Escondido Union High School District

English Language Development 1 (ELD 1)

EUHSD Board Approval Date: November 15, 2016
The EUHSD ELD I curriculum document identifies what students should be able to know in a comprehensive standards-based course of study. The curriculum document is updated annually based on student academic achievement data, research and best practices, and input from stakeholders. The EUHSD curriculum document contains the following documents and/or information:

A. Course Description
B. Course Guidelines/Requirements - graduation credit information, transcript information, adopted materials, adopted technology, assessment outline
C. Instructional Materials References
D. Scope and Sequence Map with Essential Standards outlined by Unit

A comprehensive course of study and/or program is designed so that all students have access to the rigorous curriculum necessary to graduate high school college and career ready. Student-Centered learning provides opportunity for collaboration, communication, and a robust learning environment and provides opportunities for all students to meet the goals of the district’s Instructional Focus at the time of this writing: “All students communicate their thinking, ideas and understanding by effectively using oral, written and/or non-verbal expression.”

A key design consideration in the transition to the new California State Standards is a focus on changes in pedagogy. The English Language Arts instructional shifts guide classroom teaching and learning and the foundation of curriculum and instructional design. Key considerations of the ELA Instructional shifts can be found by visiting the following URL: http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/

The curriculum document is aligned to the California State Standards for English Language Development: http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf
**ELD 1 Course Description**

The EUHSD *English Language Development 1* curriculum is written to provide students with the requisite skills necessary to meet the California State Standards for ELD grades 9/10 or 11/12 and meet the learning outcomes expressed in the College and Career Readiness standards. ELD courses emphasize cross-disciplinary and meaningful interactions with complex texts, intellectually rich tasks, and others called for in the CA CCSS for ELA/Literacy. As outlined in the CA ELA/ELD Framework, the CA CCSS in ELA/Literacy and the CA ELD Standards are inextricably linked in their conception and realization in California classrooms. ELD courses support students accessing high quality content curriculum and maintaining steady progress toward developing advanced levels of English. Students will be taught in ways that further students’ development of their skills, abilities, and knowledge in literacy, language, and the specific area of study. Students will demonstrate independence as deliberate readers, knowledgeable and proficient writers and effective communicators. Students will read and write using a variety of grade appropriate informational and literary resources and will utilize technology to research, publish, upload and share work with their fellow students. Students will develop the habits of mind to reflect, respond, and communicate about a variety of topics and issues.

**Goals for EUHSD English Learners:**

English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing tasks, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

**Critical Principles for Developing Language and Cognition in Academic Contexts:** While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.
## Course Requirements

