

City of Angels School
Independent Study – Los Angeles Unified School District
INSTRUCTIONAL GUIDE
ELD 10B English Language Development 10B
 Course ID: 170424

This is the first semester of a two-semester course designed to accelerate English Language Development through intensive instruction in advanced literacy skills for EL students who are currently reading at a ***4th grade level or higher***. Emphasis will be on critical reading skills (including ability to respond appropriately to a variety of genres using effective tone, language and argumentation/rhetoric), expository writing skills and academic vocabulary acquisition. This course will prepare students to meet reclassification by introducing grade level English Language Arts standards while building critical analytical skills and content knowledge for success in the mainstream academic environment. To successfully complete this course, students will need to devote an estimated 10 hours per week to their assignments.

CO-REQUISITE COURSE: grade-level Sheltered English course

Curriculum and Text

Chamot, Mado, Hollie., ***Keystone Longman (Level) F***, Pearson-Longman, ISBN-13: 978-0-13-2058513

Grade Distribution: Weekly Assignments=80%; Weekly Assessments=20%

Content

Material covered in this course is aligned with the *California Department of Education English Language Development Standards* as well as the *National TESOL Standards*.

California Department of Education English Language Development Standards for Grades 9-10	
<u>Part 1: Interacting in Meaningful Ways</u>	
<p>A. Collaborative</p> <ol style="list-style-type: none"> 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) <p>B. Interpretive</p> <ol style="list-style-type: none"> 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 <p>C. Productive</p> <ol style="list-style-type: none"> 9. Expressing information and ideas in formal oral presentations on academic topics 10. Writing literary and informational texts to 	<p>present, describe, and explain ideas and information, using appropriate technology</p> <ol style="list-style-type: none"> 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. <p><u>Part 2: Learning About How English Works</u></p> <p>A. Structuring Cohesive Texts</p> <ol style="list-style-type: none"> 1. Understanding text structure 2. Understanding cohesion <p>B. Expanding and enriching ideas</p> <ol style="list-style-type: none"> 3. Using verbs and verb phrases 4. Using nouns and noun phrases 5. Modifying to add details <p>C. Connecting and Condensing Ideas</p> <ol style="list-style-type: none"> 6. Connecting ideas 7. Condensing ideas <p><u>Part 3: Using Foundational Literacy Skills</u></p> <p>The California English Language Development Standards correspond to California's Common Core State Standards for English Language Arts and, for grades 6-12, Literacy in History/Social Studies, Science, and Technical Subjects. English Learners should have full access to and opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.</p> <p><i>Source: California Department of Education website: http://www.cde.ca.gov/sp/el/er/eldstandards.asp</i></p>

ASSIGNMENTS FOR WEEK #1:**Unit 3: What Makes a Community? Reading 1:**

Due: ___/___/___ Rec'd: ___/___/___ Evaluation: _____
 Comments: _____

Group Work:

- Discuss with your Teacher and group the Unit 3 Quickwrite (TE page 133) “**What does the Word *community* make you think of?**” Using a word web list as many words as you can think of.
- Discuss page 134 in your textbook The Big Question and Build Background. “**What makes a Community? Have you ever moved from one community to another? How did leaving friends and relatives behind affect you?**”
- Oral Reading Fluency Activity-Read for Fluency (TE page 145)

Reading 1: “The Great Migration” (Standards 1B6, 1B7, and 1B8)

1. Complete pages 65-68 in your workbook.
2. Before starting Reading 1, in your notebook, copy “Set a purpose for reading” at the top of page 138 and look for the answer as you read the article.
3. Complete Reading 1: “The Great Migration” on pages 138-143. As you read, in your notebook, complete all:
 - “Before You Go On” questions

Review and Practice; Grammar and Writing (Standards 1A4, 1C10, 1C11, 1C12)

1. Complete pages 69-71 in your workbook.
2. Complete “Writing a Descriptive Paragraph” on page 147 in your textbook.
3. Review and learn how to write a Paragraph, and how to paraphrase through the assignments on Attachment A (Last pages of the Instructional Framework.)

