

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

Department	English			Course Title	English Language Development 2AB			
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 (Level A) , it addresses the domains of listening, speaking, reading and writing for students with CELDT levels of Early Intermediate to Intermediate. Coursework builds on students' previous education and language knowledge to further develop 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 early intermediate and intermediate levels are identified as (EI) and (I) 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 Application, Comprehension, Organization and Delivery of Oral Communication, and Analysis and Evaluation of Oral and Media Communications and Comprehension 1 year	The student will work with the following functions: Engage in discussion Describe people Make comparisons Ask and answer questions Draw conclusions Give information Describe things Relate to personal experience Describe events Generate Ideas	ELD Standards for Early Intermediate and Intermediate Students. The students will: 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) Ask and answer questions by using phrases or simple sentences. (EI) (CELDT)* Restate and execute multiple-step oral directions. (EI) (CELDT)* Restate in simple sentences the main idea of oral presentations in subject-matter content. (EI) Orally communicate basic needs, (e.g., "Do we have to?). (EI) (CELDT)* Prepare and deliver short oral presentations. (EI)	SUGGETED STUDENT ACTIVITIES Continue all receptive and productive behaviors from the previous level. (EI) Recite familiar songs, stories, rhymes, chants, poems. (EI) Respond using more English production. (EI) Use present progressive verbs. (EI) Produce simple sentences and statements. (EI) Ask and answer simple questions regarding familiar content. (EI) Participate in face-to-face conversations with peers. (EI) Participate to a limited degree in classroom discussions. (EI) Begin to self-check. (EI) Hear and repeat many beginning, medial, and ending speech sounds of a word in a	The student will work with the following forms: Present tense verbs Adjectives Pronouns Prepositions Formulate commands Formulate statements Past tense verbs Verb + infinitive Future tense verbs Verbs: <i>should must and can</i> Adverbs

	Give directions Ask and give information Express feelings Express likes and dislikes Define and explain Formulate solutions Express opinions and explain Give and carry out commands Elaborate Retell a story Tell an original story	Respond to messages by asking simple questions or by a brief restatement of the message. (I) Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses. (I) (CELDT)* Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns). (I) Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. (I) Identify the main idea and some supporting details or oral presentations, familiar literature and key concepts of subject matter content. (I) Identify a variety of media messages and give some supporting details (e.g., radio, television, movies). (I) Prepare and deliver short presentations on ideas, premises, or images obtained from a variety of common	phrase. (I) Compare and contrast speech sounds that are more difficult to distinguish. (I) Use a simple verb form in response to a picture prompt. (I) Follow one-or two-step instructions in an academic context. (I) Tell a story using a simple or unsequenced list of events or ideas, after listening to a story prompt. (I) SUGGESTED TEACHER ACTIVITIES Provide listening opportunities, model vocabulary, basic sentence structure, grammar, and vocabulary. (EI) Read aloud/shared reading with visuals. (EI) Provide interactive structures (e.g., dialogue, discussion, clarification with peers, and negotiating for meaning). (EI) Build on prior knowledge. (EI) Use interactive technology. (EI) Model language in content. (EI) Have students complete sentences orally with one or two words. (EI) Provide oral language activities. (EI) Provide systematic, sequential language development. (EI) Use cooperative learning strategies. (EI, I) Incorporate flexible grouping. (EI, I)	Formulate complete sentences Formulate compound sentences Formulate complex sentences Present perfect tense
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		sources. (I) Prepare, ask, respond to basic interview questions. (I)	Use student-generated text. (EI, I) Use labeled picture dictionaries/books with basic vocabulary (e.g., household and school objects, food, etc.). (EI, I) Ask “How? and Why?” questions. (I) Ask open-ended questions. (I) Model and restate student language for error corrections. (I) Modify content area text by using appropriate support materials. (I) Use SDAIE strategies including graphic organizers, role-playing, visuals, modified speech, and multimedia. (I) Initiate problem-solving techniques. (I) Have students describe personal experiences making simple predictions and comparisons. (I) Provide opportunities for student interaction (e.g., interviews, surveys, dialogues). (I) Utilize interactive technology. (I) Read aloud to elicit the main idea and supporting details. (I)	
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DOMAIN	Course Title			
	Functions***	Standards*	Model Tasks**	Forms***
Reading: Word Analysis	The student will work with the following functions:	ELD Standards for Early Intermediate and Intermediate Students. The students will:	SUGGETED STUDENT ACTIVITIES Recognize and use previously learned vocabulary and language patterns. (EI)	The student will work with the following forms

