

Orange Unified School District  
**ENGLISH LANGUAGE DEVELOPMENT—BEGINNING**  
Year Course in combination with ELD BEGINNING READING—R708

**GRADE LEVEL:** 9-12 (separate course numbers)

**PREREQUISITES: NOTE—Course is not to be repeated.**

Use Multiple Measures below as considerations for placement

- Approximately 5 years or less in USA
- CELDT Level 1 or 2
- Lexile BR – 400
- Grade 1 – 3 Reading Level
- CST FBB or BB
- Teacher Recommendation

**INTRODUCTION TO THE SUBJECT:**

English Language Development—Beginning provides a systematic and focused approach to English language development, using rigorous and coherent instruction that motivates students with relevant, readable literature and strategic skill instruction. Instruction focuses on the 9-12<sup>th</sup> Grade English Language Development Standards at the Beginning and Early Intermediate levels. Listening, speaking, reading and writing activities are designed to help students develop competency in oral language and literacy skills.

**COURSE OBJECTIVES: Students will**

Use basic language skills in speaking, reading, and writing simple sentences.

- Listening and Speaking
  - Follow simple instructions.
  - Use basic vocabulary for communication.
  - Students will be able to follow directions.
  - Ask and answer simple questions.
  - Deliver short and simple oral presentations.
- Reading
  - Read aloud simple words.
  - Use a dictionary to find the meaning of a simple vocabulary word.
  - Summarize simple and short literature.
  - Understand simple literary terms such as character, setting, conflict, and solution.
- Writing
  - Use standard writing conventions including present tense and subject/verb agreement.
  - Write simple sentences using verb tenses and verb agreement.
  - Write an essay using simple sentences.
  - Fill out school registration forms and library card applications.

**RECOMMENDED TEXT:** Moore, D., Short, D., Smith, M., Tatum, A. 2009. *Edge Reading, Writing & Language Fundamentals*. Carmel, CA: Hampton Brown.

## **Support materials:**

### Teachers

- Fundamentals Teacher’s Editions (2 Volumes)
- Fundamentals Interactive Practice Book Teacher’s Annotated Edition
- Fundamentals Reading & Writing Transparencies


### Students

- Fundamentals Student Edition
- Fundamentals Interactive Practice Book
- Fundamentals Selection Readings and Fluency Models CDs
- Fundamentals Library Books
  - *Toni and Slade Morrison*
  - *Maasai Dreamer*
  - *Rice*
  - *Frankenstein*
  - *What Makes a Community?*
  - *Wicked Weather*
  - *Hercules*
  - *Women and Work*
  - *Any Small Goodness*
  - *Freedom Readers*
  - *Houses*
  - *Families*

### Supplemental Materials


- *Grammar in Context 1* Bilingual Dictionary




	Writing Trait Focus: Expressive Writing	Rubric	
5 weeks	<p><b>Unit 2: Wisdom of the Ages</b>  <b>EQ: What Makes Us Wise?</b>            Unit Launch</p> <ul style="list-style-type: none"> <li>• Understand a Speaker’s Message</li> <li>• Respond to and Interpret Visuals</li> <li>• Vocabulary Workshop: Use Word Parts</li> </ul> <p><u>Cluster 1</u></p> <ul style="list-style-type: none"> <li>• Language Workshop: Describe Actions, Use Action Verbs</li> <li>• <b>How Ananse Gave Wisdom to the World (folk tale)</b></li> <li>• Good Advice from Teens (web forum)</li> </ul> <p><u>Cluster 2</u></p> <ul style="list-style-type: none"> <li>• Language Workshop: Express Likes and Dislikes, Use Present Progressive Verbs</li> <li>• From Be Water, My Friend: The Early Years of Bruce Lee (biography)</li> <li>• Hands (short fiction)</li> </ul> <p><u>Cluster 3</u></p> <ul style="list-style-type: none"> <li>• Language Workshop: Express Needs and Wants, Use Nouns and Verbs in Sentences</li> <li>• <b>Mathematics (memoir)</b></li> <li>• Remember (poem)</li> </ul> <p><u>Language</u></p> <ul style="list-style-type: none"> <li>• Describe Actions</li> <li>• Express Likes and Dislikes</li> <li>• Express Needs and Wants</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Action Verbs in Present Tense</li> <li>• Helping Verbs</li> <li>• Object Pronouns</li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>• Compound Words</li> <li>• Suffixes</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Response to Literature</li> <li>• Folk Tale</li> <li>• Comic Strip</li> <li>• Poem</li> </ul>	<p>Listening &amp; Speaking</p> <ul style="list-style-type: none"> <li>• Cluster 1 - Interview</li> <li>• Cluster 2 – Conversation</li> <li>• Cluster 3 - Poem</li> </ul> <p>Reading</p> <p>Reading Fluency and Systematic Vocabulary Development:</p> <ul style="list-style-type: none"> <li>• Cluster 1 - Phrasing</li> <li>• Cluster 2 - Explanation</li> <li>• Cluster 3 - Expression</li> </ul> <p>Reading Comprehension:</p> <ul style="list-style-type: none"> <li>• Overall: Ask Questions</li> <li>• Cluster 1 - Explain</li> <li>• Cluster 2 – Interpret</li> <li>• Cluster 3 – Visualize</li> </ul> <p>Writing</p> <p>Writing Strategies and Applications:</p> <ul style="list-style-type: none"> <li>• Cluster 1- Actions</li> <li>• Cluster 2- Likes and Dislikes</li> <li>• Cluster 3- Needs and Wants</li> </ul> <p>Writing Conventions:</p> <ul style="list-style-type: none"> <li>• Cluster 1- Action Verbs</li> <li>• Cluster 2- Progressives</li> <li>• Cluster 3- Nouns and Verbs</li> </ul>	<p>EQ Project: Book of Proverbs</p> <p>Cluster Tests and/or Teacher generated tests/quizzes</p> <p><b>Unit 2 Test (District Requirement with Data Director)</b></p> <p>Unit Game: Bingo (optional)</p> <p>Teacher Observation/Student Participation</p> <p>Reading Fluency (timed and/or untimed)</p>
Ongoing			
1 Week	<p>Unit 2 Writing Project: Advice Column</p> <p>Writing Trait Focus: Expository Writing</p>	<p>Writing Portfolio Rubric</p>	





