

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

Department	English			Course Title	English Language Development 3AB			
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 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 Intermediate to Early Advanced. 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 Intermediate and Early Advanced levels are identified as (I) or (EA) 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 Course	The student will work with the following functions:	ELD Standards for Intermediate and Early Advanced students. The students will:	SUGGESTED STUDENT ACTIVITIES	The student will work with the following forms:
	Engage in discussion	Respond to messages by asking simple questions or by a brief restatement of the message. (I)	Hear and repeat many beginning, medial, and ending speech sounds of a word in a phrase. (I)	Complete sentences
	Express opinions	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses. (I) (CELDT)*	Compare and contrast speech sounds that are more difficult to distinguish. (I)	Common and proper nouns
	Express feelings and ideas	Be understood when speaking, using consistent standard English grammatical forms and sounds; some rules may not be in evidence (e.g., third person singular, male and female pronouns). (I)	Use a simple verb form in response to a picture prompt. (I)	Singular and plural nouns
	Use new words in context		Follow one-or two-step instructions in an academic context. (I)	Possessive nouns and pronouns
	Use context clues		Tell a story using a simple or unsequenced list of events or ideas, after listening to a story prompt. (I)	Subjects and predicates
	Recognize mood		Hear and repeat most beginning, medial and ending speech sounds of a word in a phrase. (EA)	Articles
	Make presentations		Follow more difficult multi-task instructions in an academic context. (EA)	Compound sentences
	Make comparisons		Give the opposites of less common vocabulary words. (EA)	Subject verb agreement
	Share folk tales	Actively participate in social conversations with peers/adults on familiar topics		
	Relate words			

	Retell and listen to a study	by asking and answering questions and soliciting information. (I)	Use a variety of verb forms in response to picture prompts. (EA)	Nouns
	Share experiences	Identify main idea /some supporting details of oral presentations, familiar literature and concepts of subject matter content. (I)	Tell a story using fluent sentences and details, after listening to a story prompt. (EA)	Present and past tense verbs
	Ask for and give advice		SUGGESTED TEACHER ACTIVITIES	Irregular past tense verbs
	Locate and use definitions	Identify a variety of media messages; give some supporting details (*e.g., radio, television, movies). (I)	Incorporate flexible grouping. (I)	Future tense
	Recite a poem		Use student-generated text. (I)	Connection words
	Dramatize	Prepare and deliver short presentations on ideas, premises, or images obtained from a variety of common sources. (I)	Use labeled picture dictionaries/books with basic vocabulary (e.g., household and school objects, food, etc.) (I)	Pronouns
	Express likes and dislikes		Ask “How? and Why?” questions. (I)	Negative sentences
	Describe	Prepare, ask, respond to basic interview questions. (I)	Ask open-ended questions. (I)	Indefinite pronouns
	Express agreement and disagreement	Summarize literary pieces in greater detail, including character, setting, plot, and analysis. (EA)	Provide opportunities for student interaction (e.g., interviews, surveys, dialogues, etc.). (I)	Progressive forms of verbs
	Demonstrate non-verbal communication	Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors. (EA)	Have students describe personal experiences making simple predictions and comparisons. (I)	Descriptive words
	Engage in discussion		Read aloud to elicit the main idea and supporting details. (I)	Adjective, adverb, and prepositional phrases
	Describe an event		Model and restate student language for error corrections. (I)	Negative prefixes
	Ask questions and clarify meaning	Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering	Modify content area text by using appropriate support materials. (I)	Compound subjects and predicates
	State a goal		Use SDAIE strategies including graphic organizers, role-playing, visuals, retelling, modified speech, and multimedia. (I)	Synonyms
			Initiate problem-solving techniques and	Adjectives that compare