	Relate words Use verbs Use character traits Use new words in context Make a word web Use words about cooperation Use words about careers, family & people Use family words Use context clues Use negative sentences Classify science words Use storytelling words Locate and use definitions Use sensory words Use context clues	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. (EI) Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. (I) Identify cognates and false cognates in literature and texts in content areas (e.g., cognate: <i>agonia</i>-agony; false cognate: <i>exit</i>-exit). (I)	Identify the use of simple vocabulary within the context of a short passage. (E I) Use irregular plurals and words with multiple meanings. (EI) Identify number of syllables in a word. (EI) Demonstrate decoding skills. (I) Demonstrate knowledge of antonyms and synonyms. (I) Identify the correct meaning of a word in a given context. (I) SUGGESTED TEACHER ACTIVITIES Engage students in oral reading strategies (e.g., popcorn, choral, round robin, etc.). (EI) Utilize cooperative learning strategies. (EI) Use daily aural activities (e.g., read alouds, books on tape, listening centers, etc.). (EI) Use TPR strategies. (EI) Use graphic organizers for identification and/or concept development. (EI) Use decodable text. (EI) Use varied reading strategies to discriminate between letters, words, and sentences. (EI) Use cloze techniques, story frames and dialogue journals. (EI) Use sentence strips for sequencing (EI) Teach familiar cognates when used in content-area texts. (EI)	Present tense verbs Adjectives Subject/object pronouns Prepositions Past tense verbs Verb + infinitive Future tense verbs Verbs: <i>should</i>, <i>must</i> and <i>can</i> Adverbs Present perfect tense Subject-verb agreement Plural nouns Prepositional phrases Object pronouns Reflexive pronouns Possessive nouns Action verbs (present and past tense) Linking verbs Demonstrative pronouns
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	Form questions		Utilize interactive technology. (EI) Use student generated text. (EI, I) Use standard dictionary. (EI, I) Model and enrich use of vocabulary and sight words with interactive word walls, picture labels, and predictable text. (EI, I) Incorporate Readers' and Writers' Workshops. (EI, I) Use flexible and cooperative grouping. (EI, I) Provide strategies to access and build on prior knowledge. (EI, I) Use SDAIE strategies. (EI, I) Teach prefixes/suffixes/roots in context. (I) Introduce literature rich in figurative/ idiomatic language. (I) Monitor self-correcting. (I) Provide for use of standard dictionary. (I) Support use of content-area texts with retelling, role-play, etc. (I) Provide expanded cloze activities and opportunities to apply skills to derive meaning from literature and content-area text. (I) Use dialogue journals, graphic organizers, interactive technology, CALLA. (I) Use varied reading techniques (read aloud, guided reading, shared reading, choral reading, paired reading, independent reading, etc.). (I)	Adjectives that compare Statements with <i>there is/are, was/were</i> Indefinite pronouns Modals Indefinite adjectives and ordinals Helping verbs Adverbs that compare Count and noncount nouns Adverbs with /y Prefixes and suffixes Compound sentences Present perfect tense Past progressive forms of verbs
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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: Interpret meaning of unknown words	ELD Standards for Early Intermediate and Students. The students will: Begin to use knowledge of simple affixes, prefixes, synonyms/antonyms to interpret meaning of words. (EI) (CELDT)*	SUGGESTED STUDENT ACTIVITIES Recognize and use previously learned vocabulary and language patterns. (EI) Sequence familiar topics and patterns. (EI) Read student-generated text. (EI)	The student will work with the following forms: Present tense verbs Adjectives Subject/object pronouns

