

## ELD for English III

**Course Title:** ELD for English III

**Course Number:** HS ELD III

**Grade Level:** 9-12

**Meets a UC a-g Requirement:** No

**Meets High School Graduation Requirement for:**  
Elective credit

**Curricular Area:** English Language Development

**Length:** 1 year (1 period class, not blocked)

**Prerequisites:** Concurrent enrollment with English III

**Meets NCAA Requirement:** No

**Course Description:** This course is a protected time during the regular school day that teachers are able to strategically target students language learning needs. This course will have students at all 3 linguistic levels (Emerging, Expanding, Bridging) and therefore instruction will be designed, implemented, and scaffolded to meet all students language needs. This course will use the CA ELD standards as the focal standards in order to develop critical language skills, language knowledge, and language abilities that ELs need for rigorous academic content learning in English. This course will build into and from content instruction by incorporating text, concepts, and language from content area classes. **Designated ELD** lessons will have the 10 Essential Features of **Designated ELD** Instruction as defined in the ELA/ELD Framework (Ch. 2 Figure 2.23):

1. Intellectually Quality
2. Focus on Academic English
3. Extended Language Interaction
4. Focus on Meaning
5. Focus on Forms
6. Planned and Sequenced Events
7. Scaffolding
8. Clear Lesson Objectives
9. Corrective Feedback
10. Formative Assessment Practices

**Alignment:** This course is aligned to the California English Language Development Standards (2012) and meets the requirements for Designated ELD instruction for English learner as defined by the ELA/ELD Framework (2014).

Because content and language are inextricably linked, the three parts of the CA ELD Standards should be interpreted as complementary and interrelated dimensions of what must be addressed in a robust instructional program for English learners.

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## ELD for English III

### **Part I: Interacting in Meaningful Ways.**

Part I provides grade-level CA ELD Standards that set expectations for English learners to participate in meaningful, relevant, and intellectually challenging ways in various contexts and disciplines in three modes: collaborative, interpretive, and productive.

### **Part II: Learning About How English Works.**

Part II focuses on the ways in which English learners develop awareness of language resources available to them, how English is structured and organized, and how meaning is made through language choices. Instruction about English is designed to improve ELs' ability to comprehend and produce academic texts in various content areas. Part II is organized into the following ways of using language: structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas.

### **Part III: Using Foundational Literacy Skills.**

Part III is presented separately in order to highlight for teachers the potential need to provide ELs with specialized instruction to support the development of foundational literacy skills. This specialized instruction is designed by adapting, in particular, the Reading Standards in Foundational Literacy Skills (K–5) in the CA CCSS for ELA/Literacy based on the age, cognitive level, and previous literacy or educational experiences of ELs. Because the Reading Standards in Foundational Literacy Skills are intended to guide instruction for students in kindergarten through grade 5, these standards need to be adapted—using appropriate instructional strategies and materials—to meet the particular pedagogical and literacy needs of ELs at the secondary level, including the need to teach foundational literacy skills in an accelerated time frame.

**Instructional Materials:** Spring Board ELD in tandem with Spring Board ELA.

Instruction can also be augmented with any materials that are in tandem with content area instruction including, but not limited to; text adoptions, supplemental materials, technology, technology resources, primary and secondary sources, labs, lab reports and any other classroom resources being utilized during content instruction.

**STUDENTS** Students will have access to, and utilize Spring Board ELD connected to Spring Board ELA. Students should individually have daily access to technology such as Chrome books, to allow for the development of digital portfolios that demonstrate “the quality of language that students are producing” and are reflective of the ELD Standards.

**TEACHERS** will have access to current and future core curriculum and adopted materials, technology and technological resources to ensure that Spring Board ELD is effectively implemented in tandem with Spring Board ELA.

## ELD for English III

### Exit/Promotion Criteria

Exit Criteria: Students will leave this class upon the completion of 8th grade ELA or the demonstration of adequate language acquisition as determined by Language Support Services.  
The student will exit the EL program when the student has met the district criteria for reclassification.

<u>Activities</u>	<u>Percentage</u>
Collaboration.....	15% Practice.....5% Assessment
Interpretation.....	15% Practice.....5% Assessment
Production.....	15% Practice.....5% Assessment
Structuring Cohesive Texts.....	10% Practice.....3% Assessment
Expanding Enriching Ideas.....	10% Practice.....4% Assessment
Connecting and Condensing Ideas.....	10% Practice.....3% Assessment
<b>Total      100%</b>	

### Development Team

This Course of Study was created in April, 2018 by Language Support Services.

## ELD for English III

### **Learning Experiences and Instruction:**

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the grade level content standards, then reinforce and develop those skills each quarter with the goal of bringing students to mastery by the end of the fourth quarter. All instruction will be based on the “I do, We do, You do” scaffolding model with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Annotated reading
- Think-pair-share
- Reciprocal teaching
- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Text-based questioning strategies
- Graphic organizers/concept attainment
- Student-led groups
- Peer pairing
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning

### **Support for English Language Learners:**

- ELD standards will be integrated into Lesson Design, Implementation, and Assessment
- Teaching will be intentional (Purpose will be clear and coherent, goals will be determined collaboratively in response to assessed student needs)
- A variety of models of instruction will be employed, including but not limited to: Inquiry-Based Learning, Collaborative Learning, and Direct Instruction.
- Culturally and Linguistically Responsive Pedagogy will be implemented
- Students will be provided multiple means of acquiring skills and knowledge, multiple means of expressing their understandings, and multiple means of engaging with the content.
- A variety of grouping strategies will be employed to maximize student learning.
- Linguistic Scaffolding (planned and just-in-time) will be provided to allow learners to successfully access the learning.
- Students' primary language will be leveraged as a resource in a student's acquisition of English and content.
- Collaborative literacy tasks, including but not limited to, whole and small group discussions, will be utilized to amplify content and language understanding.

### **Support for Special Education Students:**

Extra time or modified versions of assignments will be given. The District will provide an instructional assistant. Additional strategies will be developed through the Individual Education Plan process – such as:

- Realia
- Texts/materials in first language
- SDAIE strategies
- Flexible grouping
- Peer pairing
- Audio & visual aids
- Individualized academic instruction
- Modified assignments
- Modified texts
- Testing accommodations
- Tutoring (peer & teacher)

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### **Stretching the Lesson for GATE Students:**

Differentiated curriculum will be provided to challenge the student and provide the student with opportunities to develop their identified talent. Teachers will use a variety of the following:

- Independent study
- Acceleration
- Modified assignments
- Enriched materials and learning experiences
- supplemented with mentoring/tutoring
- Depth & Complexity icons
- Flexible grouping
- Compacting
- Modified texts
- Inquiry-based Learning