	Describe places	questions, and restating and soliciting information. (EA)	evaluative activities within literature and subject matter content. (I, EA)	Complex sentences
	Express probability	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter. (EA)	Provide systematic, sequential language development. (I, EA)	Prepositional phrases
	Ask for and give information		Utilize cooperative learning strategies. (I, EA)	Multiple-meaning words
	Negative	Respond to messages by asking questions, challenging statements, or offering examples that affirm the message. (EA)	Structure group discussions. (EA)	Indefinite adjectives
	Discuss life styles		Guide use of reference materials. (EA)	Modals
	Recite a poem for 2 voices	Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., “sunshine girl,” “heavy as a ton of bricks”). (EA)	Provide advanced literature supplemented by appropriate support materials. (EA)	Phrases and clauses
	Define and explain		Support students in creative narratives. (EA)	Relative clauses
	Give an oral report		Provide opportunities for students to analyze figurative language and academic expressions. (EA)	Present perfect tense
	Persuade	Prepare and deliver presentations that follow a process of organization and use of a variety of sources. (EA)	Initiate and sustain spontaneous language interaction. (EA)	Two word phrases
	Clarify and elaborate		Use graphic organizers to analyze more complex stories and information. (EA)	Helping verbs
	Justify	Prepare and deliver brief oral presentations/reports on historical investigations, problem/ solution, or cause/effect. (EA)	Provide opportunities for students to prepare and deliver presentations that require research and organization. (EA)	Active and passive verbs
				Latin and Greek roots
				Future tense

DOMAIN	Course Title			
	Functions***	Standards*	Model Tasks**	Forms***
Reading: Word Analysis	The student will work with the following functions:	ELD Standards for Intermediate and Early Advanced students. The	SUGGESTED STUDENT ACTIVITIES Demonstrate decoding skills. (I)	The student will work with the following forms:

	Understand words about communication Relate words Use new words in context Define words using context clues Locate and use definitions Understand words about life experiences Confirm word meaning Paraphrase Use synonyms Style and word choice Understand words that indicate change Use Latin and Greek roots Understand wartime words	students will: 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>exito</i>-exit). (I) Apply knowledge of word relationships, such as roots, affixes, to derive meaning from literature and texts in content areas (e.g., remove, extend). (EA) Distinguish between cognates and false cognates in literature and texts in content areas. (EA)	Demonstrate knowledge of antonyms and synonyms. (I) Identify the correct meaning of a word in a given context. (I) Recognize words with multiple meanings and root words. (EA) Derive the meaning of words in context. (EA) SUGGESTED TEACHER ACTIVITIES Use student generated text. (I) Introduce literature rich in figurative/idiomatic language. (I) Monitor self-correcting. (I) Provide opportunities to use standard dictionary. (I) Provide expanded cloze activities and opportunities to apply skills to derive meaning from literature and content-area text. (I) Support use of content-area texts with retelling, role-play, etc. (I) Model, expand and enrich use of vocabulary and sight words with interactive word walls, picture labels, and predictable text. (I, EA) Incorporate Readers' and Writers' Workshops. (I, EA) Use flexible /cooperative strategies. (I, EA) Provide strategies to access and build on prior knowledge and develop schematics to increase vocabulary. (I, EA)	Complete sentences Common/proper nouns Singular and plural nouns Possessive nouns and pronouns Subjects & predicates Articles Compound sentences Subject verb agreement Nouns Present /past tense verbs Irregular past tense verbs Future tense Connection words Pronoun Negative sentences Indefinite pronouns Progressive forms of verbs Descriptive words Adjective, adverb, and prepositional phrases
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	<i>Locate and understand the following:</i> Survival words Persuasive words Words about natural environment Words about challenges		Use varied reading strategies to discriminate between letters, words, sentences. (I, EA) Use SDAIE strategies: graphic organizers, text frames, modified speech. (I, EA) Teach and expand knowledge of prefixes, suffixes, and roots in context. (I, EA) Use dialogue journals, graphic organizers, interactive technology. (I, EA) Use CALLA strategies. (I, EA) Utilize interactive technology. (I, EA) Use varied reading techniques (read aloud, guided reading, shared reading, choral reading, paired reading, independent reading, literature circles, etc.). (I, EA) Teach techniques to derive word meaning from context. (EA) Expand use of dialogue journals. (EA) Provide opportunities to practice using English cognates and false cognates. (EA)	Negative prefixes Compound subjects and predicates Adjectives that compare Synonyms Complex sentences Prepositional phrases Multiple-meaning words Indefinite adjectives Modals Phrases and clauses Relative clauses Present perfect tense Two word phrases Helping 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:	ELD Standards for Intermediate and Early Advanced Students. The students will:	SUGGESTED STUDENT ACTIVITIES	The student will work with the following forms:
	Set purpose for reading	Use standard dictionary to derive meaning of unknown vocabulary. (I)	Derive the correct meaning of a word in a given text. (I, EA)	Complete sentences
	Understand		Recognize words with multiple meanings and root words. (I, EA)	Common and proper nouns
			Practice using standard dictionary. (I, EA)	

