



Park Hill School District

Building Successful Futures • Each Student • Every Day

ELD Academic Language 2

Course Description:

ELD Academic Language II is designed to grow the academic language of English Learners across the four language domains of listening, speaking, reading, and writing, using content-specific academic language. Students eligible for this course fall into the range of 2.6 - 3.5 on a current WIDA Screener or ACCESS test. Formal and informal assessment data may also be considered as a factor for placement. The instructional order and duration of the units is flexible, to be responsive to the needs of the students and the content courses in which they are enrolled as well as curriculum resources, teacher schedules, etc. Within and between Units, the instructor will rotate supplementary content among English Language Arts, Mathematics, Science, and Social Studies, to ensure balanced instruction in all content areas throughout the semester. This course may be repeated on a case-by-case basis, as determined by the ELD teacher and administrator.

Timeframe	Unit	Instructional Topics
Varies	Comprehending and Interpreting Texts	Text interpretation across content areas
Varies	Writing a Paragraph	Expressing ideas in paragraph form across content areas
Varies	Analyzing Craft and Structure of Texts	Understanding character point of view and development and author arguments across content areas
Varies	Synthesizing, Comparing and Contrasting Idea	Recognizing similar and dissimilar themes across content areas
Varies	Writing a Research Paper	Developing and communicating arguments in long, written form across content areas

WIDA Priority Standards

Standard 1 Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.

Standard 2 Language for Language Arts: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.

Standard 3 Language for Mathematics: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.

Standard 4 Language for Science: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.

Standard 5 Language for Social Studies: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

Unit 1: Comprehending and Interpreting Texts

Subject: English Language Development (ELD) Academic Language II

Grade: 9-12

Name of Unit: Comprehending and Interpreting Texts

Length of Unit: Varies

Overview of Unit: In this unit, students will approach texts as a reader by comprehending and interpreting ELD-level texts.

Priority Standards for unit:

- ELA 9-10.RL.1.A and ELA 9-10.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELA 9-10.RL.1.B and ELA 9-10.RI.1.B Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- ELA 9-10.RL.1.D Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.
- ELA 9-10.RI.1.D Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
- WIDA Standard 2 Language for Language Arts: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
- WIDA Standard 4 Language for Science: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.
- WIDA Standard 5 Language for Social Studies: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

Recommended Vocabulary:

- [Cross-Curricular Vocabulary](#)
- [Content Vocabulary](#)

Engaging Experiences:

- Read articles and short stories from a variety of sources.
- Respond to short-answer questions by restating the question.
- Use different strategies to respond to multiple-choice questions.
- Monitor comprehension as you read texts.

Engaging Scenario:

- Socratic Seminar on a selected text

Unit 2: Writing a Paragraph

Subject: English Language Development (ELD) Academic Language II

Grade: 9-12

Name of Unit: Writing a Paragraph

Length of Unit: Varies

Overview of Unit: In this unit, students will approach the writing task as a writer. Students will write a complete paragraph with a topic sentence, details, and a concluding sentence.

Priority Standards for unit:

- ELA 9-10.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- ELA 9-10.W.3.A.a Review, revise, and edit writing with consideration for the task, purpose, and audience. A Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
- ELA 9-10.W.3.A.c Review, revise, and edit writing with consideration for the task, purpose, and audience. C Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation
- WIDA Standard 2 Language for Language Arts: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
- WIDA Standard 5 Language for Social Studies: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

Recommended Vocabulary:

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Engaging Experiences:

- Utilize effectively writing tools to structure their practice of writing paragraphs (e.g., Pick a Side, 4-Corners, etc.)
- Express opinions in various formats

Engaging Scenario:

- Write an opinion paragraph complete with topic sentence, details, and conclusion.

Unit 3: Analyzing Craft and Structure of Texts

Subject: English Language Development (ELD) Academic Language II

Grade: 9-12

Name of Unit: Analyzing Craft and Structure of Texts

Length of Unit: Varies

Overview of Unit: In this unit, students will approach texts as a writer by analyzing craft and structure.

Priority Standards for unit:

- ELA 9-10.RL.2.B Analyze how points of view is reflected in the characters, setting, and plot.
- ELA 9-10.RL.2.D Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.
- ELA 9-10.RI.2.D Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- WIDA Standard 1 Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- WIDA Standard 2 Language for Language Arts: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.

Recommended Vocabulary:

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Engaging Experiences:

- Read a novel (class novel or independent reading with book chat).
 - Suggested Titles: Saddleback Edition of *Julius Caesar*, Saddleback Edition of *Romeo and Juliet*, Saddleback Edition of *Hamlet*, Novels from Edge Leveled Readers, *Stuck in Neutral*, *Peak*, *Refugee*

Engaging Scenario:

- Book Project (Tic-Tac-Toe Board including speaking, writing, and presentation options)

Unit 4: Synthesizing, Comparing and Contrasting Idea

Subject: English Language Development (ELD) Academic Language II

Grade: 9-12

Name of Unit: Synthesizing, Comparing and Contrasting Idea

Length of Unit: Varies

Overview of Unit: In this unit, students will approach texts as a researcher by synthesizing, comparing, and contrasting ideas from multiple texts.