Independently read simple paragraphs and passages	Recognize simple idioms, analogies, & figures of speech (e.g., “the last word”) in literature and subject-matter texts. (EI) (CELDT)*	Identify the correct meaning of a word in a given text. (I)	Prepositions
Employ knowledge of multiple word meanings when decoding text	Read simple paragraphs and passages independently. (EI)	SUGGESTED TEACHER ACTIVITIES	Past tense verbs
Error correct when speaking/ reading aloud	Recognize that some words have multiple meanings and apply this knowledge to texts. (EI) (CELDT)*	Use graphic organizers. (EI)	Verb + infinitive
Find meaning of unknown words	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud. (EI)	Use decodable text. (EI)	Future tense verbs
Sequence written text	Read aloud with appropriate pacing, intonation, and expression one’s own writing of narrative and expository texts. (EI)	Provide opportunities for small group, teacher led discussions. (EI)	Verbs: <i>should, must</i> and <i>can</i>
Recognize and interpret meaning of idioms, analogies and metaphors	Use appropriate connectors (e.g., first, then, after that, finally) to sequence written text. (EI)	Use cloze techniques and story frames. (EI)	Adverbs
Use academic and social vocabulary in independent reading	Use a standard dictionary to find the meaning of unknown vocabulary. (EI, I)	Model revising and editing using student-generated text. (EI)	Present perfect tense
Read literature aloud	Identify variations of the same word that are found in a text and know with some accuracy how affixes change the meaning of these words. (I)	Use Readers’ Theater. (EI)	Subject-verb agreement
Classify words		Create a classroom of teacher-and student-generated text in content areas daily. (EI, I)	Plural nouns
Make observations		Use graphic organizers, decodable text, dialogue journals, cloze techniques, story frames, predictable pattern books, reciprocal teaching, DRTA, QAR. (EI, I)	Prepositional phrases
		Utilize flexible grouping and cooperative learning strategies; provide opportunities for classroom discussion. (EI, I)	Object pronouns
		Utilize interactive technology. (EI, I)	Reflexive pronouns
		Use varied reading strategies (read aloud, guided reading, shared reading, choral reading, paired reading, independent reading, etc.). (EI, I)	Possessive nouns
		Incorporate Readers’ and Writers’ Workshops. (EI, I)	Action verbs: (present and past tense)
		Build upon prior knowledge. (EI, I)	Linking verbs
		Model and provide opportunities to use appropriately-leveled reference	Demonstrative pronouns
			Use adjectives that compare
			Statements with <i>there is/are, was/were</i>
			Indefinite pronouns
			Modals

	Make comparisons Make inferences Use word variations with affixes and suffixes Ask questions and clarify	Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors. (I) Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud. (I) Use decoding skills and knowledge of vocabulary, both academic and social, to read independently. (I) (CELDT)* Apply knowledge of text connectors to make inferences. (I)	materials.(EI, I) Use literature to expose students to multiple-meaning words. (EI, I) Use SDAIE strategies. (EI, I) Teach students prefixes, suffixes, roots in literature and content-area text. (I) Use literature rich in figurative language. (I) Model and teach use of standard reference materials. (I) Use CALLA strategies. (I) Implicitly (through literature) and explicitly teach multiple meanings. (I)	Indefinite adjectives and ordinals Helping verbs Adverbs that compare Count and noncount nouns Adverbs with /y Prefixes and suffixes Compound sentences Present perfect tense Past progressive forms of verbs
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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 Early Intermediate and Intermediate Students. The students will:	SUGGESTED STUDENT ACTIVITIES	The student will work with the following forms:
	Make comparisons	Read and orally respond to simple literary and content area texts by using simple sentences to answer factual comprehension questions. (EI) (CELDT)*	Comprehend and recall major facts in a simple story or content area text. (EI)	Present tense verbs
	Classify ideas		Sequence familiar topics and patterns. (EI)	Adjectives
	Draw conclusion		Identify sequence of events in a passage. (EI)	Forming questions
	Ask and answer questions	Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms. (EI)	Make logical inferences in narrative passages. (I)	Subject/object pronouns
				Prepositions

