English Learner Academic Language Development (ALD) Course Description:

**6th Grade (Course A)- Inside Level B (Former Level D)**

### 6th Grade Course A

#### 1st Quarter:
- **Basic Skills:**
  - Reading Strategies
  - Group Work
  - Rules and Procedures
  - Procedural academic conversations
    - Celdt Prep/Study Skills
    - Data Conversations
    - Incentives:
      - Essay Writing Contest for class graded by EL Services for prize

**Unit 1: How powerful is a good idea?**
- Writing Assignment/Which invention have you read about and why? (argument)
- Speech 1 minute: Writing assignment topic

#### 2nd Quarter

**Unit 3: What links our past to our future?**
- Biography Essay: Choose a person you’ve read about who has overcome challenges & which life skills enabled them to overcome those challenges? (narrative)
- Novel (3 Weeks) (Wonder/Long Walk to Water or other selected novel)
- Speech: a speech about someone you know who has overcome challenges.
- Essay: Which character in the novel overcame challenges and which life skills were used.

#### 3rd Quarter

**Unit 4: Why is the human heart so amazing?**
- Essay: Contrast the scientists and poets view of the human heart.
- Heart Project (Gary Soto poem) See Monica from PH

**Unit 5: What happens when cultures cross paths?**
- Essay: Describe the cultural clashes between Aztecs/Spanish. Explain underlying causes (tentative)
- Speech: Debate Pick a side in a historical debate e.g. Aztec vs. Spanish

#### 4th Quarter

**Unit 8: How can changing our ways benefits the earth?**
- Essay: How can changing our ways benefit the earth? Textual evidence
- Speech: Imagine you are the earth and how would you persuade people to change their ways.
- SBAC Testing
- Novel (3 weeks) any choice
Inside Level D  
*Action* magazine, Wordly Wise, Academic Vocabulary Toolkit 1  
Goal-setting and progress monitoring

**Supplemental Novels:** *A Long Walk to Water* by Linda Sue Park; *Baseball in April* by Gary Soto; *Freak the Mighty* by Rodman Philbrick; *The Legacy of Luna* by Julia Butterfly Hill; (or any other novel that is not on the required reading list for Core teachers or is relevant to the units being taught)

Lesson plan:

**Quarter One**
- CELDT Prep/Instructional Classroom routines/Data Chats/Goal Setting (1st month of school)
- Unit 1: How Powerful is a Good Idea? (*Inside Level D*)
  - Academic and key vocabulary
  - Reading strategies
  - Language functions
  - Academic conversations
  - Text structures
  - Close reading of text selections
  - Write an argument essay
  - Deliver a 1-minute speech
  - Optional: Parts of unit test used as formative assessment throughout unit
  - Optional: Other teacher-generated formative assessments and materials
  - Optional: Unit test to monitor progress
- Quarterly “Data Chats” to encourage goal setting and reclassification
- Ongoing nonfiction readings in *Action* magazine followed by academic conversations, writing assignments, and/or interactive activities
- Ongoing work in Wordly Wise or Academic Vocabulary Toolkit 1 to build academic vocabulary

**Quarter Two**
- Unit 3: What Links Our Past to Our Future? (*Inside Level D*)
Academic and key vocabulary
Reading strategies
Language functions
Academic conversations
Text structures
Close reading of text selections
Write a narrative essay
Deliver a 1-minute speech
Read novel: *A Long Walk to Water*
Optional: Parts of unit test used as formative assessment throughout unit
Optional: Other teacher-generated formative assessments and materials
Optional: Unit test to monitor progress
Required: Midterm Inside Assessment

- Daily narrative journal entries
- Quarterly “Data Chats” to encourage goal setting and reclassification
- Ongoing nonfiction readings in *Action* magazine followed by academic conversations, writing assignments, and/or interactive activities
- Ongoing work in Wordly Wise or Academic Vocabulary Toolkit 1 to build academic vocabulary

**Quarter Three**

- Unit 4: Why Is the Human Heart So Amazing? (*Inside Level D*)
  - Academic and key vocabulary
  - Reading strategies
  - Language functions
  - Academic conversations
  - Text structures
  - Close reading of text selections
  - Write an informative essay
  - Complete Heart Project (as designed by Monica Figueroa)
  - Optional: Parts of unit test used as formative assessment throughout unit
  - Optional: Other teacher-generated formative assessments and materials
  - Optional: Unit test to monitor progress
Unit 5: What Happens When Cultures Cross Paths? (Inside Level D)
- Academic and key vocabulary
- Reading strategies
- Language functions
- Academic conversations
- Text structures
- Close reading of text selections
- Write an informative essay
- Participate in a Debate
- Optional: Parts of unit test used as formative assessment throughout unit
- Optional: Other teacher-generated formative assessments and materials
- Optional: Unit test to monitor progress

Quarterly “Data Chats” to encourage goal setting and reclassification
- Ongoing nonfiction readings in Action magazine followed by academic conversations, writing assignments, and/or interactive activities
- Ongoing work in Wordly Wise or Academic Vocabulary Toolkit 1 to build academic vocabulary

Quarter Four

Unit Eight: How Can Changing Our Ways Benefit the Earth? (Inside Level D)
- Academic and key vocabulary
- Reading strategies
- Language functions
- Academic conversations
- Text structures
- Close reading of text selections
- Write an argument essay
- Deliver a 1-minute speech
- Read novel of choice (see course list for titles)
- Optional: Parts of unit test used as formative assessment throughout unit
Optional: Other teacher-generated formative assessments and materials
Optional: Unit test to monitor progress
Required: End of Year Inside Placement test

- Quarterly “Data Chats” to encourage goal setting and reclassification
- Ongoing nonfiction readings in *Action* magazine followed by academic conversations, writing assignments, and/or interactive activities
- Ongoing work in Wordly Wise or Academic Vocabulary Toolkit 1 to build academic vocabulary

**Activities:**

**Writing Assignments:**

- 1 Narrative Essay
- 1 Informative Essay
- 2 Argument Essays

**Oral Practice:**

- Academic Conversations
- 3 speeches
- 1 debate

**Recurring Assignments**

- Academic Vocabulary routine (Wordly Wise/Academic Vocabulary Toolkit 1)
- Academic conversations to use and develop academic language
- Summarizing and paraphrasing text
- 10-minute papers including a well-stated claim and support
- Data Chat Worksheets each quarter to set personal academic goals and monitor their progress toward them.

**Instructional Methods/Strategies:**

- Close reading with text dependent questions
- Think-pair-share
• Writing and oral language frames to support use of academic language
• Graphic organizers
• Direct instruction
• Cooperative learning strategies
• Self and peer evaluations using rubrics
• Instructional routines

Assessment Methods:
• Formative assessment: unit tests
• Summative assessment: writing assignments
• Summative assessment: speeches and debates
• Teacher-created assessments

Evaluation Standards:
• A decrease in D’s and F’s in the students’ ELA classes
• An increased RFEP rate