<table>
<thead>
<tr>
<th>Course Length:</th>
<th>One Year</th>
<th>Grade Level:</th>
<th>9-12</th>
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<tbody>
<tr>
<td><strong>UC/CSU Requirement:</strong></td>
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<td><strong>Graduation Requirement:</strong></td>
<td>This course fulfills EUHSD general elective requirement.</td>
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<tr>
<td><em>This course is not college preparatory.</em></td>
<td><em>This course does not fulfill EUHSD ELA credit</em></td>
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<tr>
<td><strong>Course Numbers (Semester A):</strong></td>
<td><strong>Course Numbers (Semester B):</strong></td>
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<tr>
<td>Block 1: 1208</td>
<td>Block 1: 1209</td>
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<td>Block 2: 1229</td>
<td>Block 2: 1230</td>
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<td>Block 3: 1258</td>
<td>Block 3: 1259</td>
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<td><strong>Transcript Abbreviation (Semester A):</strong></td>
<td><strong>Transcript Abbreviation (Semester B):</strong></td>
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<tr>
<td>Block 1: ELD 1 A (BLOCK 1)</td>
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<td>Block 2: ELD 1 A (BLOCK 2)</td>
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<td>Block 3: ELD 1 A (BLOCK 3)</td>
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<td><strong>Credits Semester A:</strong></td>
<td>5 elective credits per block</td>
<td><strong>Credits Semester B:</strong></td>
<td>5 elective credits per block</td>
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<td><em>The same letter grade is to be applied to each block.</em></td>
<td><em>The same letter grade is to be applied to each block.</em></td>
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<td><em>Total credits for semester A = 15 elective credits</em></td>
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<td><strong>Required Prerequisite/s:</strong></td>
<td>Students placed into ELD 1 based on multiple measures</td>
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<td>• Completion of Home Language Survey</td>
<td><strong>Recommended Prerequisite/s:</strong></td>
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<td>• Initial CELDT data</td>
<td><strong>Board Approval Date (Curriculum):</strong></td>
<td>November 15, 2016</td>
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<tr>
<td>• Designed for newcomers</td>
<td><strong>Board Approval Date (Materials):</strong></td>
<td>May 11, 2010</td>
<td></td>
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<tr>
<td><strong>Core Instructional Material/s:</strong></td>
<td><strong>Supplemental Instructional Material/s:</strong></td>
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<td>• National Geographic School Publishing; <em>Hampton Brown Edge Fundamentals</em>; copyright 2006 &amp; <em>Hampton Brown Inside the USA</em> workbook and resources</td>
<td>• Supplemental instructional materials are determined within each instructional unit and will be updated annually.</td>
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<tr>
<td><strong>Technology Resource/s:</strong></td>
<td>• Computers such as Chromebooks (in class only 1-1 implementation)</td>
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<td><strong>Assessment/s:</strong></td>
<td>• A detailed list of common unit by unit assessments are outlined within the Scope and Sequence section of this document.</td>
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The Scope and Sequence Guide is a California standards-based document that delineates the skills students are expected to know and do in order to meet College and Career Readiness expectations outlined within the California State Standards for ELA/Literacy and English Language Development. Each unit of study in the Scope and Sequence document is designed to build upon the previous unit and/or prerequisite coursework in support of student mastery of specific standards based skills. The Scope and Sequence document provides the framework of understanding for key assignments, key assessments, and instructional resources and strategies that serve to assist students in meeting unit learning objectives. Documents will be updated annually based on student achievement data.

In coursework requiring reading and writing, the following standards are not specifically stated in any one unit of study, but are the result of implementation throughout the curriculum as students participate in reading, writing, and speaking/listening standards based activities.

- Students will read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high range. (Reading Informational Text Standard 10)
- Students will write routinely over extending 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 and purposes. (Writing Standard 10)
- “To be college and career ready, students must have ample opportunities to take part in a variety of rich and structured conversations – as part of a whole class, in small groups, and with a partner – build around important content in various domains. They must be able to contribute appropriately to conversations, make comparisons and contrasts, and analyze and synthesize a multitude of ideas according to the standards of evidence appropriate to a particular discipline.” (Standards for ELA Anchor Standards for Speaking/Listening)
ELD 1 Scope and Sequence
Unit 1
Length: 9 weeks

Unit Description: Each ELD unit’s texts and activities are cohesively governed by an over-arching theme. Students are asked an Essential Question and are provided multiple opportunities to shape their response and reflect over the course of the unit. In ELD 1, students are introduced to the foundational language and literacy skills for English and practice developing phonemic awareness, sounds, blends, spelling, high frequency word practice, and reading fluency. As students arrive as newcomers any time throughout the school year, this curriculum is presented to students upon enrollment into the class. It requires a fluid and spiraling curriculum that complements the on-going focus on Target Standards. They will focus specifically on the introduction of morphemes, author’s word choice, organizing ideas and use of text features to further aid in comprehension. There is a heavy emphasis on formal academic language and speaking and listening skills. All students will keep a literacy notebook designed to be utilized as a reference throughout Unit 1.

The Routine ELD Standards outlined below are not emphasized as Target Standards because the expectation is that they will be a continuous focus of instruction throughout the unit.

