

High School EL ALD Course B

Course Purpose:

English Learner Academic Language Development (ALD) Course B is designed to teach Long-Term English Learners the academic language necessary for the academic success that leads to reclassification. The core instructional units, Exploring Rites of Passage and Pursuing the American Dream, parallel and reinforce the grade level expectations of a freshman or sophomore English language arts course, while also providing English Language Development instruction at the Early Advanced and Advanced proficiency levels. Students in this class also read and discuss culturally relevant novels and work with their teacher or assigned staff member to set personal academic goals and monitor their progress toward them. The purpose of the course is to provide Long-term English Learners with the academic mentoring, the instruction in the forms and functions of academic language, and the strategically-scaffolded practice reading, speaking, and writing about grade-level-content-related themes that they need to Reclassify as Fluent English Proficient.

The course addresses the UC Regents' seven goals of the English requirement in the following ways:

1. Each instructional unit culminates in a student essay in which students cull anecdotes and information from personal experience and grade-level texts to support a claim.
2. Lessons include partnered and small group discussions in which students both contribute their views and show respect for the diverse perspectives of others. The course also includes time for teachers or assigned staff to meet with students individually to evaluate their academic progress and plan for any needed student self-advocacy with content teachers.
3. Each unit includes a selection of complex texts which students use to construct arguments. Students practice skills such as annotating text, note-taking, interpreting data, reflecting on the relevance of information presented, and analyzing authors' word choices. Students convey information in partnered discussions, power point presentations, Socratic Seminars, formative writing assignments, and summative essays.
4. Students analyze authors' word choices with regard to audience and context and develop metacognitive awareness as they adapt their own word choices to audience, task, purpose, genre and discipline.
5. Students use textual evidence and data to talk and write about the essential question posed by each unit.
6. Students create, view, and respond to PowerPoint presentations and other multimedia presentations.
7. The essential questions of each unit promote curiosity and an exploration of new ideas.

Course Materials:

Rites of Passage, Curriculum & 40 student workbooks, CM410
Pursuing the American Dream, Curriculum & 40 student workbooks, CM420
CM Support Kit, CM 300
We Are Alive When We Speak for Justice – one copy for teacher
Upfront magazine, subscription for class set

Supplemental Materials:

At least one novel per semester: *Keeper* by Mal Peet, *An Island Like You: Stories of the Barrio* by Judith Ortiz Cofer, *Lupita Manana* by Patricia Beatty, *The Distance Between Us* by Reyna Grande, *And the Earth Did Not Devour Him* by Tomas Rivera, *Parrot in the Oven* by Victor Martinez, *Necessary Roughness* by Marie G. Lee

Online resources such as newsela.com, tweentribune.com, procon.org, readtheory.org

1 box of Constructing Meaning student discussion cards

1 class set of Constructing Meaning student flip books

Course Outline:

1st semester:

Self-affirmation exercise (provided by EL department or created by teacher, teacher's choice):
Students choose values that are important to them and write a few sentences describing why.

(The importance of this exercise is discussed in an article *called Simple interventions bridge the achievement gap between Latino and white students, Stanford researcher finds*. According to the Stanford research, the earlier this exercise is completed in the school year, the more impact it will have on student achievement. Students must start the year by defining their own identities and core values.)

At the end of first semester, students will do a second affirmation exercise, writing a reflection on things in their life that are important to them and how those things will influence their actions and choices in the coming months.

1st semester Theme: Rites of Passage

Essential Question: How do rites of passage – both religious and secular – acknowledge important stages in an individual life?

Overall Student Learning Goal: Students will understand the term **rites of passage** and will be able to compare and contrast the significance of two coming-of-age traditions.

Topics and Incorporated Articles/Texts:

Defining Rites of Passage: Students read *Rites of Passage in a Changing World* by J. Moran and use it to define the term rites of passage and explain the importance of rites of passage using target language forms.

Comparing Coming of Age Traditions: Students read *A Long Jump to Manhood* by Sam Dolnick and *Quinceanera: The Transition into Young Womanhood* by Holly Klaft. They take directed notes from text and use the appropriate language structures to compare and contrast the two coming-of-age traditions.

Examining the Meaning of Ritual: Students will read the text *Making their Mark* by Paul Raushenbach and analyze it to understand the significance of a rite of passage. They will then use academic cause and effect language to explain their understanding.

2nd semester:

Students will do a third affirmation exercise this semester, writing a paragraph describing how the things they most consistently value will be important to them in the coming months.

2nd Semester Theme: Pursuing the American Dream

Essential Questions: How has the American Dream changed over time and what does it mean today?
Does a version of the American Dream still exist?

Overall Student Learning Goal: Students will understand the concept of the evolution of the American Dream and will be able to support their opinion about its modern existence.

