

**City of Angels School**  
*Independent Study – Los Angeles Unified School District*  
**INSTRUCTIONAL GUIDE**  
**ELD 8B-English Language Development 8B**  
 Course ID 170326

This is the fourth 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 6: WHAT MAKES ANIMALS SO AMAZING?**  
**READING 2**

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

**GROUP WORK**

- Discuss page 342 in your textbook *The Big Question and Build Background*. “**What makes animals so amazing? What do you know about bats?**”
- Discuss and complete *Build Background, Vocabulary, Listening and Speaking, Word Study Activities, Reading Strategy* (TE page T342-T345).

**Reading 2: (Standards 1B6, 1B7, and 1B8)**

1. Complete pages 168-171 in your workbook.
2. Before starting Reading 2, in your notebook, copy “*Set a purpose for reading*” at the top of page 346 and look for the answer as you read the story.
3. Complete Reading 2: “*Getting to Know Real Bats*” on pages 346-351. 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 172-174 in your workbook.
2. Complete “*Write Classifying Paragraphs*” on page 355 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 353 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 133-142.

**ASSIGNMENTS FOR WEEK #2:**  
**UNIT 6: WHAT MAKES ANIMALS SO AMAZING?**

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.
  - How do elephants communicate
  - The importance of bees
  - Manatees: what they are and why they're endangered
  - Koko the gorilla/The Gorilla Language Project

**Listen & Speaking & Workshop** (Standards 1A4, 1C10, 1C11, 1C12)

**Oral Report**

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

**ASSIGNMENTS FOR WEEK #3:**  
**UNIT 6: WHAT MAKES ANIMALS SO AMAZING?**

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. Discuss with your teacher your 2 **Achieve 3000** articles' Activity scores and your **Thought Question** answers.

**GROUP WORK:**

- Share your report from page 384 with the group. Students can begin to revise, edit, and proofread their writing with a partner or as a group. (Standards 1A1, 1B5)

**Listening & Speaking Workshops** (Standards 1A4, 1C10, 1C11, 1C12)

**Oral Report**

1. Revise your Oral Report.
2. Read page 384 and complete Item 3 *Practice*.

**ASSIGNMENTS FOR WEEK #4:**  
**UNIT 6: WHAT MAKES ANIMALS SO AMAZING?**  
**READING 3**

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. Discuss with your teacher your 2 **Achieve 3000** articles' Activity scores and your **Thought Question** answers.

**GROUP WORK:**

- Present Oral Report from pages 384-385 of your textbook.
- Discuss page 356 in your text book, *The Big Question and Build Background*. **“What makes animals so amazing? Animals have been the subject of paintings and poetry since prehistoric times. Why do you think people are so fascinated by animals?”**
- Discuss and complete *Build Background, Vocabulary, Listening and Speaking, Word Study Activities, Reading Strategy* (TE page 356-357).

**Reading 3: Four Poems: “The Bat,” “A Narrow Fellow in the Grass”, “Daybreak,” and Birdfoot’s Grandpa.”** (*Standards 1B6, 1B7, and 1B8*)

1. Complete pages 175-178 in your workbook.
2. Before starting Reading 3, in your notebook, copy “*Set a purpose for reading*” at the top of page 360 and look for the answer as you read the poems.
3. Complete Reading 3: Four Poems: “The Bat,” “A Narrow Fellow in the Grass”, “Daybreak,” and “Birdfoot’s Grandpa.” on pages 360-363. 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 179-181 in your workbook.
2. Complete “*Writing a Research Report*” on page 367 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 365 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 354 in textbook.

**ASSIGNMENTS FOR WEEK #5:**  
**UNIT 6: WHAT MAKES ANIMALS SO AMAZING?**  
**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 368 in your textbook, *The Big Question* and *Build Background*. **“What makes animals so amazing? Look at the photo on page 268. Have you ever seen chimpanzees? Where did you see them? What did you observe about them?”**
- Discuss and complete *Build Background*, *Vocabulary*, *Listening and Speaking*, *Word Study Activities*, *Reading Strategy* (TE page 369-371).

**Reading 4: “The Chimpanzees I Love” (Standards 1B6, 1B7, and 1B8)**

1. Complete pages 183-184 in your workbook.
2. Before starting Reading 4, in your notebook, copy “*Set a purpose for reading*” at the top of page 372 and look for the answer as you read the story.
3. Complete Reading 4: “The Chimpanzees I Love” on pages 372-377. As you read, in your notebook, complete all:
  - a) “*Before You Go On*” questions located in the margin.

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

1. Complete pages 185-187 in your workbook.
2. Complete “*Writing a Research Report*” on page 381 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 379 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 188*

**ASSIGNMENTS FOR WEEK #6:**  
**UNIT 6: WHAT MAKES ANIMALS SO AMAZING?**  
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 question "What makes animals so amazing?" on page 382 (Standards 1A1, 1B5) with a fellow student and /or teacher.
- Complete the "*Critical Thinking*" chart on page 382 (Standards 1B8).
- Complete Oral Reading Fluency Activity-Fluency Check (TE page 318).

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

1. Read page 386 and complete Item 1: *Prewrite*.
  - For prewrite use a 5W chart to organize ideas.
2. Complete Item 2: *Draft*
  - For your first draft use the model on pages 390-391 and your prewrite.

**ASSIGNMENTS FOR WEEK #7:**  
**UNIT 6: WHAT MAKES ANIMALS SO AMAZING?**  
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 prewrite and drafts with the group. Students can begin to revise, edit, and proofread their writing with a partner or as a group.

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

1. Complete Item 3: *Read and Revise* on pages 388-389 in your textbook.
  - Make sure to check your draft using the Six Traits of Writing Checklist on page 387.
2. Complete Item 4: *Edit and Proofread*, page 189 in your workbook.
3. Revise, Edit and Proofread your Research Report.
  - Rewrite your draft onto a clean sheet of paper. Correct any errors in grammar, word usage, mechanics, and spelling. Use the model on page 390-391 in your textbook.

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

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

**Prepare your weekly Assessment** (Standards 1A1, 1C9)

Share your essay with your teacher and classmates.

**ASSIGNMENTS FOR WEEK #8:****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 Middle School 2B (WEEKS 9-17)**

**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 #9:**

**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 2**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 #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 2 **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 #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.**

**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 #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 2 **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 13 – Week 16****SECOND Novel – Same as Weeks: 09 – 12**

**ASSIGNMENTS FOR WEEK #17:**

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**