	words about communication	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)	SUGGESTED TEACHER ACTIVITIES	Singular/plural nouns
	Relate words		Create a classroom of teacher-and student-generated text in content areas daily. (I)	Possessive nouns and pronouns
	Use new words in context	Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors. (I)	Model and provide opportunities to use appropriately-leveled reference materials.(I)	Subjects/predicates
	Define words using context clues		Use literature to expose students to multiple-meaning words. (I)	Latin and Greek roots
	Locate and use definitions	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud. (I)	Use varied reading strategies (read aloud, guided reading, shared reading, choral reading, paired reading, independent reading, literature circles, etc.). (I)	Compound sentences
	Understand words about life experiences		Teach students prefixes, suffixes, and roots in literature and content-area text. (I)	Subject verb agreement
	Confirm word meaning	Use decoding skills and knowledge of vocabulary, both academic and social, to read independently. (I)	Use literature rich in figurative language. (I)	Nouns/pronouns
	Paraphrase		Implicitly (through literature) and explicitly teach multiple meanings. (I)	Present /past/future tense verbs
	Use synonyms	Apply knowledge of text connectors to make inferences. (I)		Irregular past tense verbs; helping verbs
	Style and word choice	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. (EA)	Use graphic organizers, decodable text, dialogue journals, cloze techniques and story frames, predictable pattern/books, reciprocal teaching, DRTA, and QAR. (I, EA) Utilize flexible grouping and cooperative learning strategies and provide opportunities for classroom discussion. (I, EA)	Future tense
	Understand words that indicate change		Utilize interactive technology. (I, EA)	Connection words
	Use Latin and Greek roots	Recognize that words sometimes have multiple meanings and apply this knowledge to understanding of written texts. (EA)	Incorporate Readers' and Writers' Workshops. (I, EA)	Negative sentences
	Understand wartime words		Build on prior knowledge. (I, EA)	Indefinite pronouns
	<i>Locate and understand the following:</i>	Use knowledge of affixes,	Use SDAIE strategies. (I, EA)	Active, passive, progressive verbs
				Descriptive words
				Adjective, adverb, prepositional phrases
				Negative prefixes
				Compound subjects

	Survival words Persuasive words Words about natural environment Words about challenges	roots, and increased vocabulary to interpret the meaning of words in literature and content-area texts. (EA) Use standard dictionary to determine meanings of unknown words (e.g., idioms and words with multiple meanings). (EA) Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. (EA) (CELDT)* Use idioms, analogies, and metaphors in literature and texts in content areas. (EA) Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression. (EA)	Model and teach use of standard reference materials. (I, EA) Use CALLA strategies. (I, EA) Teach techniques to derive meaning from content. (EA) Use literature rich in figurative language. (EA) Help students make connections in terms of cultural literacy. (EA) Model expressive oral reading and provide opportunities for practice. (EA) Implicitly and explicitly expand student knowledge of prefixes, suffixes, roots, cognates in literature/ content-area texts. (EA) Use student-generated text and dialogue journals. (EA)	and predicates Adjectives that compare Synonyms Complex sentences Prepositional phrases Multiple-meaning words Indefinite adjectives Modals Phrases and clauses Relative clauses Present /past perfect tenses Two word phrases
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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 Intermediate and Early Advanced Students. The students will:	SUGGESTED STUDENT ACTIVITIES	The student will work with the following forms:
	Set a purpose for reading Identify genre Visualize	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	Make logical inferences when reading expository text. (I, EA) Use details to make predictions. (I, EA) Identify details, main ideas, and setting in reading passages. (EA) SUGGESTED TEACHER ACTIVITIES	Complete sentences Common and proper nouns Singular and plural nouns

