

English Language Development Syllabus SY 2024-25. Barack and Michelle Obama Middle School

Course Title: ELD English 6

Subject Area: English Language Arts

Standards Addressed:

WIDA English Language Development Standards (2020)

Minnesota State English Language Arts Standards (2010) (In process of being updated)

Course Description:

Students in ELD English 6 pursue the study of 6th grade language arts while simultaneously developing their English language skills. The MN State Standards for Language Arts will be present as they have been incorporated into the ELA units presently taught in SPPS.

For creating ELD lessons, I rely on the [WIDA Standards](#) and authentic materials to align lessons with language proficiency levels. Collaborating with content teachers, using student data, and participating in professional learning communities also help tailor instruction to meet students' needs effectively. ELD should be a support for what the students are doing in their ELA class.

I assess language development in ELD lessons through formative and summative assessments like observing student interactions, monitoring their use of target language structures, and reviewing test results.

Throughout the year, explicit attention is paid to the English-language development of students across the four modalities of listening, reading, writing and speaking within the content of language arts. The WIDA 2020 ELD Standards in reading, writing, speaking, through the [Language for Language Arts](#) are integrated throughout the course. Students will develop their literacy skills through the four modalities of English language proficiency. Language instruction will develop vocabulary, sentence structures, and discourse patterns in English with a specific focus on those found in language arts. The four modalities will be integrated into daily lessons with an emphasis on the productive domains (speaking and writing).

Content or instructional materials needed to teach this course:

See Curriculum Resources links below.

The needs of English Language Learners will be addressed in this course by:

This entire course is created with the needs of ELs in mind. Explicit teaching of language and literacy is the foundation of the course within the content of language arts. Classroom experiences, classroom discussions, videos, and reflections will be used to help students build background and create new understanding of language arts concepts. Students will have multiple opportunities to express their thinking orally and in writing. Language scaffolds such as sentence stems, the Frayer model of vocabulary development, and the explicit teaching of text structures and reading strategies are included. Other instructional supports such as graphic organizers, teacher modeling, and the gradual release of responsibility will also be used to support students. When possible, reading selections will be differentiated to accommodate varied reading levels.

The needs of students receiving Special Education Services will be addressed in the course by:

Collaborate with specialist staff members to adapt instruction according to Individual Educational Plans (IEP). Possible areas of accommodation may include: use of video, manipulatives, classroom discussions, and reflections to help students create a deeper understanding of geography concepts. When possible, reading selections will be differentiated to accommodate varied reading levels. Multiple modes of learning will be incorporated.

The needs of students who need acceleration will be addressed in this course by:

Possible areas of accommodation may include: use of video, hands on labs, classroom discussions, and reflections to help students create a deeper understanding of concepts. Scaffolded academic language supports will be provided to support academic language acquisition students. Differentiated instruction with multiple access to the learning can be incorporated to support the various learning styles, as well as the varying WIDA levels. When possible, reading selections will be differentiated to accommodate varied reading levels. Multiple modes of learning will be incorporated.

Racial equity and culturally relevant instruction will be addressed in this course by:

Most of the 6th graders in an English Language Development course are students of racial and ethnic backgrounds. This course strives to have students self-reflect on their culture, backgrounds, and prior knowledge that educators should be culturally responsive in integrating those aspects of their student into their lesson. Educators should be utilizing Zaretta Hammonds “Ready for Rigor” (2015) framework for their lesson planning as a tool to help students move from being dependent learners to self-directed, independent learners. “Culturally responsive teaching practices are integral to culturally responsive pedagogy.” (Hammonds, 2015)

[Grade Six Reader's Workshop](#) EL Support

[Grade Six Writer's Workshop](#) EL Support

[The Tiger Rising](#) EL Support