



HIGH SCHOOL COURSE OUTLINE

Course Code	1644		Course Title		Post ELD II Literacy SS	
Department	English Language Development		Short Title		Post ELD II Lit SS	
Course Length	5 weeks	Grade	Post 8th Post12 th	Credits/Semester	5 (1 period) 10 (2 periods)	
Required for Graduation	No	Meets H.S. Grad Requirement		No	Elective Credit	X
Meets UC "a-g" Requirement	No		Meets NCAA Requirement		No	
Prerequisites	Has just completed or been enrolled in ELD English II					

COURSE DESCRIPTION:

The Post ELD II Literacy class is an intensive course for high school English Language Learners (ELLs) who have just completed English II or entered ELD II sometime in the school year. The students are at Early Intermediate oral English proficiency level and are continuing to learn oral English while they learn English reading. This course enhances and accelerates the literacy component through instruction and use of a variety of English print and writing. Evaluation will be based on academic growth because the students enter at such a wide variety of proficiency levels. The emphasis is on improving English literacy skills and expanding command of English academic vocabulary and sentence structure.

GOALS

To provide students with experiences that will enable them to:

- Become English readers who employ appropriate strategies and skills to construct meaning from increasingly complex print from a variety of genres and academic content areas
- Be able to read much of what they have learned to say in English
- Acquire a wider knowledge of English vocabulary and sentence structures from what they read

CONTENT STANDARDS

Word Analysis ELD II (ELD Standards 9 - 12: Intermediate)

By the end of this proficiency level, students will:

- Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.
- Identify cognates and false cognates in literature and texts in content areas (e.g., [if Spanish speaking] cognate – agonía, agony; false cognate – éxito, exit) .

Fluency and Systematic Vocabulary Development → ELD II (ELD Standards 9 - 12: Intermediate)

By the end of this proficiency level, students will:

- Use a standard dictionary to derive meaning of unknown vocabulary.
- Use knowledge of English morphemes, phonics, and syntax to decode written texts. [6-8]
- 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.

- Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors.
- Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.
- Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.
- Apply knowledge of text connectors to make inferences.

Comprehension → ELD II (ELD Standards 9 - 12: Intermediate)

By the end of this proficiency level, students will:

- Understand and orally explain most multi-step directions for simple mechanical devices and for simple applications.
- Use detailed sentences to orally identify two or three examples of how clarity of text is affected by repetition of key ideas and syntax.
- Present a brief report which verifies and clarifies facts presented in two to three forms of expository texts.
- Read and use detailed sentences to orally identify main ideas and use them to make predictions about informational, literary, and text materials in content areas.
- Listen to an excerpt from a brief political speech and give an oral critique of the author's evidence using simple sentences.
- 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.
- Read and use simple sentences to orally identify the features of rhetorical devices of simple excerpts of public and workplace documents and content text.

Literary Response & Analysis → ELD II (ELD Standards 9 - 12: Intermediate)

By the end of this proficiency level, students will:

- Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.
- Read and use detailed sentences to orally respond to factual comprehension questions taken from three forms of literature.
- Read and use detailed sentences to orally describe the sequence of events in literary texts.
- Apply knowledge of language to analyze and derive meaning / comprehension from literary texts.
- Use detailed sentences to orally identify at least two ways in which poets use personification, figures of speech, and sounds.
- Use detailed sentences to orally compare and contrast a similar theme or topic across three genres.
- Read and use detailed sentences to orally explain the literary elements of theme, plot, setting, and characters.
- Read and use detailed sentences to orally describe what a character is like by what he/she does in a narration, dialogue, or drama.

Writing → ELD II (ELD Standards 9 - 12: Intermediate)

NOTE: *Students' degrees of literacy in the primary language will significantly affect the pace that students move through the writing standards.*

By the end of this proficiency level, students will:

- Narrate a sequence of events and communicate their significance to the audience.
- Write brief expository compositions and reports of information that: a) include a thesis and some supporting details; b) provide information from primary sources; and c) organize and record information on charts and graphs.
- Use the rhetorical devices of quotations and facts appropriately.
- Recognize elements of characterization in a piece of writing and apply them when writing.
- Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.

- Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history/ social science).
- Recognize structured ideas and arguments and their supporting examples in persuasive writing.
- Write job applications and resumes that are clear and provide all needed information.
- Use complex sentences to write brief fictional biographies and short stories that include a sequence of events and provide supporting details.
- 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.)
- Investigate an research a topic in a content area and develop a brief essay or report that includes source citations.
- Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.
- Edit and correct basic grammatical structures and conventions of writing.

