

City of Angels School
Independent Study – Los Angeles Unified School District
INSTRUCTIONAL GUIDE
ELD 8A-English Language Development 8A
 Course ID 170325

This is the third semester of a four-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 Development standards along with English Language Arts standards while building critical analytical skills and content knowledge for success in the mainstream academic environment.

Co-Requisite Course grade-level English course

Curriculum and Text

Chamot, Mado, Hollie, Keystone Longman (Level) D, Pearson-Longman (ISBN-13: 978-0-13-158258-3) textbook

Grade Distribution

Weekly Assignments=50%; Weekly Assessments=20%; Small Group=30%

Homework

To successfully complete this course, students will need to devote an estimated 10 hours per week to their assignments.

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 6-8

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 type, purpose, audience, topic, and content area.

C. Productive

9. Expressing information and ideas in formal oral presentations on academic topics.
10. Writing literary and informational texts to

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.

*Source: California Department of Education website:
<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>*

ASSIGNMENTS FOR WEEK #1:
UNIT 5: WHAT CAN WE LEARN FROM THE TIMES OF WAR?
READING 1

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

GROUP WORK:

- Discuss with your teacher and group the Unit 1 *QuickWrite* (TE page 265) “**Write war and list things you associate with war under the word.**” (Standards 1A2, 2C6)
- Discuss page 266 in your textbook *The Big Question* and *Build Background*. “**What can we learn from times of war? War causes great pain and suffering, but it can also teach us important lessons. We study history to learn these lessons. How does war change people’s lives? How does it affect history?**”
- Discuss and complete *Build Background*, *Vocabulary*, *Listening and Speaking*, *Word Study Activities*, *Reading Strategy* (TE page 266-269)

Reading 1: “World War 1” (Standards 1B6, 1B7, and 1B8)

1. Complete pages 129-132 in your workbook.
2. Before starting Reading 1, in your notebook, copy “*Set a purpose for reading*” at the top of page 270 and look for the answer as you read the article.
3. Complete Reading 1: “World War 1” on pages 270-275. As you read, in your notebook, complete all:
 - “*Before You Go On*” questions located in the margin.

Comprehension, Grammar and Writing (Standards 1A4, 1C10, 1C11, 1C12)

1. Complete pages 133-135 in your workbook.
2. Complete “*Write a Cause-and-Effect Paragraph*” on page 279 of 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 1A3, 1B5, 1C9, 1C11)

At your weekly appointment with your teacher:

Complete the “*Discussion*” on page 277 with a fellow student or respond to previously written responses from other students who have taken this course.

Supplementary Assignment for Relearning and Differentiation

- Complete *Reader’s Companion Workbook (Level D)*, pages 105-111.

ASSIGNMENTS FOR WEEK #1:
UNIT 5: WHAT CAN WE LEARN FROM THE TIMES OF WAR?
READING 1



ASSIGNMENTS FOR WEEK #2:
UNIT 5: WHAT CAN WE LEARN FROM THE TIMES OF WAR?

READING 2

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

GROUP WORK:

- Discuss page 280 in your textbook *The Big Question* and *Build Background*. **“What can we learn from times of war? Talk with a partner about the kinds of feelings that war brings out in people. Why might times of war also be times of great artistic achievement?”** (Standards 1A2, 2C6)
- Read and *complete Build Background, Vocabulary, Listening and Speaking, Word Study Activities, Reading Strategy* (TE page 280-283)

Reading 2: “In Flanders Fields” “Anthem for Doomed Youth” “Three Wonderful Letters from Home” “Letter Home.” (Standards 1B6, 1B7, and 1B8)

1. Complete pages 136-139 in your workbook.
2. Before starting Reading 2, in your notebook, copy “*Set a purpose for reading*” at the top of page 284 and look for the answer as you read the article.
3. Complete Reading 2: “In Flanders Fields,” “Anthem for Doomed Youth,” “Three Wonderful Letters from Home,” and “Letter Home” on pages 284-285. As you read, in your notebook, complete all:
 - “*Before You Go On*” questions located in the margin.

Comprehension, Grammar and Writing (Standards 1A4, 1C10, 1C11, 1C12)

1. Complete pages 140-142 in your workbook.
2. Complete “*Writing an Expository Paragraph*” on page 291 of your textbook.

Prepare for Your Weekly Assessment (Standards 1A3, 1B5, 1C9, 1C11)

At your weekly appointment with your teacher:

Complete the “*Discussion*” on page 289 with a fellow student or respond to previously written responses from other students who have taken this course.

Supplementary Assignment for Relearning and Differentiation

- Complete “*Comprehension*” page 288 in textbook.

ASSIGNMENTS FOR WEEK #3:
UNIT 5: WHAT CAN WE LEARN FROM THE TIMES OF WAR?
LISTENING & SPEAKING WORKSHOP

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

INDIVIDUAL WORK:

- Take the **Program Assessment Beginning of the Year/Achieve 3000 LevelSet** test.