Prepare for Your Weekly Assessment (Standards 1A, 1B5, 1C9, 1C11)

At your weekly appointment with your teacher:

- Complete the “Discussion” on page 145 with a fellow student or respond to previously written or video-recorded responses from other students who have taken this course.
- Present an oral summary of what you learned this week. Use at least five (5) of the academic words introduced in the readings for this week. Be prepared to answer questions from your teacher.

Supplementary Assignment for Relearning and Differentiation

- Complete *Reader’s Companion Workbook (Level F)*, pages 61-72.

ASSIGNMENTS FOR WEEK #2:**Unit 3: What Makes a Community? Reading 3:**

Due: ___/___/___ Rec'd: ___/___/___ Evaluation: _____
 Comments: _____

GROUP WORK:

- Discuss page 164 in your textbook The Big Question and Build Background
Have you ever watched ants at work? What were they doing? How do you think ants work together as a community? Do you think that ants and humans have anything in common?
- Oral Reading Fluency Activity-Read for fluency (TE page 173)

Reading 3: “The Savage, Beautiful World of Army Ants” (Standards 1B6, 1B7, and 1B8)

1. Complete pages 79-82 in your workbook

2. Before starting Reading 3, in your notebook, copy “Set a purpose for reading” at the top of page 168 and look for the answer as you read the article.
3. Complete Reading 3: “The Savage, Beautiful World of Ants” on pages 168-171. As you read, in your notebook, complete all:
 - “Before You Go On” questions

Review and Practice; Grammar and Writing (*Standards 1A4, 1C10, 1C11, 1C12, 2A, 2C*)

1. Complete pages 83 & 85 in your workbook.
2. Complete “Writing a Persuasive Paragraph” on page 175 of your textbook.

Prepare for Your Weekly Assessment (*Standards 1A3, 1B6, 1C9, 1C12*)

At your weekly appointment with your teacher: Complete the “Discussion” on page 175 with a fellow student or respond to previously written or video-recorded responses from other students who have taken this course.

- Present an oral summary of what you learned this week. Use at least five (5) of the academic words introduced in the readings for this week. Be prepared to answer questions from your teacher

Supplementary Assignment for Relearning and Differentiation

- Complete *Reader’s Companion Workbook (Level F)*, pages 77-90

ASSIGNMENTS FOR WEEK #3:
Unit 3: What Makes a Community?
Link the Readings and Writing Workshop

Due: ___/___/___ Rec’d: ___/___/___ Evaluation: _____
 Comments: _____

GROUP WORK:

- Discuss the questions “**What was your favorite text in this unit? From which text did you learn the most about communities?**” on page 188 (Standards 1A1, 1B5) with a fellow students or your teacher.
- Complete the critical thinking chart on page 188 (standard 1B8).
- Oral Reading Fluency Activity-Fluency Check (TE page 188)

Persuasive Essay: Prewrite and Draft (*Standards 1C10, 1C11, 1C12, 2A, 2B, 2C*)

1. Read page 192 and complete item 1: Prewrite.
 - For your prewrite create a flowchart (graphic organizer) like the one on page 193.
2. Complete item 2: Draft
 - Use the model on page 195 and your flowchart to help you write your first draft.

ASSIGNMENTS FOR WEEK #4:
Unit 3: What Makes a Community?
Link the Readings and Writing Workshop

Persuasive Essay: Revise (*Standards 1C10, 1C11, 1C12, 2A, 2B, 2C*)

1. Complete Item 3: Read the Revise on pages 192-193 in your textbook.
 - Make sure to check your draft using the Six Traits of Writing Checklist on page 193.
2. Complete Item 4: Edit and Proofread page 194 in your workbook.
3. Revise, Edit and Proofread your Persuasive_Essay.
 - Rewrite your draft onto a clean sheet of paper. Correct any errors in grammar, word usage, mechanics, and spelling. Use the model on page 193 in your textbook.

