

**City of Angels School**  
*Independent Study – Los Angeles Unified School District*

**INSTRUCTIONAL GUIDE**

**ELD 11B**

Course ID: 170426

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 **4<sup>th</sup> 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**

**Part 1: Interacting in Meaningful Ways**

**A. Collaborative**

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

**B. Interpretive**

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

present, describe, and explain ideas and information, using appropriate technology

11. Justifying own arguments and evaluating others' arguments in writing
12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas.

**Part 2: Learning About How English Works**

**A. Structuring Cohesive Texts**

1. Understanding text structure
2. Understanding cohesion

**B. Expanding and enriching ideas**

3. Using verbs and verb phrases
4. Using nouns and noun phrases
5. Modifying to add details

**C. Connecting and Condensing Ideas**

6. Connecting ideas
7. Condensing ideas

**Part 3: Using Foundational Literacy Skills**

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>type, purpose, audience, topic, and content area</p> <p><b>C. Productive</b></p> <p>9. Expressing information and ideas in formal oral presentations on academic topics</p> <p>10. Writing literary and informational texts to</p>	<p>Source: California Department of Education website: <a href="http://www.cde.ca.gov/sp/el/er/eldstandards.asp">http://www.cde.ca.gov/sp/el/er/eldstandards.asp</a></p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**ASSIGNMENTS FOR WEEK #1:**

**Unit 1: How do the senses shape our experiences? Reading 3:**

<p>Due: ___/___/___ Rec'd: ___/___/___ Evaluation: _____</p> <p>Comments: _____</p>
<p><b><u>Group Work:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss with your Teacher and group the Unit 1 Quickwrite (TE page 2) “<b>List two or three experiences that each sense brings to your life?</b>” Using a word web list as many words as you can think of.</li> <li><input type="checkbox"/> Discuss page 30 in your textbook The Big Question and Build Background. “<b>How do the senses shape our experiences? When you look at a painting, what catches your attention?</b>”</li> <li><input type="checkbox"/> Oral Reading and expression for Fluency: Activity Readers Theatre page 42 (partner up and read aloud)</li> </ul>
<p><b><u>DAY 1: Reading 3: “from Girl with a Pearl Earring” (Standards 1B6, 1B7, and 1B8)</u></b></p> <ol style="list-style-type: none"> <li>1. Complete pages 15-18 in your workbook.</li> <li>2. Before starting Reading 3, in your notebook, copy “Set a purpose for reading” at the top of page 34 and look for the answer as you read the novel excerpt.</li> <li>3. Complete Reading 3: “from Girl with a Pearl Earring” on pages 34-41. As you read, in your notebook, complete all:             <ul style="list-style-type: none"> <li>o “Before You Go On” questions</li> </ul> </li> </ol>
<p><b><u>DAY 2: Review and Practice; Grammar and Writing (Standards 1A4, 1C10, 1C11, 1C12)</u></b></p> <ol style="list-style-type: none"> <li>1. Complete pages 19-21 in your workbook.</li> <li>2. Complete “Writing a Descriptive Paragraph” on page 45 in your textbook.</li> <li>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.)</li> </ol>
<p><b><u>Prepare for Your Weekly Assessment (Standards 1A, 1B5, 1C9, 1C11)</u></b></p> <p>At your weekly appointment with your teacher:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete the “Discussion” on page 43 with a fellow student or respond to previously written or video-recorded responses from other students who have taken this course.</li> <li><input type="checkbox"/> 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.</li> </ul>

**ASSIGNMENTS FOR WEEK #2:**

**Unit 2: How do generations differ from one another? Reading 3:**

<p>Due: ___/___/___ Rec'd: ___/___/___ Evaluation: _____</p> <p>Comments: _____</p>
<p><b><u>Group Work:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss with your Teacher and group the Unit 2 Quickwrite (TE page 68) “<b>How are you similar to and different from your parents and grandparents?</b>” Using a compare/contrast graphic organizer list as many similarities/differences as you can think of.</li> </ul>

