using simple sentences. (EI)	Use storyboards. (B)	Compound words
Identify indentation of paragraphs	(CELDT)*	Use student-and teacher-generated text to model punctuation, structure, grammar, capitalization, and spelling. (B)	Words with <i>y</i> Present tense verbs: <i>am, is, are</i>
Identify character traits	Identify orally the theme, plot, setting, and characters of a literary selection by using simple sentences. (EI)	Have students create alphabet books with pictures, words, and short sentences. (B)	Present tense action verbs
Analyze story elements		Provide a print-rich environment. (B, EI)	Regular past tense verbs
Agree and disagree	Distinguish the characteristics of different forms dramatic literature (e.g., comedy and tragedy) by using simple sentences, pictures, lists, charts, and tables. (EI)	Focus on writing in content areas. (B, EI)	Pronoun-verb contractions
Identify exclamations and statements		Use graphic organizers to summarize content information and/or facilitate the writing of more complex text. (B, EI)	Present tense verbs: <i>has</i> and <i>have</i>
Use text features (photos, captions,	Describe briefly in simple sentences a character	Use interactive journals. (B, EI)	Verbs: <i>can</i>
		Provide opportunity for students to write daily and share writing. (B, EI)	Irregular past tense verbs: <i>was, were</i>
		Provide structured opportunities for vocabulary development. (B, EI)	Verb ending: <i>ed</i>

	and labels)	according to what he or she does in a familiar narration, dialogue, or drama. (EI) Use expanded vocabulary and some descriptive words in oral responses to familiar literature. (EI)	Provide opportunities for prewriting activities (brainstorming). (B, EI) Supplement activities with visuals, realia, and character mapping. (EI) Ask “Yes, No, Who? What? Where? When?” questions on literary text. (EI) Provide listening activities with visuals, realia, and character mapping. (EI) Use flexible grouping and cooperative learning strategies. (EI) Provide opportunities to identify main events. (EI) Provide practice identifying elements of literary selections. (EI) Promote student comprehension activities where students label/ /match/manipulate pictures, objects and sentence fragments. (EI) Provide opportunities for characterization study. (EI)	Present progressive verbs Action verbs/adverbs Verb ending: <i>ing</i> Verbs <i>may, might, could</i> Contractions with <i>will</i> Contractions with <i>not</i> <i>There is</i> and <i>There are</i> Future tense verbs Phrases with <i>like to</i> and <i>want to</i> Phrases with <i>have to</i> and <i>need to</i> Modals: <i>must, should</i> Proper, plural and possessive nouns Pronouns, possessive pronouns Capitalization of proper nouns / initials in name Object pronouns Adjectives: sensory adjectives Adverbs; prepositions Yes-or-no questions
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				Questions with <i>Who?</i>, <i>What?</i>, <i>Where?</i>, <i>When?</i> Questions with <i>How?</i>, <i>Why?</i>, <i>How Many?</i>, <i>How Much?</i> Questions with <i>Do</i> and <i>Does</i> Questions and answers Commands; negative sentences
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DOMAIN	Course Title			
	Functions***	Standards*	Model Tasks**	Forms****
Writing: Strategies, Applications and Conventions	The student will work with the following functions:	ELD Standards for Beginning and Early Intermediate Students. The students will:	SUGGESTED STUDENT ACTIVITIES	The student will work with the following forms:
	Create illustrations	Organize and record information from selected literature and content areas by displaying it on picture, lists, charts, and tables. (B)	Copy, label, list, match simple words. (B)	Words with short <i>a</i> , <i>o</i> , <i>u</i> , <i>ch</i> , and <i>tch</i>
	Create a family album		Write familiar words/phrases. (B)	Words with short <i>e</i> , final <i>ll</i> , <i>ss</i> , <i>zz</i> , <i>ck</i> , and diagraph <i>sh</i>
	Create a class travel book	Create simple sentences of phrases with some assistance. (B)	Dictate words, phrases, simple stories. (B)	Short and long vowel words
	Create a celebration poster	Write brief narrative by using a few simple sentences that include the setting and some details. (B)	Participate in group-generated stories. (B)	Long vowels: <i>ai</i> , <i>ay</i> ; <i>ee</i> , <i>ea</i> ; <i>oo</i> , <i>ow</i> .
	Create a timeline		Write basic information. (EI)	Words with long vowels: <i>ie</i> , <i>igh</i> , <i>ui</i> , <i>ue</i>
	Create fact-and-opinion poster	Use the writing process to write brief narratives with a few standard grammatical forms. (B)	Copy lists, fill in blanks.(EI)	Words with diphthongs and variant vowels and consonants
	Create a comparison poster		Use graphic organizers/frames. (EI)	
			Write simple questions and answers. (EI)	
			Interact with a variety of familiar print. (EI)	

