FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Intensive English ELL

Date: October 2015   **Course Length: 1 Year**
Proposed Grade Level(s): 6-8   **Subject Area/Credits: English**
Grading: A-F

6th, 7th, and 8th grades: The primary prerequisite for this course is that students have scored a 1 or 2 on the CELDT. Placement can be reinforced by a far below basic score on the iReady reading diagnostic. These students can also be given the CORE Phonics Inventory or SIPPS Plus assessment to determine their phonemic awareness.

COURSE DESCRIPTION:

This course is designed for students whose English proficiency level requires instruction in English foundational skills. Intensive English ELL is a targeted two-period reading/language arts intervention program/course that addresses English language development. Students at this level typically progress very quickly, learning to use English for immediate needs, as well as beginning to understand and use academic vocabulary and other features of academic language. Course materials/instruction is designed to provide and accelerate student language development. This course covers listening, speaking, word analysis, reading fluency, reading comprehension, writing conventions, literary response and literary analysis.

Depending on the student's proficiency level, they will work in the *Keys to Learning* and/or *Building Bridges* curricula, and the iLit ELL curriculum.

GENERAL GOALS/ESSENTIAL QUESTIONS:

Emphasis is placed on accelerating student learning so that students will achieve the ability to speak English in a manner similar to their peers or make significant strides toward that objective. The goals for the course correspond to goals put forth in the California ELA/ELD Framework.

CCSS READING COMPONENT:

Students will read a variety of materials, which may include reading skills books, novels, timed readings, short stories, articles, plays, and public forms and documents. Students are assessed summatively in August, January, and May using the iReady reading diagnostic. Students are assessed formatively every week within the iLit program, as well as using teacher created and site based formative assessments.

- **Word Analysis and Explicit Vocabulary Instruction**- Students apply etymological and morphological knowledge to word meanings, including instruction in word derivation. Students employ a variety of strategies, such as using context clues, to determine the meaning of new or unfamiliar words in a text.
- **Comprehension** - Students produce evidence of comprehension by paraphrasing ideas, distinguishing between fact and opinion, identifying the main idea of a passage, recognizing a sequence of events, drawing logical inferences, reading for key facts, and understanding the

author's approach and purpose. Students learn the difference between narrative text and reading informational or expository text. Students understand the importance of metacognition in the reading process.

- **Decoding** - Through direct phonics instruction, students become adept at decoding words and develop effective strategies for reading polysyllabic words in English.
- **Fluency and Automaticity** - Through systematic instruction in phoneme awareness, phonics, and sight words, students will improve their ability to read with accurate word recognition and natural syntactic phrasing. Students will improve their ability to mark the phrase boundaries in conventional text. Through timed readings and paired readings, students will improve their reading speed.
- **Reading Strategies** - Students will develop increased competency in recognizing text structures, previewing texts, guided reading, monitoring and metacognition, summarizing and synthesizing.
- **Independent Reading** - Students will engage in independent reading through sustained silent reading assignments within the classroom and at home. Reading will be documented and supported by reading logs, journals, accelerated reader testing, and reading calendars.

CCSS WRITING COMPONENT:

Students will practice summarization and paraphrasing techniques, as well as write informational, explanatory, argumentative, and narrative pieces in both single paragraph and multi-paragraph formats.

- **Writing Strategies** - Students will apply strategies acquired through reading skills in their writing, with particular attention to the paragraph.
- **Writing Applications** - Students will work on strategies for following instructions, responding in complete sentences, articulating the main idea of a fiction or non-fiction passage, correctly summarizing a sequence of events, drawing logical inferences, and describing the author's approach and purpose within a text.
- **Written and Oral English Language Conventions** - Students will develop awareness of sentence and paragraph structure; punctuation; grammar and usage, diction, syntax, corrects spelling; outlining, and note taking skills.

CCSS SPEAKING AND LISTENING COMPONENT:

Students will speak both formally and informally in response to a variety of assignments. Students may be asked to give narrative presentations, dramatic presentations, responses to literature, persuasive arguments, and descriptive presentations.

- **Listening and Speaking Strategies** - Students will develop an awareness of oral communications by applying elements of expressive discourse, using various visual aids, using devices of oral rhetoric (intonation, gestures, eye contact) and producing concise notes for extemporaneous oral presentations.
- **Speaking Applications** - Students will practice a variety of listening and speaking strategies through classroom discussion, fluency reading, paired reading, choral reading, book talks, poetry readings, literature circle discussions, and dramatic readings.

DETAILED UNITS OF INSTRUCTION:

Grade level should not stretch more than three years above the average grade level equivalent of the class. This will determine the difficulty during direct-instruction; however, the program will adapt to each student's individual level and adjust as they grow.