GROUP WORK:

- Read and discuss Item 1 *Think About It*, page 320 in your textbook. (Standards 1A2, 1B5, 2C6)
- Civilian life during a war
 - The manufacturing of weapons
 - The causes of World War I or World War II
 - The role of women in World War I or World War II

Listening & Speaking Workshop (Standards 1A4, 1C9, 1C10, 1C11, 1C12)

Oral Report:

1. Read page 320 and complete Item 2 *Gather and Organize Information*: Research, Order your Notes, and Use Visuals.

ASSIGNMENTS FOR WEEK #4:
UNIT 5: WHAT CAN WE LEARN FROM THE TIMES OF WAR?
LISTENING & SPEAKING WORKSHOP

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

INDIVIDUAL WORK:

- Discuss your Lexile score from your **Achieve 3000 LevelSet** test and your Lexile goals.
- Complete your **Achieve 3000** form, located in your **Achieve 3000** file. Complete and discuss with your teacher your 2 **Achieve 3000** articles' Activity scores and your **Thought Question** answers.

GROUP WORK:

- Share your report from page 320 with the group. Students can begin to revise, edit, and proofread their writing with a partner or as a group. (Standards 1A2, 2C6)

Listening & Speaking Workshop (Standards 1A4, 1C9, 1C10, 1C11, 1C12)

Oral Report:

1. Revise your Oral Report.
2. Read page 321 and complete Item 3: *Practice*.

ASSIGNMENTS FOR WEEK #5:
UNIT 5: WHAT CAN WE LEARN FROM THE TIMES OF WAR?
READING 3

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

INDIVIDUAL WORK:

- Complete your **Achieve 3000** form, located in your **Achieve 3000** file. Discuss with your teacher your 2 **Achieve 3000** articles' Activity scores and your **Thought Question** answers.

GROUP WORK:

- Present *Oral Report* from page 320-321 of your textbook.
- Discuss page 292 in your textbook *The Big Question* and *Build Background*. **“What can we learn from times of war? Think about heroes you have read about. What did they do that was heroic? What risks did they take? How does war bring out the worst and the best in people?”** (*Standards 1A2, 2C6*)
- Discuss and complete *Build Background, Vocabulary, Listening and Speaking, Word Study Activities, Reading Strategy* (TE page 292-295)

Reading 3: “In the Name of his Father” (*Standards 1B6, 1B7, and 1B8*)

1. Complete pages 143-146 in your workbook.
2. Before starting Reading 3, in your notebook, copy “*Set a purpose for reading*” at the top of page 284 and look for the answer as you read the text.
3. Complete Reading 3: “In the Name of his Father” on pages 296-299. As you read, in your notebook, complete all:
 - “*Before You Go On*” questions located in the margin.

Comprehension, Grammar and Writing (*Standards 1A4, 1C10, 1C11, 1C12*)

1. Complete pages 147-149 in your workbook.
2. Complete “*Writing an Expository Paragraph*” on page 303 of your textbook.

Prepare for Your Weekly Assessment (*Standards 1A3, 1B5, 1C9, 1C11*)

At your weekly appointment with your teacher:

Complete the “*Discussion*” on page 301 with a fellow student or respond to previously written responses from other students who have taken this course.

Supplementary Assignment for Relearning and Differentiation

- Complete *Reader’s Companion Workbook (Level D)*, pages 117-127.

ASSIGNMENTS FOR WEEK #7:**UNIT 5: WHAT CAN WE LEARN FROM THE TIMES OF WAR?****READING 4**

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

INDIVIDUAL WORK:

- Complete your **Achieve 3000** form, located in your **Achieve 3000** file. Discuss with your teacher your 2 **Achieve 3000** articles' Activity scores and your **Thought Question** answers.

GROUP WORK:

- Discuss page 304 in your textbook *The Big Question* and *Build Background*. "**What can we learn from times of war?** Have you ever traveled somewhere with your family? How did you feel about being away from home? Did being with your family help you feel more comfortable? (*Standards 1A2, 1A3, 1A11*)
- Discuss and complete *Build Background, Vocabulary, Listening and Speaking, Word Study Activities, Reading Strategy* (TE page 30-307).

Reading 4: "Farewell to Manzanar" (Standards 1B6, 1B7, and 1B8)

1. Complete pages 150-152 in your workbook.
2. 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.
3. Complete Reading 4: "Farewell to Manzanar" on pages 308-313. As you read, in your notebook, complete all: "*Before You Go On*" questions located in the margin.

Comprehension, Grammar and Writing (Standards 1A4, 1C10, 1C11, 1C12)

1. Complete pages 153-155 in your workbook.
2. Complete "*Writing an Expository Paragraph*" on page 303 of your textbook.
3. Complete your *Expository Paragraph Draft*. Use the model on page 317 and your problem and solution chart to help you write your first draft.