- Discuss page 96 in your textbook The Big Question and Build Background. “How do generations differ from one another?” “Do you live with or near a grandparent or other aging relative?” “What age is the oldest parent you know?”
- Oral Reading Fluency Activity-Read for Fluency (TE page 105)

**Reading 3: “That Older Generation”** (Standards 1B6, 1B7, and 1B8)

1. Complete pages 47-50 in your workbook
2. Before starting Reading 3, in your notebook, copy “Set a purpose for reading” at the top of page 100 and look for the answer as you read the text.
3. Complete Reading 3: “That Older Generation” on pages 100-103. As you read, in your notebook, complete all:
  - o “Before You Go On” question

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

1. Complete pages 51-53 in your workbook.
2. Complete “Writing a Narrative Paragraph” on page 107 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 105 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 47-60

### ASSIGNMENTS FOR WEEK #3:

#### Unit 3: What Makes a Community? Reading 4

Due: \_\_\_/\_\_\_/\_\_\_ Rec’d: \_\_\_/\_\_\_/\_\_\_ Evaluation: \_\_\_\_\_  
 Comments: \_\_\_\_\_

**Group Work:**

- Discuss the question “What makes a community?” on page 188 (Standards 1A1, 1B5) with a fellow student or your teacher.
- Complete the “Critical Thinking” chart on page 188 (Standard 1B8).
- Oral Reading Activity-Fluency Check (TE page 188)

**Reading 4: “from Of Beetles and Angels”**

1. Complete pages 86-89 in your workbook.
2. Before starting reading 4, in your notebook, copy “Set a purpose for reading” at the top of page 180 and look for the answer as you read the narrative.
3. Complete Reading 4: “from Of Beetles and Angels” on pages 180-183. As you read, in your notebook:
  - o Complete all “Literary Check” questions.
  - o Complete all “Before You Go On” questions.

**Review and Practice; Grammar and Writing**

1. Complete pages 90-93 in your workbook
2. Complete writing a Persuasive Paragraph on page 187 of your textbook.

**Prepare for your Weekly Assessment**

At your weekly appointment with your teacher:

Complete the “Discussion” on page 185 with a fellow student or respond to previously written or video-recorded responses from other students who have taken this course.

### **ASSIGNMENTS FOR WEEK #4:**

#### **Unit 4: How does the sea affect our lives? Reading 3**

##### **Group Work:**

- Discuss the question “How does the sea affect our lives?” on page 198 (*Standards 1A1, 1B5*) with a fellow student or your teacher.
- Complete the “Critical Thinking” chart on page 252 (*Standard 1B8*).
- Oral Reading Activity-Fluency Check (TE page 252)

##### **Reading 3: “from 20,000 Leagues Under the Sea”**

1. Complete pages 111-114 in your workbook.
2. Before starting reading 3, in your notebook, copy “Set a purpose for reading” at the top of page 228 and look for the answer as you read the excerpt.
3. Complete Reading 3: “from 20,000 Leagues Under the Sea” on pages 228-223. As you read, in your notebook:
  - Complete all “Literary Check” questions.
  - Complete all “Before You Go On” questions.

##### **Review and Practice; Grammar and Writing**

1. Complete pages 115-117 in your workbook
2. Complete writing an Expository Paragraph on page 237 of your textbook.

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

At your weekly appointment with your teacher:

Complete the “Discussion” on page 235 with a fellow student or respond to previously written or video-recorded responses from other students who have taken this course.