	Make and confirm predictions Identify and relate cause/effect Describe and give information Identify main ideas Summarize Visualize Identify steps in a process. Identify problems and solutions. Identify sequence Retell fables Ask for and give advice Relate main ideas and details Express likes and dislikes Connect new information to known Define and explain Check predication; analyze persuasive techniques	Orally identify the features of simple excerpts of public documents by using key words or phrases. (EI) 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 of 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 goal or obtain a product. (EI) Use detailed sentences to orally identify two to three examples of how clarity of text is affected by repetition of key ideas and syntax. (I) Present a brief report, which verifies and clarifies facts in two to three forms of expository texts. (I) Read text and use detailed sentences to orally identify main ideas and use them to make predictions about informational, literary text, and text in content areas. (I) (CELDT)*	SUGGESTED TEACHER ACTIVITIES Provide activities where students follow multi-step directions. (EI) Expose students to informational materials, (newspapers, magazines, manuals, warranties, etc.). (EI) Model use of table of contents, title page, etc. (EI) Use TPR strategies. (EI) Use predictable/pattern books. (EI) Use graphic organizers to explore/analyze main ideas/supporting details, predictions in literature and informational materials/public documents. (EI, I) Utilize interactive technology. (EI, I) Incorporate Readers' and Writers' Workshop (EI, I) Use flexible/cooperative grouping and learning strategies. (EI, I) Use varied reading techniques (read aloud, guided reading, shared reading, choral reading, paired reading, independent reading. (EI, I) Use reciprocal teaching, DRTA, and QAR. (EI, I) Build upon prior knowledge. (EI, I) Use student-generated text. (EI, I) Use dialogue journals. (EI, I) Use decodable texts. (EI, I)	Past tense verbs Verb + infinitive Future tense verbs Verbs: <i>should, must</i> and <i>can</i> Adverbs Present perfect tense Subject-verb agreement Plural nouns Prepositional phrases Object Pronouns Reflexive Pronouns Possessive nouns Action verbs (present & past tense) Linking verbs Demonstrative pronouns Use adjectives that compare Statements with <i>there is/are, was/were</i> Indefinite pronouns Modals
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	Analyze characters and setting	Understand and orally explain most multi step directions for simple mechanical devices and simple applications. (I)	Use SDAIE strategies, visuals and realia to support text. (EI, I)	Indefinite adjectives and ordinals
	Use text features			Helping verbs
	Analyze information; make judgments	Listen to an excerpt from a brief political speech and give an oral critique of the author's evidence using simple sentences. (I)	Conduct discussions about structure and format (graphics, headers, etc.) of workplace documents (speeches, debates, manuals, etc.) (EI, I)	Adverbs that compare
	Relate events in a sequence	Read and orally identify the structure & format of workplace documents (e.g., graphics and headers) and give a brief example of how authors use the feature to achieve their purpose. (I)	Model, expand, restate, and explain rhetorical styles in literary text and consumer/informational materials.(I)	Count and noncount nouns
	Retell a story; synthesize information		Support the use of content area texts with retelling and role-playing. (I)	Adverbs with /y
	Relate goals and outcomes	Read and use simple sentences to orally identify the features of rhetorical devices in excerpts of public/workplace documents and content text. (I)	Ask "How?, Why?," and open-ended questions. (I)	Prefixes and suffixes
	Paraphrase		Use CALLA strategies. (I)	Compound sentences
				Complex sentences
				Present perfect tense

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	Functions***	Standards*	Model Tasks**	Forms***
Reading: Literary Response and Analysis	The student will work with the following functions:	ELD Standards for Early Intermediate and Intermediate Students. The students will:	SUGGESTED STUDENT ACTIVITIES	The student will work with the following forms:
	Relate dialogue to character	Respond orally in simple sentences to factual comprehension questions from two forms of literature (a comedy and a tragedy). (EI)	Practice a broader range of English grammatical constructions through exposure to literature. (EI, I)	Figurative language
	Identify plot and character	Read literary texts and orally identify the main events of the plot by using simple sentences. (EI) (CELDT)*	Develop rich vocabularies. (EI, I)	Personification
	Identify setting: time and place	Identify orally the theme, plot, setting, and characters of a literary selection by using simple sentences. (EI)	Model writing practices using literary forms. (EI, I)	Simile
	Recognize theme		Understand various literary features and use them in his/her own writing. (EI, I)	Rhyme, rhythm, and repetition
	Understand the purpose of	Distinguish the characteristics of	SUGGESTED TEACHER ACTIVITIES	Figures of speech
			Supplement activities with visuals, realia, and character mapping. (EI)	Simple sentences
				Compound

