

Initial Board Approval: 03/12/2024
Course Review Cycle: 03/2032
Revision Approval:
Standards (State/AP/College): State

Graduation Requirement Met: FGN
CSU/UC a-g Area: E- LOTE
Honors Weighted:NA

Visalia Unified School District Course Outline

Course Title: ALD 2
Course Transcript Title: ALD / Academic Language Development
Grade Level(s): 9th-12th
Length/Credits: 1 year / 10 Credits
Prerequisite(s): None
Course Delivery (Classroom/Online/Hybrid): Classroom
Replaces: ELD Academic Assist, Language Lab
CTE Industry Sector: None
CTE Pathway: None
Course Number(s): 8479, 8480
CALPADS Course Code: 9104

I. Course Description:

ALD 2 / Academic Language Development is for long-term English Learners, ELPAC overall level 3 & 4, who need additional support with academic vocabulary, writing, speaking, and listening. The class is highly collaborative, with students arranged in groups and working together to learn language skills. These groups focus on academic vocabulary development and writing structures through close reading of texts followed by sentence frames that gradually release the students to work on their own. Students engage in facilitated discussions, and read engaging, complex, informative texts that lead to the creation of varying written products. Many of the routines support college and career readiness particularly in speaking and listening.

II. Instructional Materials:

Required Text: HMH English 3D, Dr. Kate Kinsella et al, 2014 (print and Digital/Online Resources)

Supplementary Texts or Materials:

III. Course Content:

Unit 5: Getting Started & Online Learning

Essential Question: *When it comes to school, should teens plug in or opt out?*

Text 1: Opinion Article: Birkenes, Adele and Brown, Dontaé. 2011. Cyber Students: Should Students Be Required to Take Online Courses?" Current Events.

Text 2: News Article: Gabriel, Trip. 2011. "More Pupils Are Learning Online, Fueling Debate on Quality," New York Times.

Text 3: Novel Excerpt: Cline, Ernest. 2011. Ready Player One.

Unit 5 Summary:

In this unit, students will read and explain ideas, phenomena, process, and relationships within and across texts using close reading in multimedia formats using detailed sentences, precise academic and specific words and a variety of verbs and adverbials to explain inferences and conclusions of grade-level texts and viewing of multimedia through close reading. Through a variety of new topics students will use morphology, context, reference materials, and visual cues to determine the meaning of figurative and connotative meanings of unknown multiple-meaning words. Additionally, using verbs, verb tenses, and mood to compose a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas and critique points of view. Using appropriate formality and register students will plan and deliver a variety of oral presentations that incorporate evidence and reasoning to express complex and abstract ideas. They will then collaboratively and independently write detailed literary and informational texts focusing on organization, register, including composing coherent summaries of texts and experiences using key words and complete sentences.

Getting Started: Initially students will complete a diagnostic assessment on the first day of the class. The introductory unit of the English 3D textbook consists of activities that familiarize partners with each other and develop academic vocabulary while having them summarize and take notes on an expository text. Students will also collaborate to discuss their ideas about the reading before presenting them several times during the unit. Students will practice using a thesaurus to find higher level words and replace their less academic vocabulary. Ultimately, they will use these adjectives to complete sentence frames discussing the readings of the unit.

10-minute paper: For each expository reading section the teacher will read it once alone and once chorally. Following this the teacher will read their own summary to the class before guiding them to complete a summary as a class. Once the class summary is done each student will write a summary with their partner.

Unit 5: Online Learning:

Students will explore the essential question: "When it comes to school, should teens plug in or opt out? The end of unit summative assessment is a debate and argument research paper. Students will continue oral language practice of speech, register, and function and expand upon grammar and conventions by learning about synonyms and conditional verbs. Precise vocabulary usage of tier 2 and 3 vocabulary and sentence frames continue to be a focal point along with pre, during, and post literacy support which includes graphic organizers, brainstorming, identifying key ideas, analyzing text by close reading, and annotating the text, craft and structure (e.g. figurative language). Core and supplemental reading materials are related to the theme of "Online Learning" and include "More Pupils are Learning Online, Fueling Debate on Quality" as well as editorials and excerpts from a novel. Prewriting and writing support includes the use of graphic organizers, collaborative discussions, and

note-taking which includes essay writing and research paper activities such as summarizing, synthesizing, transitions, writing claims, evidence-based responses, paraphrasing, analyzing texts and sources, justification/argument.