Create captioned drawings <i>Write the following:</i> Sentences with correct end marks and capitalization Order forms, labels, postcards Information Response to a visual Image Questions and answers Commands Journal entry Job handbook Fact sheet Labels for a family tree Friendship book Captions Job advertisement Personal narrative Opinions Suggestions Write using Comparisons	Write simple compositions such as descriptions and comparison and contras that have a main idea and some detail. (B) Complete a job application form by providing basic information, such as one's name, age, address, and education. (B) Edit one's own work and correct the punctuation. (B) Identify basic vocabulary, mechanics, and sentence structures in a piece of writing. (B) Revise one's writing for proper use of final punctuation, capitalization and correct spelling. (B) Write simple sentences to respond to selected literature, exhibit factual understanding of the text, and connect one's own experience to specific parts of the test.(EI) Use common verbs, nouns, and high-frequency modifiers in writing simple sentences. (EI) Use simple sentences to create a draft of a short essay that follows an outline. (EI) Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science). (EI) (CELDT)* Write expository compositions,	SUGGESTED TEACHER ACTIVITIES Use predictable/pattern and repetitive text (e.g., poetry, chants, songs, cooperative strip paragraph) to teach conventions of writing. (B) Provide sentence frames. (B) Use TPR strategies. (B) Label objects in the classroom. (B) Provide a reference chart of main ideas in content areas. (B) Teach letter/sound correspondence. (B) Introduce forms of "to be". (B) Use storyboards. (B) Use student/teacher-generated text to model punctuation, structure, grammar, capitalization. (B) Have students create alphabet books with pictures, words, and short sentences. (B) Provide a print-rich environment. (B, EI) Focus on writing in content areas. (B, EI) Use interactive journals. (B, EI) Use graphic organizers to summarize content information and/or facilitate the writing of more complex text. (B, EI) Provide opportunity for students to write daily and share writing. (B, EI)	Words with blends/digraphs R-controlled vowels Long vowel words Words with prefixes and suffixes Syllable types Multisyllabic words Compound words Present tense verbs: <i>am, is, are</i> Present tense action verbs Regular past tense verbs Pronoun-verb contractions Present tense verbs: <i>has</i> and <i>have</i> Verbs: <i>can</i> Irregular past tense verbs: <i>was, were</i> Verb ending: <i>ed</i> Present progressive verbs Action verbs/adverbs
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	Story endings Paragraph for a Healthy-Habits Book Paragraph for a biographical sketch Restaurant order Diamante poem	such as descriptions, comparison and contrast, and problem and solution that include a main idea and some details in simple sentences. (EI) (CELDT)* Collect information from various sources (e.g., dictionary, library books, other materials) and take notes on a given topic. (EI) Proceed through the writing process to write short paragraphs that contain supporting details about a given topic. There may be some inconsistent use of standard grammatical forms. (EI) Complete simple informational documents related to career development (e.g., bank forms and job applications). (EI) Edit writing for basic conventions (e.g. punctuation, capitalization, and spelling). (EI) Revise writing, with teacher's assistance, to clarify meaning and improve the mechanics and organization. (EI) Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms. (EI)	Provide structured opportunities for vocabulary development. (B, EI) Provide opportunities for prewriting activities (brainstorming). (B, EI) Provide print-rich environment (word walls and reference books). (B, EI) Post and use a variety of grammar, punctuation, and vocabulary reference charts. (B, EI) Model information collection and editing techniques. (B, EI) Model a variety of writing styles with a variety of frames, formats and structures, and purposes. (B, EI) Engage students in a variety of dictation. (B, EI) Use realia and visuals (e.g., word wall, pictures, sentence-patterning chart) for spelling and/or sentence cues to generate beginning writing. (B, EI) Teach students information necessary to fill out job applications (e.g., name, address, phone number, education, etc.). (B, EI) Utilize interactive technology. (B, EI) Incorporate Readers' and Writers' Workshop. (B, EI) Use cooperative learning. (B, EI) Use flexible grouping. (B, EI) Build on prior knowledge. (B, EI) Use varied guided reading techniques to model writing. (B, EI)	Verb ending: <i>ing</i> Verbs <i>may, might, could</i> Contractions with <i>will</i> Contractions with <i>not</i> <i>There is</i> and <i>There are</i> Future tense verbs Phrases with <i>like to</i> or <i>want to</i> Phrases with <i>have to</i> and <i>need to</i> Modals: <i>must, should</i> Proper, plural and possessive nouns Pronouns, possessive pronouns Capitalization of proper nouns / initials in name Object pronouns Adjectives: sensory adjectives Adverbs Prepositions Yes-or-no questions Questions with <i>Who?</i>, <i>What?</i>, <i>Where?</i>, <i>When?</i>
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			Provide grade level core literature at appropriate reading level for writing models. (EI) Clarify spelling differences and common cognates. (EI) Provide exposure to high-frequency word list. (EI) Model note-taking skills, including outlining. (EI) Introduce essay-writing. (EI) Provide opportunity to use reference materials (including Internet) to conduct investigations. (EI) Check reading comprehension by having students respond in writing. (EI) Use SDAIE /CALLA strategies. (EI)	Questions <i>with How?, Why?, How Many?, How Much?</i> Questions with <i>Do</i> and <i>Does</i> Questions and answers Commands; negative sentences
Differentiation	Support -- for students struggling with content	Content: <u>High Point</u> Basics Program Process: Teacher will employ strategies and methodologies drawn from Model Tasks to address differences in language levels and learning styles. Product: Teacher-produced and/or textbook – suggested Formative and Summative Assessments according to student readiness, interest and learning profile.		
	Extension – for high achieving students. Required activities for all honors courses.	Content: Extended activities as suggested in each unit and chapter of <u>High Point</u> Basics Edition and/or teacher/student generated activities. Process: See Model Tasks. Differentiate according to student readiness and learning profile. Product: Formative and Summative Assessments according to student readiness, interest and learning profile.		
Evaluation	Formative Assessments: Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to checks for understanding, quizzes, and homework review. Benchmark tests are required for all state tested subjects.			

	Summative Assessments: Typically used to assess student achievement at the end of units or end of course. Strategies may include, but are not limited to, chapter tests, research papers, CST's and final exams.
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Standards are identified by frequency on the California English Language Development Test. Standards labeled (CELDT)* are high frequency or power standards.

** Tasks are suggested learning strategies for students and teachers which encompass the learning modalities.

***Functions and forms as defined by Susana Dutro, "Rethinking English Language Instruction: An Architectural Approach," are as follows: function (the language task) and form (the necessary tools for carrying out the task).