Topics and Incorporated Articles/Texts:

The American Dream as an Evolving Ideal: To understand the evolution of the American dream, students will read excerpts from *A Model of Christian Charity* by John Winthrop (1630), the Declaration of Independence by Thomas Jefferson (1776), *Narrative of the Life of Frederick Douglass* by Frederick Douglass (1848), *The Declaration of Sentiments* by Elizabeth C. Stanton and Lucretia Mott (1848), *Cynicism and the Evolution of the American Dream* by Wilbur W. Caldwell (2006), *Epic of America* by James T. Adams (1931), "I Have a Dream" by Martin Luther King (1963), *The Finance of Higher Education: Theory, Research, Policy and Practice* edited by Michael B. Paulsen and John C. Smart, the essay "Victor's Dream" by a high school senior whose parents emigrated from Mexico, and from a primary source document/ pamphlet designed to help soldiers returning from World War II transition back into life in the states

(<http://www.historians.org/projects/GIRoundtable/BuildHouse/BuildHouse7.htm>). After reading, annotating, and analyzing these excerpts, students will explain the historical variations of the American Dream and define their personal American Dream using citation, description, and elaboration as well as the language of compare and contrast.

Examining a Modern Version of the American Dream: Students will read and analyze multiple sources, including *Pickers to Vintners: A Mexican-American Saga* by Eric Asimov, to identify common ideas and explain which characteristics are needed to reach the American Dream.

A Dream in Danger: Students will use textual evidence from *Making it in America* by Adam Davidson to identify and explain the reasons why – for some – the American Dream is beyond reach.

Both semesters:

In addition to these core instructional units, teachers will guide students in reading one of the following thematically-related culturally relevant novels each semester, in creating and discussing text-to-self connections, and in writing responses to literature:

Keeper by Mal Peet, *An Island Like You: Stories of the Barrio* by Judith Ortiz Cofer, *Lupita Manana* by Patricia Beatty, *The Distance Between Us* by Reyna Grande, *And the Earth Did Not Devour Him* by Tomas Rivera, *Parrot in the Oven* by Victor Martinez, *Necessary Roughness* by Marie G. Lee

Teachers will guide students in reading student essays from *We Are Alive When We Speak for Justice* and using those essays as mentor texts to create their own personal essays, published in the form of a class portfolio at the end of the year.

Students also read and respond (in paired and small group discussions and in writing) to topical high interest articles pulled from

- *Upfront* magazine (New York Times publication)
- *The New York Times*
- Newsela.com
- Tweentribune.com (Smithsonian publication)
- Procon.org

Finally, teachers or an assigned staff member will check in with students on a regular basis to monitor their achievement in core classes with an emphasis on self-advocacy, assignment completion, and identifying and using transferrable academic skills taught and practiced in the ALD class.

Key Assignments:

1st semester (theme = Rites of passage):

First Semester Assignments:

Affirmation Exercise #1 (to be completed as early in the school year as possible)

Affirmation Exercise #2

Identify life cycle transitions

Define rites of passage

Practice the functional language and grammatical structures of description/elaboration orally and in writing

Preview and chunk text

Engage in guided reading and directed use of three-column note-taking tool

Engage in close reading

Participate in partnered discussions
Use target language in spoken and written responses to formative assessment questions
Make personal links to learning and explain them in speaking and writing
Demonstrate understanding of the terms *religious* and *secular* in speaking and writing
Practice the functional language and grammatical structures of compare and contrast
Analyze similarities and differences between two coming of age traditions in spoken and written responses
Analyze treatment of key ideas across texts
Deconstruct the summative task
Develop draft response to summative prompt

Write summaries of articles read in class
Write argument essays supporting a claim with evidence from articles read in class
Write responses to literature in response to the supplemental novels listed above
Write first person narratives using student essays from *We Are Alive When We Speak for Justice* as a mentor text
Use target language to respond to formative prompts

Culminating Summative Assignment: Students will write an expository essay in which they compare and contrast the social, cultural, and personal significance of two coming-of-age traditions or rituals. Students will use precise language that is appropriate to their audience and purpose.

2nd semester (theme = Pursuing the American Dream):

Second Semester Assignments:

Affirmation exercise #3
Analyze text title to make predications
Engage in guided reading and note-taking
Engage in close reading
Practice verb tense patterns and target vocabulary in spoken and written responses to formative prompts
Generate a personal response to the texts
Participate in partnered discussions
Practice target language orally and in writing
Use discourse to strengthen and express understanding of the American Dream
Analyze text in small group discussions
Demonstrate understanding of critical concept by applying it to examples from text
Use graphic organizer to identify characteristics needed to attain the American Dream
Distinguish between skills and characteristics
Make connections across texts
Identify repeated themes and ideas
Use frames to summarize thinking
Deconstruct summative task
Review resources
Develop draft response to the summative prompt

Write summaries of articles read in class
Write argument essays supporting a claim with evidence from articles read in class

Write responses to literature in response to supplemental novels listed above
Write first person narratives using student essays from *We Are Alive When We Speak for Justice* as a mentor text

Culminating Summative Assignment: Students will write a persuasive essay in which they argue whether or not the American Dream still exists, based on personal experiences and texts read during the semester.