Persuasive Essay: Publish (*Standards 1C10, 1C11, 1C12, 2A, 2B, 2C*)

1. Complete Item 5: Publish on page 195 in your textbook. Your final draft must be typed.

Prepare for Your Weekly Assessment (*Standards 1A1, 1C9*)

Share your essay with your teacher and classmates.

ASSIGNMENTS FOR WEEK #5:**Unit 4: How Does the Sea Affect Our Lives?****Reading 2**

Due: ___/___/___ Rec'd: ___/___/___ Evaluation: _____
 Comments: _____

GROUP WORK:

- Discuss with your teacher and group the Unit 4 Quickwrite (TE page 199) **Close your eyes and think of the sea. What images and thoughts come to mind? In what ways does the sea affect human life?**
- Discuss page 212 in your textbook The Big Question and Build Background. **“How does the sea affect our lives?” The sea can be very calming, but it can be very frightening. Can you think of how the sea can be a dangerous place?”**
- Oral Reading Fluency Activity-Fluency Check (TE page 221)

Reading 2: “Tsunamis” (Standards 1A2, 1A4)

1. Complete pages 104-107 in your workbook.
2. Before starting Reading 2, in your notebook, copy “Set a purpose for reading” at the top of page 216 and look for the answer as you read the article.
3. Complete Reading 2: “Tsunamis” on pages 216-219. As you read, in your notebook:
 - Complete all “Before You Go On” questions

Review and Practice; Grammar and Writing (Standards 1A4, 1C10, 1C11, 1C12)

1. Complete pages 108-110 in your workbook
2. Complete “Writing an Expository Paragraph” on page 223 of your textbook.

Prepare for Your Weekly Assessment (Standards 1A, 1B5, 1C9, 1C11)

At your weekly appointment with your teacher:

Complete the “Discussion” on page 221 with a fellow student or respond to previously written or video-recorded responses from other students who have taken this course

Supplementary Assignment for Relearning and Differentiation

- Complete *Reader’s Companion Workbook (Level F)*, pages 91-104

ASSIGNMENTS FOR WEEK #6:**Unit 4: How Does the Sea Affect Our Lives?****Reading 4**

Due: ___/___/___ Rec'd: ___/___/___ Evaluation: _____
 Comments: _____

GroupWork:

- Discuss page 238 in your textbook The Big Question and Build Background. **“How does the sea affect our lives?” “Have you ever visited the ocean?” “How many different ocean animals do you know?”**
- Oral Reading Fluency Activity-Practice (TE page 249)

Reading 4: “Life in the Oceans” (Standards 1B6, 1B7, and 1B8)

1. Complete pages 118-121 in your workbook.
2. Before starting Reading 4, in your notebook, copy “Set a purpose for reading” at the top of page 242 and look for the answer as you read the article.
3. Complete Reading 4: “Life in the Oceans” on pages 242-247. As you read, in your notebook, complete all:
 - “Before You Go On” questions

Review and Practice; Grammar and Writing (Standards 1A4, 1C10, 1C11, 1C12, 2A, 2C)

1. Complete pages 122-125 in your workbook.
2. Complete “Writing an Expository Paragraph” on page 251 of your textbook.

Prepare for Your Weekly Assessment (*Standards 1A3, 1B6, 1C9, 1C12*)

At your weekly appointment with your teacher:

- Present an oral summary of what you learned this week. Use at least 5 of the academic words introduced in the readings for this week. Be prepared to answer questions from your teacher about the summary.

Supplementary Assignment for Relearning and Differentiation

- Complete *Reader’s Companion Workbook (Level F)*, pages 105-120.

ASSIGNMENTS FOR WEEK #7:**Unit 4: How Does the Sea Affect Our Lives?***Link the Readings and Writing Workshop*

Due: ___ / ___ / ___ Rec’d: ___ / ___ / ___ Evaluation: _____
 Comments: _____

Group Work:

- Discuss the question “How Does the Sea Affect Our Lives?” “Would you say in general that the sea is a calm place or a frightening place?” on page 252 (*Standards 1A1, 1B5*) with a fellow student or your teacher.
- Complete the “Critical Thinking” chart on page 252 (*Standard 1B8*).