PERFORMANCE OBJECTIVES:

The objective of Long Beach Unified School District is to have all students achieve at or above the Proficient* Performance Standard (level).

Advanced Proficient*	Proficient*	Partially Proficient*	Not Proficient*
<p>The student:</p> <ul style="list-style-type: none"> ▪ Demonstrates MORE than the indicated minimal growth in EACH of the following three assessments: <ul style="list-style-type: none"> → 4 points on Reading End-of-Course** → .5 growth on the writing convention score → 6 points on Vocabulary/ Structure Test** ▪ Participates well in all classroom activities ▪ Completes all classroom assignments on time <p><i>**if initial score is within this many points of 100%, the final score must also be in that range.</i></p>	<p>The student:</p> <ul style="list-style-type: none"> ▪ Demonstrates indicated minimal growth in two of the following three assessments: <ul style="list-style-type: none"> → 4 points on Reading End-of-Course** → .5 growth on the writing convention score → 6 points on Vocabulary/ Structure Test** ▪ Participates in most classroom activities ▪ Completes most classroom assignments on time <p><i>**if initial score is within this many points of 100%, the final score must also be in that range.</i></p>	<p>The student:</p> <ul style="list-style-type: none"> ▪ Demonstrates indicated minimal growth in only one of the following three assessments: <ul style="list-style-type: none"> → 4 points on Reading End-of-Course** → .5 growth on the writing convention score → 6 points on Vocabulary/ Structure Test** ▪ Participates in some classroom activities ▪ Completes most classroom assignments but not always on time <p><i>**if initial score is within this many points of 100%, the final score must also be in that range.</i></p>	<p>The student:</p> <ul style="list-style-type: none"> ▪ Does NOT Demonstrate indicated minimal growth in any of the following three assessments: <ul style="list-style-type: none"> → 4 points on Reading End-of-Course* → .5 growth on the writing convention score → 6 points on Vocabulary/ Structure Test* ▪ Rarely participates in classroom activities ▪ Does not complete most classroom assignments <p><i>**if initial score is within this many points of 100%, the final score must also be in that range.</i></p>

* “Proficient” according to the growth on the ELD Standards for this proficiency level

OUTLINE OF CONTENT & RECOMMENDED TIME ALLOTMENT:

Content sequencing and time allocations are only suggestion and may be adjusted to suit school site curriculum plans and student needs.

Bold text references indicate core text.