Routine ELD Standards from Part I- Interacting in Meaningful Ways:

1. Exchanging information/ideas
2. Interacting via written English
3. Supporting opinions and persuading others
4. Adapting language choices
5. Listening actively, 12a - Selecting language resources

Unit 1 Target Standards:
Proficiency Level- EMERGING

Part I: Interacting in Meaningful Ways
6. Reading/viewing closely: c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.
8. Analyzing language choices: Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., describing a character or action as aggressive versus bold) produces nuances and different effects on the audience.
10. Writing: b. Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).

Meeting the Needs of ELs:
- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf
- In 2014, the CA Department of Education adopted new ELA-ELD Framework, with specific strategies designed to meet the needs of EL students. Visit the following website to learn more about those new descriptors and corresponding standards: http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

Language Objectives:
Objectives to target language goals are determined by the student data from daily formative assessments. They are to be determined by the teacher in response to student need.

Students will be able to…
- Determine word meanings and steadily expand their repertoire of words and phrases. (L4)
- Use context clues. (L4a)
- Determine key words in a text.
- Provide a short summary that is free of personal opinions or feelings. (R12)
- Write informative texts that examine and communicate information. (W2)
- Select, organize, and analyze their content, arrange ideas, concepts, and information to show interrelationships. (W2a)
- Determine a central idea of a text. (R12)
- Understand how details in the text add to a central idea. (R12)

Unit Resources:
District-wide course-alike teacher teams will meet annually to determine guaranteed course of study for ELD 1. (Adopted Text set may change each year)
- Hampton Brown Inside the U.S.A.
- Hampton Brown Inside Phonics
- Hampton Brown Edge: Reading, Writing & Language, Level- Fundamentals

Student Components:
- Inside the U.S.A. Student Book
Part II: Learning About How English Works

1. Understanding text structure: Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives.

2. Using verbs and verb phrases: Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline to create short texts on familiar academic topics.

following URL to learn more about the new frameworks: http://www.cde.ca.gov/ci/rl/cf/documents/elaedtfwchapter11.pdf

- Identify details that are directly stated. (RI1)
- Understand both inferred and literal meaning. (RI1)
- Make reference to the text in both the written and verbal form. (RI1)
- Use textual evidence to support their ideas. (RI1)

- Inside the U.S.A. Practice Book
- Edge Student Edition
- Edge Interactive Practice Book
- Edge Grammar and Writing Practice Book
- Edge Library- ZONE Books
- Selection Readings & Fluency Models

Teaching Tools:
Inside Phonics Teacher’s Edition
Program Components:
- Sound/Spelling Cards
- Phonics and Decoding Transparencies
- Teacher Scripts
- Letter Tiles
- Teaching Masters
- Songs and Sounds CD
- Assessments

Program Components:
- Vocabulary Picture Cards
- Sound/Spelling Cards
- Phonics and Decoding Transparencies
- Write-on/Wipe-off Boards
- Phonics Picture Cards
- Word Builder CD-ROM
- Edge Teacher’s Edition Volume 1 & 2
- Edge Reading & Writing Transparencies
Key Unit Assignments:

**Key Literacy Assignment** – Set Up Literacy Notebook (Repeatable for each unit) Literacy Notebooks can be digital, hard copy or a hybrid of both. The notebook serves as a foundation for writing tasks in each unit and a guide or reference to students to help them become more independent learners. The notebook is a place where students a) take notes on reading, writing, and vocabulary strategies; b) answer/respond to text based questions and compile evidence for writing tasks as they read; and c) journal about their thinking and learning through metacognitive reflection.

Notebooks entries in Unit 1 will allow students to document their learning around the target standards and to prepare for unit writing tasks. Entries for this unit might include the following:

- note-making/annotation of texts based on text type and writing tasks
- responses to text based questions
- regular responses to writing tasks
- record of new language/academic vocabulary
- notes about specific skills such as how to do the following: read, make notes, and annotate argument and informative texts; determine main idea; determine the meaning of unknown words using context clues; cite textual evidence; interpret the meaning of words in texts
- multiple entries in which students reflect on their thinking and learning

**Key Writing Assignments** – Throughout the unit, students will write, speak and listen to a variety of situations using a key set of literacy strategies or routines. The students will write to each text

Key Unit Assessments:

Teachers will come together in district-wide course-alike teams to analyze common assessment data and plan instruction based on student strengths and areas of need.