Unit 5 Key Assignments:

Formal Writing:

- Write a formal summary of “More Pupils Are Learning Online, Fueling Debate on Quality.”
- Argument: Should states mandate that students take online courses?

Presentation Debate:

- Take a Stand “Should states mandate that students take online courses?”

Unit 5 Expectations for Student Learning:

ELD.PI.9-10.6.BR: Reading/viewing closely

- a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words.
- b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., creates the impression that, consequently).
- c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

ELD.PI.11-12.6.BR: Reading/viewing closely

- a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and precise general academic and domain-specific words.
- b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., creates the impression that, consequently).
- c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

ELD.PI.9-10.9.BR: Presenting Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas, well supported by evidence and reasoning, and are delivered using an appropriate level of formality and understanding of register.

ELD.PI.11-12.9.BR: Presenting Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas, well supported by evidence and reasoning, and are delivered by using an appropriate level of formality and understanding of register.

ELD.PI.9-10.10.BR: Writing

- a. Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register.
- b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

ELD.PI.11-12.10.BR: Writing

- a. Write longer and more detailed literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and register.
- b. Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers).

ELD.PII.9-10.3.BR: Using verbs and verb phrases Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), and mood (e.g., subjunctive) appropriate for the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.

ELD.PII.11-12.3.BR: Using verbs and verb phrases Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), and mood (e.g., subjunctive) appropriate to the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.

Language and Conventions for writing:

- Paraphrasing Text
- Conditional Verbs

Presentation Skills:

- Maintaining a Confident Posture

Skills:

- Students will prepare a debate stance by elaborating on a quote.
- Students will synthesize ideas.
- Write a formal summary using precise academic words.
- State and support a perspective using precise words, modals, and simple tense verb phrases.
- Articulate the main idea and important details of a text using academic words and simple present tense verbs.
- Mark text to analyze elements of a formal written summary.
- Write three complete sentences for a formal summary using citation nouns and citation verbs in the third person singular, simple present tense.
- Write a formal summary of an informational text that includes a topic sentence, details, a concluding sentence, and precise vocabulary.

Unit 6: Ready to Work

Essential Question: *Are teens ready to get to work?*

Text 1: Magazine Article: O'Donovan, Betsy. 2010. "Look to the Future." Career World.

Text 2: Magazine Article: Klein, Joe. 2012. "Learning That Works." Time.

Text 3: Essay: Wagner, Tony. 2012. "Educating the Next Steve Jobs," Wall Street Journal.

Unit 6 Summary:

In this unit, students will use class, group, and partner structured conversations to exchange and contribute to discussions while focused on sustaining discussions across grade-appropriate academic topics by asking and answering relevant questions, affirming others, and providing well-articulated comments and while providing additional information. Additionally, students will justify their opinions by making connections and distinctions between ideas and text by providing detailed and relevant textual evidence or background knowledge that focuses on the use of an appropriate register with nuanced modal expressions. They will then analyze the organization structure of text as a means to comprehend texts and to write cohesive arguments, informative/explanatory texts, and narratives; while incorporating compound and complex sentences to combine clauses that link concrete and abstract ideas in order to make concessions or to establish cause. Furthermore, condensing ideas in an effort to create precise simple, compound, and complex sentences.

Unit 6: Ready to Work:

Students will explore the essential question, "Are teens ready to get to work?" The end of the unit summative assessment is a debate, two-minute speech and argument research paper in which students must state a claim and support it with textual evidence and include a counterclaim and rebuttal. Students will practice oral language through speech (including visual displays), register, and function. Students will build upon grammar and conventions by reviewing simple/complex sentences and learning about adjectives. Students will practice precise tier 2 and 3 vocabulary, sentence, and sentence frames as they learn about everyday adjectives vs. precise adjectives. Selected core and supplemental reading materials related to the theme of "Teens and Work" include: "Look to the Future" as well as articles with charts/graphs and an essay. Prewriting and writing support will include graphic organizers, collaborative discussions, and note-taking. This includes formal/structured (process) essay writing and research paper activities such as summarizing, synthesizing, transitions, writing claims, evidence-based responses, paraphrasing, analyzing texts and sources, justification/argument.