<p>Ongoing</p> 	<ul style="list-style-type: none"> <li>• Past Tense Verbs</li> <li>• Adverbs</li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>• Use a Dictionary</li> <li>• Multiple Meaning Words</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Response to Literature</li> <li>• Continue the Story</li> </ul>		
<p>1 Week</p>	<p>Unit 4 Writing Project: Expository Paragraph Writing Trait Focus: Descriptive Writing; Writing Process (TE T318)</p>		<p>Writing Portfolio Rubric</p>
<p>6 Weeks</p>	<p>CST and CMA Preparation <i>and</i> <b>Unit 5: Fitting In</b> <b>EQ: How Important is it to Fit In?</b></p> <p>Unit Launch</p> <ul style="list-style-type: none"> <li>• Understand a Speaker’s Message</li> <li>• Respond to and Interpret Visuals</li> <li>• Vocabulary Workshop: Use Context Clues – Types of Context Clues</li> </ul> <p><u>Cluster 1</u></p> <ul style="list-style-type: none"> <li>• Language Workshop: Express Intentions, Use Verbs in the Present Tense</li> <li>• Frijoles (novel excerpt)</li> <li>• The Jay and the Peacocks (fable)</li> </ul> <p><u>Cluster 2</u></p> <ul style="list-style-type: none"> <li>• Language Workshop: Express Opinions, Use Prepositions</li> <li>• Cochlear Implants: Two Sides of the Story (persuasive essays)</li> <li>• A Different Drummer (quote)</li> <li>• High School (photo essay)</li> </ul> <p><u>Cluster 3</u></p> <ul style="list-style-type: none"> <li>• Language Workshop: Express Ideas and Feelings, Use Object Pronouns</li> <li>• The Right Moves (Short Story)</li> <li>• I’m Nobody (Poem)</li> </ul> <p><u>Language</u></p> <ul style="list-style-type: none"> <li>• Express Intentions</li> <li>• Express Opinions</li> <li>• Express Ideas and Feelings</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Verb Tenses</li> <li>• Prepositional Phrases</li> <li>• Subject and Object Pronouns</li> </ul> <p>Vocabulary</p>	<p><b>Listening &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>• Cluster 1- Research and Speaking</li> <li>• Cluster 2- Speech</li> <li>• Cluster 3- Conversation</li> </ul> <p><u>Reading</u></p> <p><b>Reading Word Analysis:</b></p> <ul style="list-style-type: none"> <li>• Cluster 1 – Synonyms and antonyms</li> <li>• Cluster 2 – Multiple-Meaning words</li> <li>• Cluster 3 – Context clues</li> </ul> <p><b>Reading Fluency:</b></p> <ul style="list-style-type: none"> <li>• Cluster 1 - Expression</li> <li>• Cluster 2 – Phrasing</li> <li>• Cluster 3 - Expression</li> </ul> <p><b>Reading Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Overall – Make Connections</li> </ul> <p><b>Literary Response &amp; Analysis:</b></p> <ul style="list-style-type: none"> <li>• Cluster 1 – Fables</li> <li>• Cluster 2 – Facts and Opinions</li> <li>• Cluster 3 – Genres and Characters</li> </ul> <p><u>Writing</u></p> <p><b>Writing Strategies &amp; Applications:</b></p> <ul style="list-style-type: none"> <li>• Cluster 1- Letter to a Pen Pal</li> <li>• Cluster 2- Write an Opinion Statement</li> <li>• Cluster 3- Explanation</li> </ul> <p><b>Writing Conventions:</b></p> <ul style="list-style-type: none"> <li>• Cluster 1- Future Tense</li> <li>• Cluster 2- Prepositions</li> <li>• Cluster 3- Object Pronouns</li> </ul>	<p>CST and CMA</p> <p>EQ Project: TV Talk Show</p> <p>Cluster Tests and/or Teacher generated tests/quizzes</p> <p><b>Unit 5 Test (District Requirement with Data Director)</b></p> <p>Unit Game: aMaze! (optional)</p> <p>Teacher Observation/Student Participation</p> <p>Reading Fluency (timed and/or untimed)</p>