- Literacy Notebook-Text Based Question Responses from Edge Clusters
- *Edge* Placement Test
- *Edge* Grammar Unit Assessment
- *Edge* Cluster Tests
- Formative assessments covering Target Standards
- On Demand Constructed Response and Process Writing Tasks
- Digital Writing Portfolios with a minimum of four process writing pieces a year
- ELD Portfolio that demonstrates student work from reading, writing, speaking and listening activities with student description and reflection
• **Key Narrative Writing Prompt** - Select a moment in your life that had a lasting impact on you. Describe the incident and your feelings at the time of the incident.

**Key Reading Assignments** – Throughout the unit, students will read, speak, listen and respond to a variety of texts using a key set of literacy strategies or routines. The students will read each text independently with scaffolds and participate in group discussions designed to foster conversation and develop understanding of the complex text. Students will use the readings as a foundation for creating responses to text based questions and to demonstrate their understanding of use of text based evidence in support of the central idea of a text.

**Key Speaking & Listening Assignments** – Key Assignments will require students to make formal and informal presentations, listen and reflect to peer presentations or multi-media.
Unit 2
Length: 9 weeks

Unit Description: Each ELD unit’s texts and activities are cohesively governed by an over-arching theme. Students are asked an Essential Question and are provided multiple opportunities to shape their response and reflect over the course of the unit. In ELD 1, students are introduced to the foundational language and literacy skills for English and practice developing phonemic awareness, sounds, blends, spelling, high frequency word practice, and reading fluency. As students arrive as newcomers any time throughout the school year, this curriculum is presented to students upon enrollment into the class. It requires a fluid and spiraling curriculum that complements the on-going focus on Target Standards. In Unit 2, students are taught the basic elements of narrative text and the way in which authors structure narratives in order to illustrate a story’s theme(s). Students also read informational text for main ideas. Common strategies include: prompt deconstruction, text preview, annotating the text, and note making based on text type and text features. There is a heavy emphasis on formal academic language and speaking and listening skills. All students will keep a literacy notebook designed to be utilized a reference throughout Unit 2.

The Routine ELD Standards outlined below are not emphasized as Target Standards because the expectation is that they will be a continuous focus of instruction throughout the unit.

Routine ELD Standards from Part I- Interacting in Meaningful Ways:

1. Exchanging information/ideas
2. Interacting via written English
3. Supporting opinions and persuading others
4. Adapting language choices
5. Listening actively
6. Selecting language resources

Unit 2 Target Standards:

Proficiency Level- EMERGING

Part I: Interacting in Meaningful Ways

6. Reading/viewing closely: c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.

11. Justifying/arguing: a. Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support

12. Selecting language resources: b. Use knowledge of morphology to appropriately select basic affixes (e.g., The skull protects the brain).

Meeting the needs of EL students:

- Utilize the student information system to acquire the language levels of EUHSDE English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf
- In 2014, the CA Department of Education adopted new ELA-ELD Framework, with specific Language Objectives:

Learning Objectives:

Students will be able to...
- Compare and contrast ideas.
- Use context clues. (L4a)
- Determine word meanings and steadily expand their repertoire of words and phrases. (L4)
- Use evidence to support their ideas. (RL1)
- Make reference to the text in both the written and verbal form. (RL1)

Unit Resources:

- Hampton Brown Inside the U.S.A.
- Hampton Brown Inside Phonics
- Hampton Brown Edge: Reading, Writing & Language, Level-Fundamentals
Part II: Learning About How English Works

4. Using nouns and noun phrases: Expand noun phrases to create increasingly detailed sentences (e.g., adding adjectives for precision) about personal and familiar academic topics.