Expository Essay: Prewrite and Draft (*Standards 1C10, 1C11, 1C12, 2A, 2B, 2C*)

1. Read page 256 and complete Item 1: Prewrite.
 - Use a 5W’s chart to help you organize your thoughts. Look on page 256 for an example of the 5W’s chart.
2. Complete Item 2: Draft.
 - Use your 5W’s chart and the model on page 257 to help you write a first draft. Remember to write your introductory paragraph clearly stating your topic. Also, include three body paragraphs with facts and finally sum up the information in your concluding paragraph.

ASSIGNMENTS FOR WEEK #8:**Unit 4: How Does the Sea Affect Our Lives?****Link the Readings and Writing Workshop****Expository Essay Revise** (*Standards 1C10, 1C11, 1C12, 2A, 2B, 2C*)

1. Complete Item 3: Read the “Revise” on pages 256-257 in your textbook.
 - Make sure to check your draft using the Six Traits of Writing Checklist on page 257.
2. Complete Item 4: Edit and Proofread page 258 in your workbook.
3. Revise, Edit and Proofread your Expository Essay.
 - Rewrite your draft onto a clean sheet of paper. Correct any errors in grammar, word usage, mechanics, and spelling. Use the model on page 257 in the textbook as a guide.

Expository Essay: Publish (*Standards 1C10, 1C11, 1C12, 2A, 2B, 2C*)

1. Complete Item 5: Publish on page 259 in your textbook. Your final draft must be typed.

Prepare for Your Weekly Assessment (*Standards 1A1, 1C9*)

Share your essay with your teacher and classmates.

ASSIGNMENT FOR WEEK #9:**Choose one of the following projects:**

Poster Presentation: Create a poster that illustrates or diagrams a concept you learned in this course. The poster should be at least 2x3 feet and use bold letters and colors. It should also include at least five terms you learned in this course. Feel free to use illustrations in your textbook. You will need to explain your poster in a two-minute speech/presentation to your teacher.

Video or Audio Presentation: Create, present, and record a 2-3 minute presentation explaining or demonstrating a concept learned in this course. The presentation could be a straightforward delivery of information or it could be a skit acted out by you and others (e.g. fictional scene, news report, interview, mock debate, etc.). At least five terms learned in this course should be incorporated.

Live PowerPoint Presentation: Prepare and deliver a 5-minute PowerPoint presentation explaining or demonstrating a concept learned in this course. You must include at least 5 slides. At least five terms learned in this course should be incorporated. You will present your report to an audience that will include teachers and fellow students.

PART 2 OF ADV ELD A (WEEKS 10-20)**Pick a novel from the following list and follow the weekly instructional guide:**

The Book Thief
The Fault in the Stars
The Pregnancy Project
Monster
Divergent
The Chocolate War
Dragonwings
Thirteen Reasons Why

Angry Young Man
The Last Summer of the Death Warriors
It's Kind of a Funny Story
Before I Fall

DIRECTIONS FOR ANSWERING QUESTIONS:

- Written work may be handwritten (neatly), or computer printed-double spaced.
- Unless specified such as ½ page written response, all answers must be written in complete sentences and/or paragraph format. Please edit for grammatical or spelling errors.
- **Be ready to discuss and share all your answers with your teacher and the group at your weekly appointment.**

Week 1**Read the first quarter of the novel****Write the following:**

Title of Book:

Author:

Illustrator (if applicable): Date of First Publication:

A. Look at the front cover and read the back cover and inside sleeve, if there is one. List the facts that you know, or think you know, about the book without having read it. **(1/2 page written response)**

B. What was your first impression of the book? Why did you select this one to read? **(1/2 page written response.)**

C. Author Biography:

Conduct brief research on the author. Choose two internet sources, or one internet source and one printed source from the library. Learn some basic facts about his/ her life, including a brief account of his/her life, when/why/how s/he started to write, and the major events in history, politics and/or the writer's personal experience that impact his/her works of literature. **Write a one-page report.**

D. Level 1 Questions (for the early chapters of the book):**Answer the following questions:**

1. **What** is the time and place of the book? **What evidence** in the book tells you this?
2. **Name and describe** the main character in the book. Describe him/her physically and describe his/her personality and history, if known. Then give your impression of him/her.
3. **Describe** one important event in the book and explain why it is significant to the story (to the plot, the characters, the ideas of the book).
4. **Find** one specific idea, event, or behavior in the book that relates to real life. Explain the relationship you see.