	Summarize	verifies and clarifies facts, presented in two to three forms of expository texts. (I)	Use graphic organizers to explore and analyze main ideas and supporting details and predictions in literature and informational materials and public documents. (I)	Possessive nouns and pronouns
	Determine author's message			Subjects and predicates
	Recognize mood	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)	Use student-generated text. (I)	Articles
	Relate main idea and details	(CELDT)*	Model, expand, restate, and explain rhetorical styles found in literary text and consumer/informational materials. (I)	Compound sentences
	Preview and make predictions			Subject verb agreement
	Confirm predictions	Understand and orally explain most multistep directions for simple mechanical devices and simple applications. (I)	Support the use of content area texts with retelling and role-playing. (I)	Nouns
	Make comparisons			Present and past tense verbs
	Use text structures	Listen to an excerpt from a brief political speech ; give an oral critique of the evidence using simple sentences. (I)	Ask "How?, Why?," and open-ended questions. (I)	Irregular past tense verbs
	Distinguish between fact and opinion		Utilize interactive technology. (I, EA)	Future tense
	Connect new information to known		Incorporate Readers' and Writers' Workshop (I, EA)	Connection words
	Build background	Read and orally identify the structure and format of workplace documents (e.g., graphics and headers) and give one brief example of how authors use the feature to achieve their purpose. (I)	Use flexible grouping and cooperative learning strategies. (I, EA)	Pronouns
	Paraphrase			Negative sentences
	Relate sequence of events		Use varied reading techniques (read aloud, guided reading, shared reading, choral reading, paired reading, independent reading, etc.) (I, EA)	Indefinite pronouns
	Make generalizations	Read and use simple sentences to orally identify the features of rhetorical devices of simple excerpts of public and workplace documents and content text. (I)	Use reciprocal teaching, DRTA, and QAR. (I, EA)	Progressive forms of verbs
	Analyze information		Build on prior knowledge. (I, EA)	Descriptive words
	Relate goals ad outcomes		Use dialogue journals. (I, EA)	Adjective, adverb, and prepositional phrases
	Make comparisons	Apply knowledge of language	Use decodable texts. (I, EA)	Negative prefixes
				Compound subjects and predicates

	Ask questions and clarify meanings Distinguish between apparent message and hidden agenda Make inferences Relate steps in a process Skim and take notes Identify important information Use text features in non-fiction Identify author's point of view and purpose Relate causes and effects Relate to personal experience	to achieve meaning and comprehension from informational materials, literary texts, and texts in content areas. (EA) Analyze the structure and format of workplace documents and how authors use these to achieve their purposes. (EA) Prepare an oral and written report which evaluates the credibility of an author's argument or defense of a claim (Include a bibliography.) (EA) Read and analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice. (EA) Analyze features and rhetorical devices of at least two types of public documents (e.g., warranties, contracts, manuals, magazines, textbooks). (EA)	Use SDAIE strategies, visuals and realia to support text. (I, EA) Conduct discussions about structure and format (e.g., graphics, headers, etc.) of workplace documents (e.g., speeches, debates, manuals, etc.) (I, EA) Use CALLA strategies. (I, EA) Guide use of consumer/informational materials. (EA) Provide high-quality literature to demonstrate patterns of organization, repetition of key ideas, syntax, and word choice. (EA) Provide opportunities to write and present reports (with bibliography) that evaluate credibility of author's position. (EA) Use graphic organizers to analyze patterns of organization, repetition of key ideas, syntax, word choice, rhetorical devices, compare/contrast, etc., of public documents. (EA)	Adjectives that compare Synonyms Complex sentences Prepositional phrases Multiple-meaning words Indefinite adjectives Modals Phrases and clauses Relative clauses Present perfect tense Two word phrases Helping verbs Past perfect tense verbs Active and passive verbs Latin and Greek roots Future tense
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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 Intermediate and Early Advanced Students. The students will:	SUGGESTED STUDENT ACTIVITIES	The student will work with the following forms:
	Determine author's message	Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts. (I)	Practice a broader range of English grammatical constructions through exposure to literature. (I, EA)	Alliteration, assonance and consonance
	Free verse		Develop rich vocabularies through interaction with literature. (I, EA)	Sensory words
	Compare poets	Read and use detailed sentences to orally respond to factual comprehension questions taken from three forms of literature. (I)	Model writing practices using literary forms. (I, EA)	Repetition and personification
	Recognize mood		Understand various literary features and use them in writing. (I, EA)	Figurative language
	Tell a never-ending story	Read and use detailed sentences to orally describe	Identify details, main ideas, and setting in literature. (I, EA)	Metaphor
	Analyze story elements, plots		Draw conclusions about a character in a	Dialogue
				Literary style