Unit 6 Key Assignments:

Formal Writing:

- Write a formal summary of "Learning That Works."
- Argument: Does school prepare students for their future careers?

Presentation Debate:

- Take a Stand "Does school prepare students for their future careers?"

Unit 6 Expectations for Student Learning:

ELD.PI.9-10.1.BR: Exchanging information/ideas Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking, and

answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.

ELD.PI.11-12.1.BR: Exchanging information/ideas Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking, and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.

ELD.PI.9-10.11.BR: Justifying/arguing

- a. Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register.
- b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., possibly/potentially/certainly/absolutely, should/ might).

ELD.PI.11-12.11.BR: Justifying/arguing

- a. Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge by using appropriate register.
- b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., possibly/potentially/certainly/absolutely, should/ might).

ELD.PII.9-10.1.BR: Understanding text structure Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.

ELD.PII.11-12.1.BR: Understanding text structure Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts, and narratives.

ELD.PII.9-10.6.BR: Connecting ideas Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession (e.g., While both characters strive for success, they each take different approaches through which to reach their goals), or to establish cause (e.g., Women's lives were changed forever after World War II as a result of joining the workforce).

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ELD.PII.9-10.7.BR: Condensing ideas Condense ideas in a variety of ways (e.g., through a variety of embedded clauses, or by compounding verbs or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (e.g., Another

issue that people may be concerned with is the amount of money that it will cost to construct the new building).

ELD.PII.11-12.7.BR: Condensing ideas Condense ideas in a variety of ways (e.g., through a variety of embedded clauses, or by compounding verb or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (e.g., The epidemic, which ultimately affected hundreds of thousands of people, did not subside for another year).

Language and Conventions for writing:

- Precise Adjectives
- Simple and Complex Sentences

Presentation Skills:

- Including Visual Displays

Skills:

- Students will complete a partner summary by using their partner's notes.
- Students will summarize a text.
- Present a speech using appropriate pacing
- Discuss the elements of a formal written summary using academic vocabulary and complete sentences.
- Take notes about the topic sentence, important details, and concluding sentence to plan a formal written summary.
- Write three complete sentences for a formal summary using simple present tense verbs and transitions.
- Write a formal summary of an informational text that includes a topic sentence, details, a concluding sentence, and precise vocabulary.

Unit 7: Voting and Citizenship

Essential Question: *Should everyone have to turn out to vote?*

Text 1: Op-Ed: Galston, William. 2011. "Telling Americans to Vote, or Else." New York Times.

Text 2: Speech: Hamilton, Lee H., 2003. What Does It Mean to Be an American Citizen? Presented at the Congressional Conference on Civic Education.

Text 3: Novel Excerpt: Wiles, Deborah. 2010. Countdown.

Unit 7 Summary:

In this unit, students will use discussions and conversations to support opinions while using a variety of learned phrases and open responses to express and defend nuanced opinions while adjusting language choices according to task, purpose, context and audiences. With light support, learners will explain how successful writers and speakers structure texts and use language to persuade the reader or create other specific effects. Students will then produce complex written and spoken texts while employing the use of domain-specific and academic language including persuasive language. They will then apply resources to make texts more cohesive by using familiar language resources for linking ideas, events, or reasons throughout a text to comprehend and write clear and cohesive texts for specific purposes and audiences.

Unit 7: Voting and Citizenship:

Students explore the essential question, "Should everyone have to turn out to vote?" The end of the unit summative assessment is a formal summary and an argument research paper. Students will practice oral language through speech (using gestures for evidence), register, and function. Grammar and convention areas are verbs, verb phrases, and present tense. Precise vocabulary and usage focus areas include tier 2 and 3 vocabulary and sentence frames. Students receive explicit literacy support before, during, and after reading by use of graphic organizers, brainstorming, identifying key ideas, analyzing text by close reading, annotating the text, making inferences, and analyzing craft and structure of literary devices. Core and supplemental reading materials related to the theme of "Voting and Citizenship" include an "Op-Ed" piece, an excerpt from a novel, and a speech entitled, "What Does it Mean to be an American Citizen?" Prewriting/writing support include graphic organizers, collaborative discussions, and note-taking as well as essay writing and research paper activities such as transitions, summarizing, synthesizing, writing claims, evidence-based responses, paraphrasing, analyzing texts and sources, justification/argument, counter-argument, and using direct quotes when citing evidence.