Prepare for Your Weekly Assessment (Standards 1A3, 1B5, 1C9, 1C11)

At your weekly appointment with your teacher:

Complete the "*Discussion*" on page 315 with a fellow student or respond to previously written responses from other students who have taken this course.

Supplementary Assignment for Relearning and Differentiation

- Complete "Comprehension" page 314 in textbook.

ASSIGNMENTS FOR WEEK #7:
UNIT 5: WHAT CAN WE LEARN FROM THE TIMES OF WAR?
WRITING WORKSHOP

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

INDIVIDUAL WORK:

- Complete your **Achieve 3000** form, located in your **Achieve 3000** file. Discuss with your teacher your 2 **Achieve 3000** articles' Activity scores and your **Thought Question** answers.

GROUP WORK:

- Discuss the questions "What can we learn from times of war?" on page 318 with a fellow student and/or your teacher (*Standards 1A2, 1A3, 1B5, 2C6*).
- Complete the "*Critical Thinking*" chart on page 318 (Standard 1B8).
- Oral Reading Fluency Activity-Fluency Check (TE page 318).

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

1. Read page 322 and complete Item 1: Prewrite.
 - For prewrite use a 5Ws chart to organize your ideas.
2. Complete Item 2: Draft.
 - Use the model on page 325 and prewrite to help you write your first draft.

ASSIGNMENTS FOR WEEK #8:
UNIT 5: WHAT CAN WE LEARN FROM THE TIMES OF WAR?
WRITING WORKSHOP

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

INDIVIDUAL WORK:

- Complete your **Achieve 3000** form, located in your **Achieve 3000** file. Discuss with your teacher your 2 **Achieve 3000** articles' Activity scores and your **Thought Question** answers.

GROUP WORK:

- Students share prewrites and drafts with the group. Students can begin to revise, edit, and proofread their writing with a partner or as a group (*Standards 1A2, 1A4, 2C6, 2C7*).

Writing an Expository Essay: Revision (*Standards 1C10, 1C11, 1C12, 2A1, 2B5, 2C6*)

1. Complete Item 3: *Read the Revise* on pages 323-324 in your textbook.
 - Make sure to check your draft using the Six Traits of Writing Checklist on page 323.
2. Complete Item 4: *Edit and Proofread* page 157 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 325 in your textbook.

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

1. Complete Item 5: *Publish* on page 83 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 ELD 8A (WEEKS 10-18)

Pick a novel from the following list and follow the weekly instructional guide:

- Persepolis*
- The Last Summer of the Death Warriors*
- Dragonwings*
- Divergent*
- Monster*
- Angry Young Man*

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.

ASSIGNMENTS FOR WEEK #10:

NOVEL 1

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

INDIVIDUAL WORK:

- Complete your **Achieve 3000** form, located in your **Achieve 3000** file. Discuss with your teacher your **Achieve 3000** articles' Activity scores and your **Thought Question** answers.

GROUP WORK:

- Be ready to discuss and share all your answers with your teacher and the group at your weekly appointment.**

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, and 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.

ASSIGNMENTS FOR WEEK #11:

NOVEL 1

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

INDIVIDUAL WORK:

- Complete your **Achieve 3000** form, located in your **Achieve 3000** file. Discuss with your teacher your **Achieve 3000** articles' Activity scores and your **Thought Question** answers.

GROUP WORK:

- Be ready to discuss and share all your answers with your teacher and the group at your weekly appointment.**

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) Page number on which you find it.
- b) Context in which you find it (copy the sentence or phrase from the book and underline the word).
- c) Best guess of the word's meaning based on the clues available.
- d) Dictionary definition of the word and any other common forms of the word.

- e) 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).

ASSIGNMENTS FOR WEEK #12:

NOVEL 1

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

Comments: _____

INDIVIDUAL WORK:

- Complete your **Achieve 3000** form, located in your **Achieve 3000** file. Discuss with your teacher your **Achieve 3000** articles' Activity scores and your **Thought Question** answers.

GROUP WORK:

- Be ready to discuss and share all your answers with your teacher and the group at your weekly appointment.**

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?

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

ASSIGNMENTS FOR WEEK #13:**NOVEL 1**

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

Comments: _____

INDIVIDUAL WORK:

- Complete your **Achieve 3000** form, located in your **Achieve 3000** file. Discuss with your teacher your **Achieve 3000** articles' Activity scores and your **Thought Question** answers.

GROUP WORK:

- Be ready to discuss and share all your answers with your teacher and the group at your weekly appointment.**

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 14 – Week 17**SECOND Novel – Same as Weeks: 10 – 13**

ASSIGNMENTS FOR WEEK #18:

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

INDIVIDUAL WORK:

- Complete your **Achieve 3000** form, located in your **Achieve 3000** file. Discuss with your teacher your **Achieve 3000** articles' Activity scores and your overall growth.

GROUP WORK:

- Be ready to discuss and share all your answers with your teacher and the group at your weekly appointment.**

Choice Activities (choose two per novel)**Answer the following: 1-2 pages**

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