Program Structure
There are five levels of iLit: Level A, Level B, Level C, Level D, and Level E. Within each level are seven units of instruction. The units vary in the number of lessons they contain, depending on the instructional intent. A lesson is equivalent to a daily class period.

Unit 1: 5 lessons
Unit 2: 50 lessons
Unit 3: 10 lessons
Unit 4: 50 lessons
Unit 5: 10 lessons
Unit 6: 50 lessons
Unit 7: 5 lessons
Total: 180 Lessons

TEXTBOOKS AND RESOURCE MATERIALS:

iLit ELL Adaptive Software 45 Minute Version
Inside
Keys to Learning
Building Bridges

SUPPLEMENTAL MATERIALS:

SIPPS Plus and/or Challenge
Lexia
Read Naturally

COMMON CORE STANDARDS TO BE ADDRESSED:

Reading:
Key Ideas and Details:

- CCSS.ELA-LITERACY.CCRA.R.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA-LITERACY.CCRA.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSS.ELA-LITERACY.CCRA.R.3 - Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:

- CCSS.ELA-LITERACY.CCRA.R.4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCSS.ELA-LITERACY.CCRA.R.5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- CCSS.ELA-LITERACY.CCRA.R.6 - Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.CCRA.R.7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- CCSS.ELA-LITERACY.CCRA.R.8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCSS.ELA-LITERACY.CCRA.R.9 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

- CCSS.ELA-LITERACY.CCRA.R.10 - Read and comprehend complex literary and informational texts independently and proficiently.

Writing:
Text Types and Purposes:

- CCSS.ELA-LITERACY.CCRA.W.1 - Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-LITERACY.CCRA.W.2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-LITERACY.CCRA.W.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing:

- CCSS.ELA-LITERACY.CCRA.W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.CCRA.W.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCSS.ELA-LITERACY.CCRA.W.6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:

- CCSS.ELA-LITERACY.CCRA.W.7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSS.ELA-LITERACY.CCRA.W.8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- CCSS.ELA-LITERACY.CCRA.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

- CCSS.ELA-LITERACY.CCRA.W.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening:
Comprehension and Collaboration:

- CCSS.ELA-LITERACY.CCRA.SL.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.CCRA.SL.2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.CCRA.SL.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas:

- CCSS.ELA-LITERACY.CCRA.SL.4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.CCRA.SL.5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCSS.ELA-LITERACY.CCRA.SL.6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language:
Conventions of Standard English:

- CCSS.ELA-LITERACY.CCRA.L.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.CCRA.L.2 - Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:

- CCSS.ELA-LITERACY.CCRA.L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use:

- CCSS.ELA-LITERACY.CCRA.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- CCSS.ELA-LITERACY.CCRA.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCSS.ELA-LITERACY.CCRA.L.6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CORRESPONDING ELD STANDARDS:

Part I: Interacting in Meaningful Ways
A. Collaborative
1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics
2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)
3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)

B. Interpretive
5. Listening actively to spoken English in a range of social and academic contexts
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

C. Productive
9. Expressing information and ideas in formal oral presentations on academic topics
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
11. Justifying own arguments and evaluating others' arguments in writing
12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas

Part II: Learning About How English Works

A. Structuring Cohesive Texts
1. Understanding text structure
2. Understanding cohesion

B. Expanding and Enriching Ideas
3. Using verbs and verb phrases
4. Using nouns and noun phrases
5. Modifying to add details

C. Connecting and Condensing Ideas
6. Connecting ideas
7. Condensing ideas

DISTRICT ESLRs TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners** who read and write independently, gaining confidence in their abilities to think on their own and take responsibility for their own learning. They will be guided toward independent learning as a life-long tool for success in the classroom and beyond.
- **Effective Communicators** who are able to read clearly and project their voices; read with the appropriate inflection and emphasis; and participate appropriately in small group and class discussions.
- **Collaborative Workers** who are capable of working in both large and small groups in order to produce well-organized, thoughtful products such as group presentations on topics that are raised in reading. Students will demonstrate a respect of the varying viewpoints offered from different members of a group and work produced by groups will demonstrate effort by all students.
- **Constructive Thinkers** who reflect on their reading and writing to enhance the outcomes of their work. Students will practice metacognitive strategies to improve their reading comprehension.
- **Quality Producers/Performers** who take pride in all assignments and realize the value of creating a product that is original in substance and an example of a personal best effort.
- **Responsible Citizens** who are prepared to contribute to our democracy in positive ways. Through their reading experiences students will gain an understanding of the responsibility, honor, and integrity that is essential to become a functioning member of our society.

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