DAY #	UNITS & THEMES	OPEN & CLOSE	WRITING Conventions Grammar	READING Fluency, Vocabulary, Comprehension	WORD ANALYSIS & Test Prep	WRITING Strategies & Applications
1	Overview of Course Pre-Assessments Opening #1 & Math Overheads #1 Dictation #1					
2 & 3	<u>Unit #1</u> Numbers Time Days Months	<u>Opening</u> English Math & <u>Closing</u> Dictation #2 #3	<ul style="list-style-type: none"> ▪ Yes/No Quest. ▪ Possessive 's' ▪ Contractions <u>Fun with Grammar:</u> p. 3, 7, 8 <u>Chartbook:</u> p. 6-2, 4-7, 6-1, 6-15	<ul style="list-style-type: none"> ▪ Schedules, Invitations <u>Oxford Dictionary:</u> p. 14, 18, 19 <u>Classic:</u> p. 6, 7, 17 <i>5 Star:</i> <u>The King of Mazy May</u> p. 16	Alphabetical Order <u>Reader A:</u> p. 141 – 142 <u>Test Coach:</u> p. 76 - 80	<ul style="list-style-type: none"> · Frame #1 Personal Narrative Or · Level II Personal Narrative
4 & 5	<u>Unit #2</u> Math Charts Graphs	<u>Opening</u> English Math & <u>Closing</u> Dictation #4 #5	<ul style="list-style-type: none"> ▪ Comparatives & Superlatives ▪ Opposites <u>Fun with Grammar:</u> p. 2, 3 <u>Chartbook:</u> p. 13-3, 13-4	<ul style="list-style-type: none"> ▪ Schedules ▪ Functional Text <u>Oxford Dictionary:</u> p. 15 – 17, 57, 114-118 <i>5 Star:</i> <u>Dear Amanda</u> , p. 31 <u>Classic:</u> p. 184-185	Vowel Sounds <u>Reader A:</u> p. 34, 58, 59, 80, 86, 87, 105-109, 134-136, 166 - 169	“
6 & 7	<u>Unit #3</u> Family House Daily Routines	<u>Opening</u> English Math & <u>Closing</u> Dictation #6 #7	<ul style="list-style-type: none"> ▪ Simple present ▪ Pronouns <u>Fun with Grammar:</u> p. 2 <u>Chartbook:</u> p. 1-1, 1-2, 1-3, 1-5, 4-6, 4-8	<ul style="list-style-type: none"> ▪ Family <u>Oxford Dictionary:</u> p. 15, 24, 25, 36 – 38, 57, 118 <u>English, Yes! Introductory:</u> <u>Student</u> p. 2, Hello, Good-bye, TG p. 4 <u>Student</u> p. 12 Not Just Blue TG p. 12 <u>Classic:</u> p. 22, 24, 25, 29, 32, 35, 36, 38, 40-52, 197	Vowel Sounds <u>Test Coach:</u> p. 18 - 21	<ul style="list-style-type: none"> · Frame #2 Personal Narrative Or · Level II Personal Narrative
8 & 9	<u>Unit #4</u> Class-room School	<u>Opening</u> English Math & <u>Closing</u> Dictation #8 #9	<ul style="list-style-type: none"> ▪ Prepositions ▪ Simple present ↔ simple past <u>Fun with Grammar:</u> p. 27, 117, 160, 162, 172 <u>Chartbook:</u> p. 2-1, 2-2, 2-10	<ul style="list-style-type: none"> ▪ Schedules <u>Oxford Dictionary:</u> p. 2 – 5, 32, 33, 88-91, 112, 113, 120, 121, 152-155 <u>English, Yes! Introductory</u> <u>Student:</u> p. 41 The Gift, TG p. 33 <i>5 Star:</i> <u>Louisa May Alcott's ...</u> p. 70 <u>Classic:</u> p. 2, 8-11, 16, 18, 20, 30, 31, 139, 144, 147, 166	Blends <u>Reader A:</u> p. 21, 22, 80	“

DAY #	UNITS & THEMES	OPEN & CLOSE	WRITING Conventions Grammar	READING Fluency, Vocabulary, Comprehension	WORD ANALYSIS & Test Prep	WRITING Strategies & Applications
10 & 11	Unit #5 Body Feelings Grooming	Opening English Math & Closing Dictation #10 #11	<ul style="list-style-type: none"> Irregular verbs Present progressive Fun with Grammar: p. 12, 30, 35, 52-55 Chartbook: p. 2-4	<ul style="list-style-type: none"> Health Oxford Dictionary: p. 22, 23, 30, 31, 74 – 77 English, Yes! Introductory Student: p. 61 Names, TG p. 48 Student: p. 101 The Complainer TG p. 80 Classic: p. 28, 32, 33, 86, 96, 97, 99, 110, 197	Blends Test Coach: p. 32 - 37	<ul style="list-style-type: none"> Frame #3 Describing a Person Or Level II Describing a person
12 & 13	Unit #6 Clothes Prices Malls Sizes	Opening English Math & Closing Dictation #12 #13	<ul style="list-style-type: none"> Adjectives Past progressive Fun with Grammar: p. 16, 55a, 179	<ul style="list-style-type: none"> Shopping Oxford Dictionary: p. 20-21. 64-69, 70 – 73, 92, 93 English, Yes! Introductory Student: p. 91 Sticks & Stones TG p. 72 Classic: p. 12, 70-76, 78, 81-85, 104, 105, 109, 110, 137, 138, 197	Syllables Reader A: p. 174, 175	“
14 & 15	Unit #7 Emergencies Illness Job Skills	Opening English Math & Closing Dictation #14 #15	<ul style="list-style-type: none"> Advertisement & Application Structures Fun with Grammar: p. 12, 13, 14, 66, 309, 315, 319, 324, 326 Chartbook: p.12 - 14	<ul style="list-style-type: none"> Functional Text Oxford Dictionary: p. 78-87, 100-103 English, Yes! Introductory Student: p. 71 All in the Mind TG: p. 56 Classic: p. 87-91, 96, 98, 106, 107	Prefixes Test Coach: p. 56 - 61	<ul style="list-style-type: none"> Frame #4 Writing Forms & Applications Or Level II Writing Forms & Applications
16 & 17	Unit #8 Sports Weather Seasons	Opening English Math & Closing Dictation #16 #17	<ul style="list-style-type: none"> Count/non-count nouns Fun with Grammar: p. 132, 134	<ul style="list-style-type: none"> Newspaper Oxford Dictionary: p. 10, 19, 156 - 161 English, Yes! Introductory Student: p. 121 Harvest Time TG p. 96 Classic: p. 14 – 19, 193 – 196	Suffixes Reader A: p. 83, 172	“
18 & 19	Unit #9 Geography Maps Time Zones	Opening English Math & Closing Dictation #18 #19	<ul style="list-style-type: none"> Questions ↔ Statements Prepositions Fun with Grammar: p. 3, 6, 7, 112-114, 124 Chartbook: p. 21, 36, 44	<ul style="list-style-type: none"> Invitations Oxford Dictionary: p. 17, 110, 111, 117, 122-125 English, Yes! Introductory Student: p. 61 Creation Stories TG: p. 40 <i>5 Star: The Martian Landing</i> , p. 6 Classic: p. 14 – 19, 193 – 196	Suffixes Test Coach: p. 23 - 31	<ul style="list-style-type: none"> Frame #5 Describing a Place or Level II Describing a Place