Priority Standards for unit:

- ELA 9-10.RI.3.B Evaluate how effectively two or more texts develop similar ideas/topics.
- WIDA Standard 2 Language for Language Arts: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
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Recommended Vocabulary:

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Engaging Experiences:

- Compare and contrast two articles using the same topic.

Engaging Scenario:

- Read a historical fiction story and a historical article and compare/contrast the two pieces.

Unit 5: Writing a Research Paper

Subject: English Language Development (ELD) Academic Language II

Grade: 9-12

Name of Unit: Writing a Research Paper

Length of Unit: Varies

Overview of Unit: In this unit, students will approach the writing task as a researcher. Students will publish a final product based on their research.

Priority Standards for unit:

- ELA 9-10.W.1.A.a Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
- ELA 9-10.W.1.A.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- ELA 9-10.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- ELA 9-10.W.3.A.a Review, revise, and edit writing with consideration for the task, purpose, and audience. A Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
- ELA 9-10.W.3.A.c Review, revise, and edit writing with consideration for the task, purpose, and audience. C Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation
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Recommended Vocabulary:

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- [Content Vocabulary](#)

Engaging Experiences:

- Read advanced and basic examples of research papers that were written by students - discuss what criteria make an advanced/basic paper
- Explore examples of credible sources versus non credible sources
- Explore taking notes and paraphrasing
- Discuss paragraphing - how to organize ideas into paragraphs
- Discuss appropriate research paper format (MLA)
- Explain the difference between fact and opinion and what is included in a research paper - explore examples

Engaging Scenario:

- Write a research paper with reference(s). The end product could be an infographic, brochure, a paper, a children's book, etc.

Recommended Cross-Curricular Academic Vocabulary

• Answer (yes/no) • Ask • Audience • Bias • Cause/Effect • Central Idea • Chart • Clarify • Classify • Compare • Connect • Defend	• Defend • Describe • Diagram • Differentiate • Discuss • Distinguish • Evaluate • Evidence • Express • Facts • Flow Chart • Headings • Identify • Illustration • Informational Text • Interpret	• Justify • Label • List • Main Idea • Main Point • Match • Model • Name • Narrative • Narrative Text • Opinions • Order • Paraphrase • Pattern (text) • Perspective • Persuade • Point of View • Pose (a question)	• Present • Procedure • Produce • Provide (examples) • Purpose • Recognize • Reflect • Relate • Related/Relationship • Relevant Text • Represent • Respond • Restate • Select • Sequence • Suggest • Summarize • Text
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Recommended Content/Domain-Specific Vocabulary

Language Arts	Mathematics	Science	Social Studies	
• Acts • Analysis • Audience • Author's Intent • Biography • Character • Character Analysis • Characterization • Citation • Claim • Connotation • Context • Evidence • Figurative Language • Flashback • Format • Inference • Mood • Narrative • Plot • Point of View • Setting • Source • Structure • Subject • Syntax • Theme • Thesis • Tone • Tragedy	• Angles • Complementary • Congruence • Constructions • Coplanar • Equality/Inequality • Equation • Exponents • Expressions • Factoring • Function • Graphing • Linear • Polynomial • Probability • Quadratic • Radicals • Rational • Ratios • Segments • Similarity • Supplementary • Symmetry • Theorem • Three-Dimensional • Transformations • Trigonometric • Two-Dimensional	• Allele • Atoms • Balancing Equations • Blood & Bodily Fluids • Cells & Cell Parts • Chemical reactions • Conversion • Crime Scene • DNA • Dominant • Evidence • Forces • Genetics • Genotype • Heterozygous • Homozygous • Lab • Matter • Organisms • Periodic Table • Phenotype • Punnett Square • Recessive • Scientific Method • Toxicology	• Absolutism • Bill of Rights • Bureaucracy • Checks and Balances • City-state • Civil Rights • Communism • Communist • Constitution • Constitutional Monarchy • Counterrevolution • Democracy • Diaspora • Divine Right • Economics • Executive • Federal • Feudal System • Great Depression • Hellenistic Empire • Holocaust • Humanism • Impeachment • Imperialism • Industrial Revolution	• Judicial • Legislative • Mercantilism • Militarism • Monotheism • Nationalism • Nationalism • Nativism • Nativism • Nazism • Neolithic • Philosopher • Polytheism • Populism • Progressive • Propaganda • Radical • Reconstruction • Reincarnation • Renaissance • Reparations • Republic • Revolution • Social Darwinism • Socialism • Suffrage • Totalitarian • Unification