	propaganda Recognize the impact of medium on meaning Understand literary critique Relate key points in news stories Identify character traits and motives Distinguish between fantasy and reality Recognize the format of myths Distinguish between fiction and non-fiction. Categorize types of propaganda	different forms of dramatic literature (e.g., comedy and tragedy) by using simple sentences, pictures, lists, charts, and tables. (EI) Describe briefly in simple sentences a character 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) Use expanded vocabulary, descriptive words and paraphrasing for oral/written responses to texts. (I) Read and use detailed sentences to orally respond to factual comprehension questions taken from three forms of literature. (I) Read and use detailed sentences to orally describe the sequence of events in literary texts. (I) Apply knowledge of language to analyze and derive meaning and comprehension from literary texts. (I) Use detailed sentences to orally compare and contrast a similar theme or topic across three genres. (I) Read and use detailed sentences to orally describe what a character is like by what he/she does in a narration, dialogue, or drama. (I) Read and use detailed sentences to orally explain the literary elements of theme, plot, setting and characters. (I)	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 & sentence fragments. (EI) Provide opportunities for characterization study. (EI) Use graphic organizers including sequencing charts to sequence events in literature. (EI, I) Utilize interactive technology. (EI, I) Use varied reading techniques, reciprocal teaching, DRTA, and QAR. (EI, I) Use predictable/pattern books. (EI, I) Build on prior knowledge. (EI, I) Use decodable text. (EI, I) Use SDAIE / CALLA strategies. (EI, I) Expose students to genres. (EI, I) Provided expanded vocabulary development. (EI, I)	sentences Complex sentences Description Lists, charts, tables Descriptive words Word sounds Present tense verbs Adjectives Forming Questions Subject/object pronouns Prepositions Past tense verbs Verb + infinitive Future tense verbs Verbs: <i>should</i>, <i>must</i> and <i>can</i> Adverbs Present perfect tense Subject-verb agreement Plural nouns Prepositional phrase
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		Use detailed sentences to orally identify at least two ways in which poets use personification, figures of speech, and sounds. (1)	Ask "How?," "Why?," and open-ended questions. (1) Outline, expand, and restate text to enrich student language. (1) Teach study skills to build comprehension. (1) Devise activities in which students compare/contrast themes, explain literary elements, develop characterization in different media and genres. (1) Utilize literature with rich language and strong imagery to promote student analysis and interpretation of text. (1) Teach morphology explicitly and in context. (1) Provide opportunities to explain poetry. (1) Promote student generated text. (1) Use drama to analyze literature and expand vocabulary. (1)	Object pronouns Reflexive pronouns Possessive nouns Action verbs (present and past tense) Linking verbs Demonstrative pronouns Use adjectives that compare Statements with <i>there is/are</i>, <i>was/were</i> Indefinite pronouns Modals Indefinite adjectives and ordinals Helping verbs Adverbs that compare Count and non-count nouns Adverbs with <i>ly</i> Prefixes and suffixes Compound sentences Complex sentences
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				Present perfect tense Past progressive forms of verbs
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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 Early Intermediate and Intermediate Students. The students will:	SUGGESTED STUDENT ACTIVITIES	The student will work with the following forms:
	Write simple sentences	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 text. (EI)	Recognize correctly written forms of address. (EI)	Present tense verbs
	Write paragraphs with main ideas and details	Use common verbs, nouns, & high-frequency modifiers in writing simple sentences. (EI)	Use appropriate verb forms and syntax when asking a question. (EI)	Adjectives
	Write exposition	Use simple sentences to create a draft of a short essay that follows an outline. (EI)	Write phrases related to the topic that is presented as a sequence of pictures. (EI)	Subject/object pronouns
	Study and write about a news story	Write an increasing number of words and simple sentences appropriate for language arts and other content areas (EI)	Write at least one complete sentence in response to a narrative prompt. The response may contain serious errors in vocabulary, grammar, and/or syntax. (EI)	Prepositions
	Conduct a written interview		Interact with a variety of familiar print. (EI, I)	Past tense verbs
	Add details to a		Respond to a narrative prompt to produce a simple sequence of events or ideas in writing brief fictional biographies, short stories. Use details and repetitive transitional words. (I)	Verb + infinitive
			SUGGESTED TEACHER ACTIVITIES	Future tense verbs
				Verbs: <i>should, must</i> and <i>can</i>
				Adverbs
				Present perfect tense