Ongoing



<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Context Clues</li> <li>• Multiple Meaning Words</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Response to Literature</li> <li>• Letter to a Pen Pal</li> <li>• Blog</li> <li>• Fact and Opinion</li> </ul>		
<p>1 Week</p>	<p>Unit 5 Writing Project: Fact-and Opinion Paragraph Writing Trait Focus: Expressive; Writing Process (TE T400)</p>		<p>Writing Portfolio Rubric</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>O P T I O N A L</b></p> <p>Ongoing</p>	<p><b>Unit 6: What Matters Most</b> <b>EQ: What is Most Important in Life?</b></p> <p>Unit Launch</p> <ul style="list-style-type: none"> <li>• Understand a Speaker’s Message</li> <li>• Respond to and Interpret Visuals</li> <li>• Vocabulary Workshop: Interpret Figurative Language- Idioms and Similes</li> </ul> <p><u>Cluster 1</u></p> <ul style="list-style-type: none"> <li>• Language Workshop: Give and Follow Directions, Use Different Kinds</li> <li>• Luck (play)</li> <li>• Young at Heart (memoir)</li> <li>• The Marketplace (nonfiction)</li> </ul> <p><u>Cluster 2</u></p> <ul style="list-style-type: none"> <li>• Language Workshop: Engage In Discussion, Use Phrases and Clauses</li> <li>• The Scholarship Jacket (short Story)</li> <li>• Eye on Cheaters (article)</li> </ul> <p><u>Cluster 3 (optional)</u></p> <ul style="list-style-type: none"> <li>• Language Workshop: Retell a Story, Use Complex Sentences</li> <li>• The Gift of the Magi (short story)</li> <li>• Shoulders (poem)</li> </ul> <p><u>Language</u></p> <ul style="list-style-type: none"> <li>• Give and Follow Directions</li> <li>• Engage in Discussion</li> <li>• Retell a Story</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Complete Sentences</li> <li>• Combine Sentences</li> <li>• Combine Clauses</li> </ul> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• Similes</li> </ul>	<p><b>Listening &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>• Cluster 1- Directions</li> <li>• Cluster 2- Discussion</li> <li>• Cluster 3- Retell</li> </ul> <p><u>Reading</u></p> <p><b>Reading Word Analysis:</b></p> <ul style="list-style-type: none"> <li>• Cluster 1- Figurative Language</li> <li>• Cluster 2- Idioms</li> <li>• Cluster 3- Idioms</li> </ul> <p><b>Reading Fluency:</b></p> <ul style="list-style-type: none"> <li>• Cluster 1- Expression</li> <li>• Cluster 2- Intonation</li> <li>• Cluster 3- Phrasing</li> </ul> <p><b>Reading Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Overall: Make Inferences</li> <li>• Cluster 1- Draw Conclusions</li> <li>• Cluster 2- Make Comparisons</li> <li>• Cluster 3- Summarize and Interpret</li> </ul> <p><b>Literary Analysis and Response</b></p> <ul style="list-style-type: none"> <li>• Cluster 1- Memoir and Setting</li> <li>• Cluster 2- Plot</li> <li>• Cluster 3- Characters and Theme</li> </ul> <p><u>Writing</u></p> <p><b>Writing Strategies &amp; Applications:</b></p> <ul style="list-style-type: none"> <li>• Cluster 1- Explanation</li> <li>• Cluster 2- Position Statement</li> <li>• Cluster 3- Free write</li> </ul> <p><b>Writing Conventions</b></p> <ul style="list-style-type: none"> <li>• Cluster 1- Sentences</li> <li>• Cluster 2- Phrases and Clauses</li> <li>• Cluster 3- Complex sentences</li> </ul>	<p>EQ Project: Gallery Walk</p> <p>Cluster Tests and/or Teacher generated tests/quizzes</p> <p>Unit 6 Test</p> <p>Unit Game: Lucky Wheel (optional)</p> <p>Teacher Observation/Student Participation</p> <p>Reading Fluency (timed and/or untimed)</p>



Ongoing	<ul style="list-style-type: none"> <li>• Idioms Writing</li> <li>• Response to Literature</li> <li>• Skit</li> <li>• Write About Cheating</li> <li>• Narrative</li> </ul>		
Optional	Unit 6 Writing Project: Writing Trait Focus: Personal Narrative Writing Process (T494)		Writing Portfolio Rubric
1 Week			<b>End of Level Test (District Requirement with Data Director)</b>

**DATE OF LAST CONTENT REVISION:** August 2010

**DATE OF CURRENT CONTENT REVISION:** November 2012

**DATE OF BOARD APPROVAL:**