	and characters	the sequence of events in literary texts. (I)	narrative. (I, EA)	Simile
	Recognize fantasy and reality	Apply knowledge of language to analyze and derive meaning/comprehension from literary texts. (I)	Use details to make predictions. (I, EA)	Idioms
	Retell a story		Identify stated and implied themes in literary passages. (EA)	Complete sentences
	Symbolism	Use detailed sentences to orally compare and contrast a similar theme or topic across three genres. (I)	SUGGESTED TEACHER ACTIVITIES	Common and proper nouns
	Stanzas		Teach study skills to build comprehension. (I)	Singular and plural nouns
	Alliteration	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)	Promote student generated text. (I)	Possessive nouns and pronouns
	Assonance		Use graphic organizers for multiple purposes including sequencing charts to sequence events in literature. (I, EA)	Subjects and predicates
	Point of view		Utilize interactive technology. (I, EA)	Articles
	Flashback	Read and use detailed sentences to orally explain the literary elements of theme, plot, setting and characters. (I)	Use varied reading techniques, reciprocal teaching, DRTA, and QAR. (I, EA)	Compound sentences
	Character analysis		Use flexible grouping and cooperative learning strategies. (I, EA)	Subject verb agreement
	Dialogue	Use detailed sentences to orally identify at least two ways in which poets use personification, figures of speech, and sounds. (I)	Build on prior knowledge. (I, EA)	Nouns
	Characterization: protagonist and minor characters		Use decodable text. (I, EA)	Present and past tense verbs
	Compare and evaluate literature	Identify several literary elements and techniques (e.g., figurative language, imagery, and symbolism). (EA)	Use SDAIE and CALLA strategies. (I, EA)	Irregular past tense verbs
	Make inferences		Expose students to a variety of genres. (I, EA)	Future tense
	Foreshadowing	Read and identify ways in which poets use personification, figures of speech, imagery, and sound. (EA)	Provided expanded vocabulary development. (I, EA)	Connection words
	Evaluate and respond to American literature		Ask "How?," "Why?," and open-ended questions. (I, EA)	Pronouns
	<i>Identify genre:</i>			Negative sentences
				Indefinite pronouns
				Progressive forms of verbs