**ASSIGNMENTS FOR WEEK #5:****Unit 5: How do struggles build character? Reading 4**

Due: \_\_\_/\_\_\_/\_\_\_ Rec'd: \_\_\_/\_\_\_/\_\_\_ Evaluation: \_\_\_\_\_  
 Comments: \_\_\_\_\_

**Group Work:**

- Discuss the question “How do struggles build character?” on page 316 (*Standards 1A1, 1B5*) with a fellow student or your teacher.
- Complete the “Critical Thinking” chart on page 316 (*Standard 1B8*).  
Oral Reading Activity-Fluency Check (TE page 316)

**Reading 4: “from Things Fall Apart”** (*Standards 1A2, 1A4*)

1. Read and complete page 304 in your textbook “The Big Question” and “Build Background”
2. Complete pages 150-153 in your workbook.
3. Before starting Reading 4, in your notebook, copy “Set a purpose for reading” at the top of page 308 and look for the answer as you read the excerpt/poetry.
4. Complete Reading 4: “from Things Fall Apart” on pages 308-311. As you read, in your notebook:
  - o Complete all “Literary Check” questions
  - o Complete all “Before You Go On” questions

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

1. Complete pages 154-157 in your workbook
2. Complete “Writing an Expository Paragraph” on page 315 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 316 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**

- Share other fables with students and have them identify the moral of the story in a paragraph.

**ASSIGNMENTS FOR WEEK #6:****Unit 6: Why are ideals important? Reading 4**

Due: \_\_\_/\_\_\_/\_\_\_ Rec'd: \_\_\_/\_\_\_/\_\_\_ Evaluation: \_\_\_\_\_  
 Comments: \_\_\_\_\_

**Group Work:**

- Discuss with your Teacher and group the Unit 6 Quickwrite (TE page 327) “**What does it mean to have ideals?**” “**What are some of your ideals?**” Using a word web explore your ideas about these topics.
- Discuss page 370 in your textbook The Big Question and Build Background. “**What is responsibility?**” “**What responsibility do we have toward others?**”
- Oral Reading and expression for Fluency Activity: page 382 (partner up and read aloud)

**Reading 4: “We Are Each Other’s Business”** (*Standards 1B6, 1B7, and 1B8*)

1. Complete pages 182-185 in your workbook.
2. Before starting Reading 4, in your notebook, copy “Set a purpose for reading” at the top of page 374 and look for the answer as you read the article.
3. Complete Reading 4: “We Are Each Other’s Business” on pages 374-377. As you read, in your notebook, complete all:
  - o Complete all “Literary Check” questions
  - o “Before You Go On” questions

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

1. Complete pages 186-189 in your workbook.

2. Complete "Writing a Research Report" on page 381 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 382 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**

- Present an oral report on the theme "What does it mean to have ideals" with the group.

**ASSIGNMENTS FOR WEEK #7:**

**Unit 6: Why are ideals important?**

*Link the Readings and Writing Workshop*

Due: \_\_\_/\_\_\_/\_\_\_ Rec'd: \_\_\_/\_\_\_/\_\_\_ Evaluation: \_\_\_\_\_  
Comments: \_\_\_\_\_

**Group Work:**

- Discuss with your Teacher and group the Unit 6 Quickwrite (TE page 327) "What does it mean to have ideals?" "What are some of your ideals?" Using a word web explore your ideas about these topics.
- Research for this topic may include:
  - an important idea, issue or event on the topic.
- Brainstorm ideas

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

1. Read page 386 and complete Item 1: Prewrite.
2. Complete Item 2: Draft.

**ASSIGNMENTS FOR WEEK #8:**

**Unit 6: Why are ideals important?**

*Link the Readings and Writing Workshop*

**Research Report: Revise** (*Standards 1C10, 1C11, 1C12, 2A, 2B, 2C*)

1. Complete Item 3: Read the "Revise" on pages 386-389 in your textbook.
2. Complete Item 4: Edit and Proofread page 390-391 in your textbook.
3. Revise, Edit and Proofread your Research Report.

**Research Report: Publish** (*Standards 1C10, 1C11, 1C12, 2A, 2B, 2C*)

1. Complete Item 5: Publish on page 391 in your textbook. Your final draft must be typed.

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

Share your report 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).
4. **Identify** the point of view. Is the book written in the first or third person (I or s/he)?

## 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 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.**