5. Modifying to add details: Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.

strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks:

- Understand both inferred and literal meaning. (RI1)
- Show they can derive understanding from details that are directly stated. (RI1)
- Write a short summary that is free of personal opinions or feelings. (RL2)
- Develop a topic with evidence. (W2b)
- Use relevant and sufficient facts and details. (W2b)
- Write informative texts and communicate ideas, concepts, or information clearly.
- Recognize complex characters and understand their role in a text. (RL3)
- Identify the development of characters and explain their interactions with other characters. (RL3)
- Understand the different text structures. (RL5)
- Examine how a theme is developed. (RL2)
- Recognize how characters propel the action in the story or add to the development of a theme. (RL3)

Student Components:
- Inside the U.S.A. Student Book
- Inside the U.S.A. Practice Book
- Edge Student Edition
- Edge Interactive Practice Book
- Edge Grammar and Writing Practice Book
- Edge Library- ZONE Books
- Selection Readings & Fluency Models

Teaching Tools:
Inside Phonics Teacher’s Edition
Program Components:
- Sound/Spelling Cards
- Phonics and Decoding Transparencies
- Teacher Scripts
- Letter Tiles
- Teaching Masters
- Songs and Sounds CD
- Assessments

Program Components:
- Vocabulary Picture Cards
- Sound/Spelling Cards
- Phonics and Decoding Transparencies
- Write-on/Wipe-off Boards
- Phonics Picture Cards
- Word Builder CD-ROM
### Key Unit Assignments:

**Key Literacy Assignment** – Students will continue to use and maintain a Literacy Notebook. Literacy Notebooks can be digital, hard copy or a hybrid of both. The notebook serves as a foundation for writing tasks in each unit and a guide or reference to students to help them become more independent learners. The notebook is a place where students a) take notes on reading, writing, and vocabulary strategies; b) answer/respond to text based questions and compile evidence for writing tasks as they read; and c) journal about their thinking and learning through metacognitive reflection.

Notebooks entries in Unit 2 will allow students to document their learning around the target standards and to prepare for unit writing tasks. Entries for this unit might include the following:
- tracking of plot/characters from short stories and novel
- note-making/annotation of texts based on text type and writing tasks
- responses to text based questions
- regular responses to writing tasks
- record of new language/academic vocabulary
- notes about specific skills such as how to do the following: review of how to read/make notes on narrative text; how to determine theme; review of how to determine the meaning

### Key Unit Assessments:

Teachers will come together in district-wide course-alike teams to analyze common assessment data and plan instruction based on student strengths and areas of need.

- Literacy Notebook-Text Based Question Responses from Edge Clusters
- *Edge* Placement Test
- *Edge* Grammar Unit Assessment
- *Edge* Cluster Tests
- Formative assessments covering Target Standards
- On Demand Constructed Response and Process Writing Tasks
- Digital Writing Portfolios with a minimum of four process writing pieces a year
- ELD Portfolio that demonstrates student work from reading, writing, speaking and listening activities with student description and reflection
of unknown words using context clues; and how to provide relevant/sufficient evidence and elaborating on it in writing.

- multiple entries in which students reflect on their thinking and learning

**Key Writing Assignments** – Throughout the unit, students will write, speak and listen to a variety of situations using a key set of literacy strategies or routines. The students will write to each text independently with scaffolds and participate in group discussions designed to foster conversation and develop understanding of the writing process.

- **Key Argument Writing Prompt**- Write an argument essay where you compare and contrast two _______. Make a claim about your topic and be sure to include evidence from one source. Be sure to consider your audience and use complete sentences.

**Key Reading Assignments** – Throughout the unit, students will read, speak, listen and respond to a variety of texts using a key set of literacy strategies or routines. The students will read each text independently with scaffolds and participate in group discussions designed to foster conversation and develop understanding of the complex text. Students will use the readings as a foundation for creating responses to text based questions and to demonstrate their understanding of use of text based evidence in support of the central idea of a text.