DAY #	UNITS & THEMES	OPEN & CLOSE	WRITING Conventions Grammar	READING Fluency, Vocabulary, Comprehension	WORD ANALYSIS & Test Prep	WRITING Strategies & Applications
20 & 21	Unit #10 Animals/Science/Regions	Opening English Math & Closing Dictation #20 #21	<ul style="list-style-type: none"> Quotations ↔ Reported speech Fun with Grammar: p. 291 Chartbook: p. 105, 106	<ul style="list-style-type: none"> Science Oxford Dictionary: p. 117, 119, 126, 127, 130-135 English, Yes! Introductory Student: p. 21 Lion's Tales TG: p. 17 5 Star: <u>The Oldest Capital</u> p. 48 Classic: Unit 10 REVIEW	Prefixes Reader A: p. 17, 161-165	"
22	Unit #11 Food Restaurants Groceries	Opening English Math & Closing Dictation #22	<ul style="list-style-type: none"> Singular/Plural Nouns Irregular Plurals Fun with Grammar: p. 128 - 132	<ul style="list-style-type: none"> Food Oxford Dictionary: p. 50 - 63 5 Star: <u>His Best Clothes</u> p. 38 REVIEW	Syllables Test Coach: p. 38 - 40	<ul style="list-style-type: none"> Frame #6 Directions to do something Or Level II Directions to do something
23	N/A	Opening English Math & Closing Dictation #23	<ul style="list-style-type: none"> Vocabulary/Structure Post-Assessment Reading Post-Assessment Writing Post-Assessment Finish Frame #6 or Free #6 			
24	N/A	Opening English Math & Closing Dictation #24	<ul style="list-style-type: none"> Review Assessments Revise Writing Post-Assessments Write Reflections Written Reflections & Complete Post Assessments 			

METHODS:

Lesson Design & Delivery: Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher's vision for the individual lesson. For instance, the objective and purpose, while present in the teacher's lesson plan, are not made known to the students at the beginning of an inquiry lesson.

Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis	Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice
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Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

Active Participation: Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

COVERT	OVERT (Oral)	OVERT (Written)	OVERT (Gestures)
<ul style="list-style-type: none"> Recall 	<ul style="list-style-type: none"> Pair/Share 	<ul style="list-style-type: none"> Restate in Journals / Notes 	<ul style="list-style-type: none"> Hand Signals
<ul style="list-style-type: none"> Imagine 	<ul style="list-style-type: none"> Idea Wave 	<ul style="list-style-type: none"> Response Boards 	<ul style="list-style-type: none"> Model with Manipulatives
<ul style="list-style-type: none"> Observe 	<ul style="list-style-type: none"> Choral Response 	<ul style="list-style-type: none"> Graphic Organizers 	<ul style="list-style-type: none"> Stand up/ Sit down
<ul style="list-style-type: none"> Consider 	<ul style="list-style-type: none"> Give One, Get One 	<ul style="list-style-type: none"> Folded Paper 	<ul style="list-style-type: none"> Point to Examples
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Cooperative group talks 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Literacy and Differentiation Strategies

Learning styles and learning challenges of your students may be addressed by implementing combinations of the following:

<i>Reading Strategies in ELD</i>	<i>SDAIE Strategies for English Learners</i>	<i>Differentiation for Advanced Learners</i>
<ul style="list-style-type: none"> Learning Logs Pre-teaching Vocabulary Pre-reading Framer Model Text Structures Oral Retelling Reciprocal Teaching Functional Text Anticipation Guide 	<ul style="list-style-type: none"> Tapping/Building Prior Knowledge (Graphic Organizers, Schema) Grouping Strategies Multiple Intelligences Adapt the Text Interactive Learning (Manipulatives, Visuals) Acquisition Levels Language Sensitivity Lower the Affective Filter 	<ul style="list-style-type: none"> Curriculum Compacting Tiered Assignments Flexible Grouping Acceleration Depth and Complexity Independent Study

MATERIALS USED TO TEACH THE COURSE:

- Basic:** The Oxford Picture Dictionary, 1998, Oxford University Press 1/student
The Oxford Picture Dictionary, Beginning Workbook ,1999, Oxford University Press 1/Student
English, Yes! Literacy, Jamestown Publishers 10/class
English, Yes, Introductory, Jamestown Publishers 10/class
Composition Books, Stock Item, 1/student
Opening Activity Answer Booklet, Hartung-Cole & Walsh, 2004, LBUSD, 1/student
Sentences for Dictation and Analysis, Hartung-Cole, 2006, LBUSD 1/student

- Teacher:** Teacher Notebook, Hartung-Cole & Walsh, 2002, LBUSD
(1/teacher) Achievement Test Coach, Reading, Grade 3, Educational Design, 2000
The Oxford Picture Dictionary, Teacher's Guide, 1998, Oxford University Press
The Oxford Picture Dictionary, Classic Classroom Activities, 1998, Oxford University Press,
Fun with Grammar, Woodward, 1997, Prentice Hall Regents,
Chartbook: a Reference Grammar

EVALUATION:

Students will take the pre and post Reading End-of-Course Exam (Standards-based & District Developed), the Vocabulary / Structure Test (Standards-based & District Developed), and pre- and post-writing prompts. Other evaluations will be oral participation, opening tasks, notebooks, and assignment completion.

A	B	C	D	F
<p>The student:</p> <ul style="list-style-type: none"> ▪ Demonstrates MORE than the indicated minimal growth in each of the following three assessments: <ul style="list-style-type: none"> → 4 points on Reading End-of-Course* → .5 growth on the writing convention score → 6 points on Vocabulary/ Structure Test* ▪ Participates well in all classroom activities ▪ Completes all classroom assignments on time <p><i>*if initial score is within this many points of 100%, the final score must also be in that range.</i></p>	<p>The student:</p> <ul style="list-style-type: none"> ▪ Demonstrates indicated minimal growth in each of the following three assessments: <ul style="list-style-type: none"> → 4 points on Reading End-of-Course* → .5 growth on the writing convention score → 6 points on Vocabulary/ Structure Test* ▪ Participates well in all classroom activities ▪ Completes all classroom assignments on time <p><i>*if initial score is within this many points of 100%, the final score must also be in that range.</i></p>	<p>The student:</p> <ul style="list-style-type: none"> ▪ Demonstrates indicated minimal growth in two of the following three assessments: <ul style="list-style-type: none"> → 4 points on Reading End-of-Course* → .5 growth on the writing convention score → 6 points on Vocabulary/ Structure Test* ▪ Participates in most classroom activities ▪ Completes most classroom assignments on time <p><i>*if initial score is within this many points of 100%, the final score must also be in that range.</i></p>	<p>The student:</p> <ul style="list-style-type: none"> ▪ Demonstrates indicated minimal growth in only one of the following three assessments: <ul style="list-style-type: none"> → 4 points on Reading End-of-Course* → .5 growth on the writing convention score → 6 points on Vocabulary/ Structure Test* ▪ Participates in some classroom activities ▪ Completes most classroom assignments but not always on time <p><i>*if initial score is within this many points of 100%, the final score must also be in that range.</i></p>	<p>The student:</p> <ul style="list-style-type: none"> ▪ Demonstrates indicated minimal growth in none of the following three assessments: <ul style="list-style-type: none"> → 4 points on Reading End-of-Course* → .5 growth on the writing convention score → 6 points on Vocabulary/ Structure Test* ▪ Rarely participates in classroom activities ▪ Does not complete most classroom assignments <p><i>*if initial score is within this many points of 100%, the final score must also be in that range.</i></p>

Submitted by: Elizabeth Hartung-Cole
 School: ELD Office
 Revision Date: :6/06