	Folk tale Science Fiction Essay Personal narrative Biography Historical Fiction Article Short Story	Identify the function of dialogue, scene design, and asides in dramatic literature. (EA) Orally and in writing, compare and contrast a similar theme or topic across several genres using detailed sentences. (EA) Identify recognized works of American literature and their genre in order to contrast major periods, themes, and trends. (EA) Identify recognized works of world literature and contrast the major literary forms and techniques. (EA) Identify characteristics of sub-genre (e.g., satire, pastoral, allegory) that are used in various genres. (EA) Identify techniques which have specific rhetorical or aesthetic purposes in literary texts (e.g., irony, tone, mood, “sound” of language). (EA)	Model, expand, and restate text to enrich student language. (I, EA) Devise activities in which students compare and contrast themes, explain literary elements, and develop characterization in different media and genres. (I, EA) Utilize literature with rich figurative language and strong imagery to promote student analysis of text and interpretation. (I, EA) Teach morphology explicitly and in context. (I, EA) Provide opportunities to explain poetry. (I, EA) Use drama to analyze literature and expand vocabulary. (I, EA) Use dialogue journals. (EA) Use a variety of techniques to identify various literary devices (e.g., irony, satire, etc.). (EA) Explicitly teach literary elements and techniques through literature. (EA) Provide opportunities for students to study drama. (EA) Provide exposure to both American and World Literature for comparison and contrast. (EA) Provide exposure to subgenres (e.g., satire, pastoral, allegory) to define their specialized characteristics. (EA)	Descriptive words Adjective, adverb, and prepositional phrases Negative prefixes Compound subjects and predicates Adjectives that compare Synonyms Complex sentences Prepositional phrases Multiple-meaning words Indefinite adjectives Modals Phrases and clauses Relative clauses Present perfect tense Two word phrases Helping verbs Past perfect tense verbs Active and passive verbs Latin and Greek roots
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			Support students in the creation of short essays which compare and contrast themes across several genres. (EA)	Future tense
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DOMAIN	Course Title			
	Functions***	Standards*	Model Tasks**	Tools & Text
Writing: Strategies, Applications and Conventions	The student will work with the following functions:	ELD Standards for Intermediate and Early Advanced students. The students will:	SUGGESTED STUDENT ACTIVITIES	The student will work with the following forms:
	Take notes in a chart	Narrate a sequence of events and communicate their significance to the audience. (I)	Interact with a variety of familiar print. (I)	Word origins
	Write summaries		Respond to a narrative prompt in writing to produce a simple sequence of events or ideas in writing brief fictional biographies, short stories. Use details and repetitive transitional words. (I)	Words about communication
	Write paragraphs with main ideas and details	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)	Use correct grammar, such as present tense verbs and subject/verb agreement. (EA)	Words about likes and dislikes
	Make a communication chart		Distinguish among various noun endings. (EA)	Idioms
	Write a science fiction story		Write sentences that are appropriate to the topic. The sentences contain few errors. (EA)	Words about continuity and change
	Write narratives	Recognize elements of characterization in a piece of writing and apply them when writing. (I)	Write an essay that contains details and a clear sequence of events. (EA)	Words used to persuade
	Prewrite, draft, revise, edit,		SUGGESTED TEACHER ACTIVITIES	Survival words
			Use graphic organizers to summarize content information and/or facilitate the writing of more complex text. (I)	Alliteration, assonance and

proofread and publish	Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions. (I)	Provide opportunity for students to write daily and share writing. (I)	consonance
Make a personal data chart		Provide structured opportunities for vocabulary development. (I)	Sensory words
Write an opinion	Recognize structured ideas and arguments and their supporting examples in persuasive writing. (I)	Provide opportunities for prewriting activities (brainstorming). (I)	Repetition and personification
Write a self-portrait		Model information collection and editing techniques. (I)	Figurative language Metaphor
Quickwrites			Dialogue
Evaluate literature	Write job applications and resumes that are clear and provide all needed information. (I)	Model a variety of writing styles with a variety of frames, formats and structures, and purposes. (I)	Literary style
Make an historical events chart		Engage students in a variety of dictation. (I)	Simile
Write a story	Use complex sentences to write brief fictional biographies and short stories that include a sequence of events and provide supporting detail. (I)	Teach students information necessary to fill out job applications (e.g., name, address, phone number, education, etc.). (I)	Idioms
Write a character analysis		Utilize interactive technology. (I)	Complete sentences
Write a personal history	Use basic strategies of note-taking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms. (Some rules may not be evident.) (I)	Incorporate Readers' and Writers' Workshop. (I)	Common and proper nouns
Write description		Build on prior knowledge. (I)	Singular and plural nouns
Write an outcome		Teach basic parts of a report. (I)	Possessive nouns and pronouns
Write to a twin		Model and provide opportunities to fill out forms and create resumes. (I)	Subjects and predicates
Write a comparison of literature	Investigate and research a topic in a content area and develop a brief essay or report that includes source citations. (I)	Use dialogue journals. (I)	Articles
Describe an event		Use varied guided reading techniques to model writing. (I)	Compound sentences
Write	Revise spelling for	Provide grade level core literature at appropriate reading level for writing models. (I)	Subject verb agreement
		Clarify spelling differences and common cognates.	