Instructional Methods and/or Strategies:

Students will use structured talk routines to practice target vocabulary and academic language structures (ex: compare and contrast, cause and effect, description), to process their thinking, to deepen their understanding, and to convey their learning. The productive skills of speaking and writing are emphasized with a focus on students using academic language with increasing independence. This emphasis on production aligns with the ELA CCSS. Students also engage in word study and close reading of grade level text with an emphasis on independently applying the skills used to comprehend rigorous text (ex: chunking, annotating, structured note-taking) to the texts in other classes.

Instructional Methods:

Gradual Release of Responsibility

Modeling/Think Alouds

Guided Practice

Partnered and small group discussions

Collaborative group work

Socratic Seminar

Explicit instruction in topic specific vocabulary and in functional language (ex: cause and effect, compare and contrast, proposition and support, the language of description) in an academic register

Language frames for student speaking and writing

Structured oral and written practice of target language in response to formative prompts

Chunking and annotating text

Structured note-taking

Close reading

Formative writing assignments

Summative writing assignments

Academic Mentoring: (will work with students on)

Goal-setting

Progress-Monitoring

Developing metacognitive awareness of learning style

Organizational and time management skills

Assessments:

Formative Assessments

Writing in response to prompts

Partnered and small group discussions in response to prompts

Annotation and notes on texts

Written and oral reflections on learning

Summative Assessments

Written summaries of and reflections on articles read

Argument essays using examples from texts read and from personal experience to support the claim

Response to Literature essays

Narrative Essays using *We Are Alive When We Speak for Justice* as a mentor text

Reading:

Students read grade-level expository articles about the themes of the Constructing Meaning instructional units:

Rites of Passage:

Rites of Passage in a Changing World by J. Moran, *A Long Jump to Manhood* by Sam Dolnick, *Quinceanera: The Transition into Young Womanhood* by Holly Klaft, *Making their Mark* by Paul Raushenbach

Pursuing the American Dream:

Excerpts from *A Model of Christian Charity* by John Winthrop (1630), the Declaration of Independence by Thomas Jefferson (1776), *Narrative of the Life of Frederick Douglass* by Frederick Douglass (1848), *The Declaration of Sentiments* by Elizabeth C. Stanton and Lucretia Mott (1848), *Cynicism and the Evolution of the American Dream* by Wilbur W. Caldwell (2006), *Epic of America* by James T. Adams (1931), a primary source document/ pamphlet designed to help soldiers returning from World War II transition back into life in the states

(<http://www.historians.org/projects/GIRoundtable/BuildHouse/BuildHouse7.htm>), “*I Have a Dream*” by Martin Luther King (1963), *The Finance of Higher Education: Theory, Research, Policy and Practice* edited by Michael B. Paulsen and John C. Smart, and an essay “Victor’s Dream” by a high school senior whose parents emigrated from Mexico, as well as the articles *Pickers to Vintners: A Mexican-American Saga* by Eric Asimov, and *Making it in America* by Adam Davidson

Students also read additional articles on these themes and on other topical high interest themes pulled from

- *Upfront* magazine (New York Times publication)
- *The New York Times*
- Newsela.com
- Tweentribune.com (Smithsonian publication)
- Procon.org

Students will read at least two of the following culturally relevant novels that relate to the unit themes:

Keeper by Mal Peet, *An Island Like You: Stories of the Barrio* by Judith Ortiz Cofer, *Lupita Manana* by Patricia Beatty, *The Distance Between Us* by Reyna Grande, *And the Earth Did Not Devour Him* by Tomas Rivera, *Parrot in the Oven* by Victor Martinez, *Necessary Roughness* by Marie G. Lee

Students will read excerpts from some of the following grade-level literary texts that relate to the unit themes:

Rites of Passage: *Lord of the Flies*, *Bless Me*, *Ultima*, *A Separate Peace*, *The Outsiders*, *The House on Mango Street*

Pursuing the American Dream: *Of Mice and Men*, *A Raisin in the Sun*, *Death of a Salesman*, *The Great Gatsby*, *The Grapes of Wrath*, *Nickel and Dimed*, *Scratch Beginnings*, *The Glass Castle*

Students will read student essays published in *We Are Alive When We Speak for Justice* and use the student essays as mentor texts for their own writing.

Writing:

Formative

Students will write to learn in response to formative prompts that require them to reflect on their learning using targeted academic language.

Summative

Summaries of Expository Articles

Responses to Literature

Argument Essays using evidence from the articles to support their claims

Persuasive Essay using evidence from the class readings and from their personal experience to support their opinion

Narrative essays using *We Are Alive When We Speak for Justice* as a mentor text

Speaking and Listening:

Partnered and small group discussions in response to prompts

Small group and whole class presentations