	paragraph Write summaries Write a thank-you letter Write a free verse poem Extend a story Prewrite, draft, revise Edit and proofread Write descriptions and give information Participate in quickwrites Write an autobiography Write about a friendship Write a dedication Write labels Write elaborations Write an opinion essay	Write expository compositions, 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., library books, research 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 with some possible inconsistent use of standard grammatical forms. (EI) Complete simple informational documents related to career development (e.g., 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) Narrate a sequence of events and communicate their	Use interactive journals. (EI) Focus on writing in content areas. (EI) Provide print-rich environment (word walls, content charts and reference books). (EI) Use a variety of grammar, punctuation, and vocabulary reference charts. (EI) Use realia and visuals (e.g., word wall, pictures, sentence-patterning chart) for spelling and/or sentence cues to generate beginning writing. (EI) Check reading comprehension by having students respond in writing. (EI) Introduce essay-writing. (EI) Provide opportunities for students to use reference materials (including the Internet) to conduct investigations. (EI) Use graphic organizers to summarize content information and/or facilitate the writing of more complex text. (EI, I) Provide opportunity for students to write daily and share writing. (EI, I) Provide structured opportunities for vocabulary development. (EI, I) Provide opportunities for prewriting activities (brainstorming). (E, I) Model information collection and editing techniques. (EI, I) Model a variety of writing styles with a variety of frames, formats and structures, and purposes. (EI, I)	Subject-verb agreement Plural nouns Prepositional phrases Object pronouns Reflexive pronouns Possessive nouns Action verbs (present and past tense) Linking verbs Demonstrative pronouns Adjectives that compare Statements with <i>there is/are, was/were</i> Indefinite pronouns Modals Indefinite adjectives and ordinals Helping verbs Adverbs that compare Count and noncount
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	Write a friendly letter Write a Haiku poem Write a simple literary critique Create a public service poster Write a new ending for a myth Write a character study	significance to the audience. (I) Write brief expository compositions and reports of information that: a) include a thesis and some supporting details; b) provide information from primary courses; and c) organize and record information on charts and graphs. (I) Recognize elements of characterization in a piece of writing and apply them when writing. (I) Write responses to selected literature that exhibit understanding of the text using detailed sentences and transitions. (I) Recognize structured ideas and arguments and their supporting examples in persuasive writing.(I) Write job applications and resumes that are clear and provide all needed information. (I) Use complex sentences to write brief fictional biographies /short stories that include a sequence of events and provide supporting detail. (I) Use basic strategies of note-taking, outlining, and the writing process to structure drafts of simple essays, with consistent	Engage students in a variety of dictation. (EI, I) Teach students information necessary to fill out job applications (e.g., name, address, phone number, education, etc.). (EI, I) Utilize interactive technology. (EI, I) Incorporate Readers' and Writers' Workshop. (EI, I) Use flexible grouping and cooperative learning techniques. (EI, I) Build on prior knowledge. (EI, I) Use varied guided writing techniques to model writing. (EI, I) Provide grade level core literature at appropriate reading level for writing models. (EI, I) Clarify spelling differences and common cognates; teach affixing and spelling rules. (EI, I) Provide exposure to high-frequency word lists and common homonyms, etc. (EI, I) Model note-taking skills, including outlining & teach basic parts of a report. (I) (EI, I) Use SDAIE strategies. (EI, I) Use CALLA strategies. (I) Ask appropriate questions to elicit written responses. (I) Demonstrate language patterns in standard clauses. (I) Provide literature and teacher-generated text that display desired sentence structures and	nouns Adverbs with /y Prefixes and suffixes Simple sentences Compound sentences Complex sentences Present perfect tense Past progressive forms of verbs Figurative language Personification Simile Rhyme, rhythm, and repetition Figures of speech Lists, charts, tables Descriptive words
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		use of standard grammatical forms. (Some rules may not be evident.) (I) Investigate and research a topic in a content area and develop a brief essay or report that includes source citations. (I) Revise spelling, appropriate word choice, and organization with variation in grammatical forms and word choice. (I) Edit and correct basic grammatical structures and conventions of writing. (I)	patterns. (I) Have students correctly write scripts for role-plays and convert into little stories with dialogue. (I) Introduce the use of color-coding (sequence, key vocabulary). (I) Have students write short stories and poems observing proper conventions. (I) Introduce revising and editing original compositions. Model self-editing. (I) Introduce dialogue journals. (I) Model writing process, use of transitions, and provide adequate practice time for writing and opportunities to use reference materials. (I) Model and provide opportunities to fill out forms and create resumes. (I)	
Differentiation	Support -- for students struggling with content	Content: <u>High Point</u>, Level A 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>, Level A 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.		
	Formative Assessments: Used to assess student understanding and determine whether to continue with the lesson or			

Evaluation	if re-teaching is required. Strategies may include, but are not limited informal 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).