	comparisons	appropriate word choice and organization with variation in grammatical forms and spelling. (I)	(I)	Nouns
	Write a house poem		Provide exposure to high-frequency word lists and common homonyms, etc. (I)	Present and past tense verbs
	Write description	Edit and correct basic grammatical structures and conventions of writing. (I)	Model note-taking skills, including outlining. (I)	Irregular past tense verbs
	Write a character sketch		Use SDAIE strategies. (I, EA)	Future tense
	Write an analysis of plot		Use CALLA strategies. (I, EA)	
	Write a myth	Identify various elements of discourse in writing (e.g., purpose, speaker, audience, form). (EA)	Ask appropriate questions to elicit written responses. (I, EA)	Connection words
	Write about cause and effect in literature		Demonstrate language patterns in standard clauses. (I, EA)	Pronouns
	Write news stories	Develop a clear thesis and support it using the rhetorical devices of analogy, quotation, and fact. (EA)	Provide literature and teacher-generated text that display desired sentence structures and patterns. (I, EA)	Negative sentences
	Write exposition		Have students correctly write scripts for role-plays and convert into little stories with dialogue. (I, EA)	Indefinite pronouns
	Write a content area report	Write persuasive compositions that structure ideas and arguments in a logical way with consistent use of standard grammatical forms. (EA)	Introduce the use of color-coding (sequence, key vocabulary). (I, EA)	Progressive forms of verbs
	Write a 5 paragraph essay for persuasive speech		Have students write short stories and poems observing proper conventions. (I, EA)	Descriptive words
	Write using logical order	Use appropriate language variations and genres in writing for language arts and other content areas. (EA)	Introduce revising and editing to original compositions and model self-editing techniques. (I, EA)	Adjective, adverb, 0and prepositional phrases
	Write using transitions and effective conclusions	Write job applications and resumes that are clear and purposeful and address the intended audience appropriately. (EA)	Model use of transitions to move narrative forward. (I, EA)	Negative prefixes
			Teach affixing and spelling rules. (I, EA)	Compound subjects and predicates
			Model narrative and expository writing process and provide adequate practice time for writing and	Adjectives that compare

		Write reflection compositions that explore the significance of events. (EA) Write detailed fictional biographies or autobiographies. (EA) Use strategies of note-taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms. (EA)	opportunities to use reference materials. (I, EA) Use flexible grouping and cooperative learning techniques. (I, EA) Use self-and group-editing checklists. (EA) Expand essay-writing strategies. (EA) Refine grammar study (e.g., clauses, passive voice, etc.) by modeling and providing specific instruction. (EA) Expand practice situations for students to read and write targeted grammatical constructions and writing styles. (EA) Use the writing process for all composition activities. (EA) Teach persuasive writing and counterarguments. (EA) Teach effective resume writing strategies through modeling and examples. (EA) Provide practice writing across the curriculum. (EA) Provide real-life, compelling reasons to write persuasive compositions. (EA)	Synonyms Complex sentences Prepositional phrases Multiple-meaning word Indefinite adjectives Modals Phrases and clauses Relative clauses Present perfect tense Two word phrases Helping verbs Past perfect tense verbs Active and passive verbs Latin and Greek roots Future tense
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Differentiation	Support -- for students struggling with content	Content: <u>High Point</u> , Level B 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 B 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.			

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, n“Rethinking English Language Instruction: An Architectural Approach,” are as follows: function (the language task) and form (the necessary tools for carrying out the task).