**Key Speaking & Listening Assignments** – Key Assignments will require students to make formal and informal presentations, listen and reflect to peer presentations or multi-media.
ELD 1 Scope and Sequence
Unit 3
Length: 10 weeks

**Unit Description:** Each ELD unit’s texts and activities are cohesively governed by an over-arching theme. Students are asked an Essential Question and are provided multiple opportunities to shape their response and reflect over the course of the unit. In ELD 1, students are introduced to the foundational language and literacy skills for English and practice developing phonemic awareness, sounds, blends, spelling, high frequency word practice, and reading fluency. As students arrive as newcomers any time throughout the school year, this curriculum is presented to students upon enrollment into the class. It requires a fluid and spiraling curriculum that complements the on-going focus on Target Standards. Unit 3 merges developing reading skills in both informational and literature, developed in previous units. Students will deepen their understanding of a longer narrative work through asking relevant questions. Students will begin to develop the research skills of gathering relevant information from an authoritative source. Students will also develop research skills as they explore how the literature’s characters, plot or theme connects to modern day issues. There is a heavy emphasis on formal academic language and speaking and listening skills. All students will keep a literacy notebook designed to be utilized a reference throughout Unit 3.

The Routine ELD Standards outlined below are not emphasized as Target Standards because the expectation is that they will be a continuous focus of instruction throughout the unit.

**Routine ELD Standards from Part I- Interacting in Meaningful Ways:**

1. Exchanging information/ideas
2. Interacting via written English
3. Supporting opinions and persuading others
4. Adapting language choices
5. Listening actively, 12a - Selecting language resources

**Unit 3 Target Standards:**

**Proficiency Level- EMERGING**

**Part I: Interacting in Meaningful Ways**

6. Reading/viewing closely: a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using short sentences and a select set of general academic and domain-specific words.

6. Reading/viewing closely: b. Explain inferences and conclusions drawn from close reading of grade appropriate texts and viewing of multimedia using familiar verbs (e.g., seems that).

**Meeting the needs of EL students:**

- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf)
- In 2014, the CA Department of Education adopted new ELA-ELD Framework, with specific strategies designed to meet the needs of EL students. Visit the following URL:

**Language Objectives:**

Objectives to target language goals are determined by the student data from daily formative assessments. They are to be determined by the teacher in response to student need.

**Learning Objectives:**

- Use the key details of a text to provide a summary that is free of personal opinions or feelings. (RL2)
- Determine a central idea of a text. (RI2)
- Write informative texts that communicate ideas, concepts, or information. (W2)
- Recognize complex characters. (RL3)
- Recognize how complex characters propel the action in the story. (RL3)

**Unit Resources:**

District-wide course-alike teacher teams will meet annually to determine guaranteed course of study for ELD 1. (Adopted Text set may change each year)

- Hampton Brown Inside the U.S.A.
- Hampton Brown Inside Phonics
- Hampton Brown Edge: Reading, Writing & Language, Level-Fundamentals

**Student Components:**
6. Reading/viewing closely: c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.

Part II: Learning About How English Works

6. Connecting ideas Combine clauses in a few basic ways (e.g., creating compound sentences using and, but, so; creating complex sentences using because) to make connections between and to join ideas (e.g., I want to read this book because it describes the solar system).

7. Condensing ideas Condense ideas in a few basic ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., The students asked survey questions and recorded the responses).

To learn more about the new frameworks: http://www.cde.ca.gov/ci/rl/cf/documents/elacldfwechapter11.pdf

- Identify complex characters and explain their interactions with other characters. (RL3)
- Conduct research to answer a specific question. (W7)
- Ask relevant questions.
- Recognize what is important in a source and how it supports the topic. (W8)
- Find information that is relevant from reliable and authoritative sources. (W8)

- Inside the U.S.A. Student Book
- Inside the U.S.A. Practice Book
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- Edge Interactive Practice Book
- Edge Grammar and Writing Practice Book
- Edge Library- ZONE Books
- Selection Readings & Fluency Models

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- Teacher Scripts
- Letter Tiles
- Teaching Masters
- Songs and Sounds CD
- Assessments