Week 2**Read the second & third quarter of the novel**

Word Study: As you read, find a minimum of 10 words that are new or unfamiliar to you. For each word, **write:**

- a) the page number on which you find it.
- b) the context in which you find it (copy the sentence or phrase from the book and underline the word)
- c) your best guess of the word's meaning based on the clues available
- d) the dictionary definition of the word and any other common forms of the word
- e) your own original sentence using the word (or form of) that demonstrates an understanding of the meaning.

F. Level 2 Questions (for the middle chapters of the book):**Answer the following questions:**

1. **How** does the title relate to the story?
2. **What** is the general feeling or mood of the book? (cheerful, peaceful, anxious, angry, disappointed, gloomy, warm, violent, suspenseful, fearful) **Give specific** examples of how the author creates that feeling or mood.
3. **Give** an example of a significant conflict in the book (internal or external).

Week 3

Finish reading novel

Level 3 Questions (for the final chapters of the book):

Answer the following questions:

1. If there is any special language used (dialects, foreign words, slang, etc.) give examples and **explain** its use and purpose. What is its effect?
2. Does the author use humor, irony, symbolism, or metaphors? **Give** at least two examples and **explain** the effect.
3. **Identify** the peak event, or the climax, of the novel. What major conflicts lead up to it and what is the resolution afterward?
4. **What** is the theme or themes in the novel? (acceptance, anger, betrayal, bravery, friendship, fear, love, loyalty, racism, relationships, sacrifice, truth, war) **How** does the author show this idea? Give

- | |
|-----------------------------------------------------------------------------------------------------|
| 4. Identify the point of view. Is the book written in the first or third person (I or s/he)? |
|-----------------------------------------------------------------------------------------------------|

evidence.

5. **What** did you learn from this novel? In answering this, you may comment on any aspect of the novel, including how it is written.

Week 4

Be prepared for your final:

TEST: Be prepared **for the oral/written final** on the basic components of the novel:

Setting: Describe the details of place and time. What is the atmosphere and mood during the course of action, including during the conflict and at the climax?

Plot: Tell what happens in the novel such by highlighting the main events and experiences of the characters.

Character: Describe the main character(s) and his/her traits.

Theme: In your own words, explain the author's message for this book. What point about human values or experiences is s/he trying to make? What are readers to come away having learned or to still be thinking about as they close the book?

Week 5- Week 8 Second Novel – same as weeks: 1-4

Week 9 Choice Activities (choose two per novel)

Answer the following: 1-2 pgs.

1. How is the main character of the novel similar to a person that you know? Discuss your answer in an essay.
2. Have you had an experience similar to that of one of the characters in the novel? Write about this experience.
3. Write a poem that describes the plot of the novel or a character from the novel.
4. Write an essay describing any changes that the main character underwent throughout the novel.
5. Design a map showing the locations of the novel.
6. Write a different ending for the novel.
7. Describe the problems the main character encountered in the novel and tell how this character solved these problems.

8. Interview one of the characters and ask him/her to explain some of the actions in the novel.
9. Create a list of 15 words from the story and illustrate them to show their meaning.
10. Make a **power point presentation** with the following information:
 - One slide must have approximately one paragraph on the author.
 - One slide must have a list of the author's works.
 - You must have a five slide summary of major events in the story.
 - You must have 2 slides of analysis: pick elements of literature and analyze how it contributes to the story's theme or the author's purpose.
 - You must have a slide that gives your opinion of the novel.
 - 10 slides in total.

Plagiarism or cheating in any way will not be tolerated and will result in a grade of -0- for the entire class.