Unit 7 Key Assignments:**Formal Writing:**

- Write a formal summary of "What Does It Mean to Be an American Citizen?"
- Argument: Should the United States implement compulsory voting?

Presentation Debate:

- Take a Stand "Should the United States implement compulsory voting?"

Unit 7 Expectations for Student Learning:

ELD.PI.9-10.3.BR: Supporting opinions and persuading others Negotiate with or persuade others in conversations in appropriate registers (e.g., to acknowledge new information in an academic conversation but then politely offer a counterpoint) using a variety of learned phrases, indirect reported speech (e.g., I heard you say X, and I haven't thought about that before. However . . .), and open responses to express and defend nuanced opinions.

ELD.PI.11-12.3.BR: Supporting opinions and persuading others Negotiate with or persuade others in discussions and conversations in appropriate registers (e.g., to acknowledge new information and politely offer a counterpoint) using a variety of learned phrases (e.g., You postulate that X. However, I've reached a different conclusion on this issue) and open responses to express and defend nuanced opinions.

ELD.PI.9-10.4.BR: Adapting language choices Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counter-arguments), and audience (e.g., peers, teachers, college recruiter).

ELD.PI.11-12.4.BR: Adapting language choices Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), and audience (e.g., peers, teachers, college recruiter).

ELD.PI.9-10.7.BR: Evaluating language choices Explain how successful writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.

ELD.PI.11-12.7.BR: Evaluating language choices Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.

ELD.PI.9-10.12.BR: Selecting language resources

- a. Use a variety of grade-appropriate general (e.g., anticipate, transaction) and domain-specific (e.g., characterization, photosynthesis, society, quadratic functions) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.
- b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing humiliate to humiliation or incredible to incredibly).

ELD.PI.11-12.12.BR: Selecting language resources

- a. Use a variety of grade-appropriate general (e.g., alleviate, salutary) and domain-specific (e.g., soliloquy, microorganism) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.
- b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing inaugurate to inauguration).

ELD.PII.9-10.2.BR: Understanding cohesion

- a. Apply knowledge of a variety of language resources for referring to make texts more cohesive (e.g., using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level texts for specific purposes and audiences.
- b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as on the contrary, in addition, moreover) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.

ELD.PII.11-12.2.BR: Understanding cohesion

- a. Apply knowledge of a variety of resources for referring to make texts more cohesive (e.g., using nominalization, paraphrases, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive texts for specific purposes and audiences.
- b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as on the contrary, in addition, moreover) to comprehending grade-level texts and writing cohesive texts for specific purposes and audiences.

Language and Conventions for writing:

- Present Perfect-Tense Verbs

- Paraphrasing Text

Presentation Skills:

- Using Gestures for Emphasis

Skills:

Students will complete a paraphrase frame by paraphrasing text evidence using and inserting precise synonyms and topic words.

- Students will learn to analyze sources by substituting words.
- Discuss prior knowledge of a topic using precise words and complete sentences.
- Describe cause and effect relationships using because and due to
- Write a summary of a section of text using compound predicates, precise academic words, modals, present tense verbs, and present perfect tense verbs.
- Mark text to analyze elements of a formal written summary and response.
- Write a summary and response essay that includes topic sentences, transitions, details, and precise vocabulary.
- Use a scoring guide to self and peer assess a formal summary and response essay.

Unit 8: Failure or Success

Essential Question: *Is failure the secret of success?*

Text 1: Interview: Dweck, Carol. 2013 Interview by Jocelyn K. Gleib. "Talent Isn't Fixed and Other Mindsets That Lead to Greatness."

Text 2: News Article: Hanford, Emily. 2012. "Angela Duckworth and the Research on 'Grit.'" American RadioWorks.

Text 3: Drama: Kayden, Spencer. 2013. The Brave Boys of Greensboro. Scholastic Scope.

Unit 8 Summary:

In this unit, students will demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions with light support. Learners will then analyze a writer's or speaker's choice of different types of phrasing or words that produce nuances and different effects on the audience, and then collaborate with peers in extended written exchanges and complex writing projects using technology as appropriate. Using a variety of academic topics, students will expand noun phrases to create detailed sentences that describe concrete and abstract ideas, explain procedures and sequences, summarize and present and critique points of view and expand sentences with adverbials to provide details about a variety of familiar and new activities and processes.