Program Components:
- Vocabulary Picture Cards
- Sound/Spelling Cards
- Phonics and Decoding Transparencies
- Write-on/Wipe-off Boards
- Phonics Picture Cards
- Word Builder CD-ROM
- Edge Teacher’s Edition Volume 1 & 2
Key Unit Assignments:

Key Literacy Assignment – Students will continue to use and maintain a Literacy Notebook. Literacy Notebooks can be digital, hard copy or a hybrid of both. The notebook serves as a foundation for writing tasks in each unit and a guide or reference to students to help them become more independent learners. The notebook is a place where students a) take notes on reading, writing, and vocabulary strategies; b) answer/respond to text based questions and compile evidence for writing tasks as they read; and c) journal about their thinking and learning through metacognitive reflection.

Notebooks entries in Unit 3 will allow students to document their learning around the target standards and to prepare for unit writing tasks. Entries for this unit might include the following:

- tracking of plot/characters/setting for core text
- responses to text based questions
- regular responses to writing tasks
- record of new language/academic vocabulary
- notes about specific skills such as how to do the following: review of how to read/make notes on narrative and informational text; how to analyze characters in a narrative text, how to determine theme of narrative text and main idea in informational text; how to synthesize sources, and how to use evidence in writing
- multiple entries in which students reflect on their thinking and learning

Key Unit Assessments:

Teachers will come together in district-wide course-alike teams to analyze common assessment data and plan instruction based on student strengths and areas of need.

- Literacy Notebook-Text Based Question Responses from Edge Clusters
- Edge Placement Test
- Edge Grammar Unit Assessment
- Edge Cluster Tests
- Formative assessments covering Target Standards
- On Demand Constructed Response and Process Writing Tasks
- Digital Writing Portfolios with a minimum of four process writing pieces a year
- ELD Portfolio that demonstrates student work from reading, writing, speaking and listening activities with student description and reflection
**Key Writing Assignments** – Throughout the unit, students will write, speak and listen to a variety of situations using a key set of literacy strategies or routines. The students will write to each text independently with scaffolds and participate in group discussions designed to foster conversation and develop understanding of the writing process.

- **Key Informational Writing Prompt/Presentation** - Conduct a research project on ___. Be prepared to present your findings to an audience of peers, educators, and parents. Be sure to use a source in your writing. Include technology in your presentation.

**Key Reading Assignments** – Throughout the unit, students will read, speak, listen and respond to a variety of texts using a key set of literacy strategies or routines. The students will read each text independently with scaffolds and participate in group discussions designed to foster conversation and develop understanding of the complex text. Students will use the readings as a foundation for creating responses to text based questions and to demonstrate their understanding of use of text based evidence in support of the central idea of a text.

**Key Speaking & Listening Assignments** – Key Assignments will require students to make formal and informal presentations, listen and reflect to peer presentations or multi-media
**ELD 1 Scope and Sequence**

**Unit 4**

**Length:** 9 weeks

**Unit Description:** Each ELD unit’s texts and activities are cohesively governed by an over-arching theme. Students are asked an Essential Question and are provided multiple opportunities to shape their response and reflect over the course of the unit. In ELD 1, students are introduced to the foundational language and literacy skills for English and practice developing phonemic awareness, sounds, blends, spelling, high frequency word practice, and reading fluency. As students arrive as newcomers any time throughout the school year, this curriculum is presented to students upon enrollment into the class. It requires a fluid and spiraling curriculum that complements the on-going focus on Target Standards. Unit 3 merges the developing reading skills, both informational and literature, developed in previous units. Students will begin to develop the research skills of gathering relevant information from an authoritative source and practice using evidence through text based questions and writing to the prompt. Students will also develop research skills as they explore how the literature’s characters, plot or theme connects to modern day issues. There is a heavy emphasis on formal academic language and speaking and listening skills. Formal academic presentations are a focus. All students will keep a literacy notebook designed to be utilized as a reference throughout Unit 4.

The Routine ELD Standards outlined below are not emphasized as Target Standards because the expectation is that they will be a continuous focus of instruction throughout the unit.

**Routine ELD Standards from Part I- Interacting in Meaningful Ways:**

1. Exchanging information/ideas
2. Interacting via written English
3. Supporting opinions and persuading others
4. Adapting language choices
5. Listening actively

**Unit 4 Target Standards:**

Proficiency Level- EMERGING

Part I: Interacting in Meaningful Ways

5. Listening actively: Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support.

7. Evaluating language choices: Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects, with substantial support.

<table>
<thead>
<tr>
<th>Meeting the needs of EL students:</th>
<th>Language Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Utilize the student information system to acquire the language levels of EUHSD English Learners.</td>
<td>Objectives to target language goals are determined by the student data from daily formative assessments. They are to be determined by the teacher in response to student need.</td>
</tr>
<tr>
<td>• In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: <a href="http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf">http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf</a></td>
<td></td>
</tr>
<tr>
<td>• In 2014, the CA Department of Education adopted new ELA-ELD Framework, with specific strategies designed to meet the</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Objectives :**

Students will be able to…

- Ask relevant questions that demonstrate understanding of ideas.
- Express in writing or through oral language how an author crafts an argument.
- Identify key details in text to support ideas.
- Communicate through oral presentations a claim with evidence to support.
- Use appropriate register in oral presentations keeping in mind audience and purpose of task.

**Unit Resources:**

District-wide course-alike teacher teams will meet annually to determine guaranteed course of study for ELD 1. (Adopted Text set may change each year)

- Hampton Brown Inside the U.S.A.
- Hampton Brown Inside Phonics
- Hampton Brown Edge: Reading, Writing & Language, Level-Fundamentals

**Student Components:**
9. Presenting: Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas.

11. Justifying/arguing: b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., can, may).

Part II: Learning About How English Works

2. Understanding cohesion: a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns to refer back to nouns in text) to comprehending and writing brief texts.

2. Understanding cohesion: b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as first, second, third) to comprehending and writing brief texts.

needs of EL students. Visit the following URL to learn more about the new frameworks: http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfywchapter11.pdf

- Determine a central idea of a text. (RI2)
- Examine how a central idea is developed. (RI2)
- Use details of a text to provide a summary that is free of personal opinions or feelings. (RI2)
- Examine how a theme is developed. (RL2)
- Recognize a character’s role in a text. (RL3)
- Identify the development of characters and how these characters contribute to the plot development. (RL3)
- Recognize how complex characters propel the action. (RL3)
- Write informative texts that communicate complex ideas, concepts, or information clearly and accurately. (W2)

- Inside the U.S.A. Student Book
- Inside the U.S.A. Practice Book
- Edge Student Edition
- Edge Interactive Practice Book
- Edge Grammar and Writing Practice Book
- Edge Library- ZONE Books
- Selection Readings & Fluency Models

Teaching Tools:
Inside Phonics Teacher’s Edition
- Program Components:
  - Sound/Spelling Cards
  - Phonics and Decoding Transparencies
  - Teacher Scripts
  - Letter Tiles
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Notebooks entries in Unit 4 will allow students to document their learning around the target standards and to prepare for unit writing tasks. Entries for this unit might include the following:

- note-making/annotation of texts based on text type and writing tasks
- responses to text based questions
- regular responses to writing tasks
- record of new language/academic vocabulary
- notes about specific skills such as how to do the following: review of how to read/make notes on narrative and informational text; how to determine main idea; tracking theme, plot, characters and setting; review of how to determine the meaning of unknown words using context clues; comparing mediums and evaluating an argument
- multiple entries in which students reflect on their thinking and learning

### Key Unit Assessments:

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- Literacy Notebook-Text Based Question Responses from Edge Clusters
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- **Key Argument Writing Prompt/Debate** - With a classmate, prepare to debate the pro or con of ______. Be mindful of not only your argument, but also the opposing point of view and how you will counter their claims. Be sure to use two different sources. Use academic language and maintain a formal tone.

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