Unit 8: Failure or Success:

Students explore the essential question, "Is failure the secret to success?" The end of the unit summative assessment is a performance-based task, requiring integration and evaluation of several types of sources (e.g., primary source documents, informational text/literature, video, websites, etc.) Students then need to process these stimuli and complete a

performance-based argumentative/explanatory writing task. Projects will be assessed using the SBAC rubrics. Students will practice oral language through speech (digital media), register, and function. Grammar and conventions areas include synonyms, conditional verbs, and noun phrases. Tier 2 and 3 vocabulary and sentence frames continue to be a focus area throughout this unit. Along with pre, during, and post literacy support by use of graphic organizers, brainstorming, identifying key ideas, analyzing text by close reading and annotation, analyzing dramatic elements, structure, and theme. Core and supplemental reading materials related to the theme of "Failure and Success" include an interview "Talent Isn't Fixed and Other Mindsets that Lead to Greatness" as well as articles and a dramatic play. Essay writing and research paper activities include transitions, summarizing, synthesizing, interviews, writing claims, evidence-based responses, paraphrasing, analyzing texts and sources, justification/argument.

Unit 8 Key Assignments:

Formal Writing:

- Write a formal summary of "Angela Duckworth and the Research on 'Grit'."
- Argument: Is resilience more important for success than intelligence?

Presentation Debate:

- Take a Stand "Is resilience more important for success than intelligence?"

Unit 8 Expectations for Student Learning:

ELD.PI.9-10.2.BR: Interacting via written English Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.

ELD.PI.11-12.2.BR: Interacting via written English Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.

ELD.PI.9-10.5.BR: Listening actively Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments with light support.

ELD.PI.11-12.5.BR: Listening actively Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments with light support.

ELD.PI.9-10.8.BR: Analyzing language choices Explain how a writer's or speaker's choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.

ELD.PI.11-12.8.BR: Analyzing language choices Explain how a writer's or speaker's choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.

ELD.PII.9-10.4.BR: Using nouns and noun phrases Expand noun phrases in a variety of ways (e.g., more complex clause embedding) to create detailed sentences that accurately describe concrete and abstract ideas, explain

procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics.

ELD.PII.11-12.4.BR: Using nouns and noun phrases Expand noun phrases in a variety of ways (e.g., complex clause embedding) to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics.

ELD.PII.9-10.5.BR: Modifying to add details Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

ELD.PII.11-12.5.BR: Modifying to add details Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

Language and Conventions for writing:

- Precise Language to Describe Evidence
- Complex Cause and Effect Sentences

Presentation Skills:

- Including Digital Media

Skills

- Students will write a constructed response by scanning the text.
- Students will respond with evidence.
- Write a formal summary and response essay using precise academic words.
- Mark text to analyze elements of a formal written summary and response.
- Take notes about the topic sentence, important details, and concluding sentence to plan a formal written summary and response essay.
- Write a summary and response essay that includes topic sentences, transitions, details, and precise vocabulary.
- Discuss the elements of a formal written summary and response using academic vocabulary and complete sentences.

IV. Instructional Methods:

- A. Lecture and interactive discussions
- B. Cooperative learning, differentiated instruction
- C. Reading- Selected Readings, Textbook
- D. Sentence frames, Language Functions, Graphic mapping, webbing, and outlining
- E. Essays, research papers, oral and written reports
- F. Discussions and Presentations
- G. Multimedia Technology

V. Grading Policy:

Reports of student progress will be provided every six weeks, with final grade provided at the end of each of the two semesters. Final grades will be determined by classroom assessments of student proficiency levels based upon individual student achievement of the course content standards included within the course outline. Final grades reflect only academic factors and do not include non-academic factors (attendance and behavior); although these factors do impact the student's ability to master concepts and skills. Nonacademic factors are reported through individual citizenship grades.

All final grades will follow Visalia Unified School District Board Policy, including adhering to the approved grading scale below.

A = 90% – 100%

B = 80% – 89%

C = 70% – 79%

D = 60% – 69%

F = 0% – 59%