
ENGLISH LANGUAGE DEVELOPMENT

All English learners (ELs) enrolled in the district must receive a program of English language development (ELD), as well as access to the core curriculum. The district ELD program is a sequential program designed to promote high levels of English language proficiency in the domains of speaking, listening, reading, and writing, and to foster the development of both social communication and academic language skills. The ELD instructional program supports students as they progress through the five levels of English language proficiency: beginning, early intermediate, intermediate, early advanced, and advanced.

GENERAL GOALS AND OUTCOMES

The ELD program has been designed to

- Provide students with a firm base in English through the development of listening, speaking, reading, and writing skills.
- Develop students' competence in English to communicate in social settings.
- Develop students' competence in English to achieve academically in all content areas.
- Promote understanding, respect, and appreciation for the traditions and values of the United States.

- Provide exposure to and affirmation of the multicultural nature of the United States.

APPROACHES TO ASSESSMENT

Assessment for articulation and placement of English learners is accomplished through the use of specific language assessment instruments for oral language, reading, and writing. (See *Assessment of Student Achievement* in Part I of this publication.)

ENGLISH LANGUAGE DEVELOPMENT STANDARDS

In January 2001, the San Diego Unified School District Board of Education formally adopted the state academic standards for English language development for use in the San Diego City Schools. The Board made its decision to ensure clear links to the state assessment and accountability systems, the curriculum adoption process, and state-sponsored professional development. The state ELD standards are available at the following Web site:

www.cde.ca.gov/be/st/ss

These district-adopted ELD standards are the base on which instructional decisions are made.

K–6 COURSE OF STUDY

In the elementary grades, ELD is included in the instructional program for each EL student. ELD is embedded in all lessons conducted in English and incorporated through differentiated instructional practices within the three-hour literacy block. In addition, for a portion of the day the focus of instruction is English language development geared to each student’s language proficiency level. This focused ELD time generally occurs as an extension of the literacy block and, whenever possible, is directly linked to the topics and content of the literacy lessons.

The program is designed to lead and guide students through the levels of English language proficiency: beginning, early intermediate, intermediate, early advanced, and advanced. Students will progress through one level in approximately one year, reaching full proficiency in English in approximately five years.

The chart below identifies the basic texts, supplemental resources, and assessment indicators used in the ELD course of study for grades K–6.

Basic Texts, K–6	<i>Into English</i> , Hampton-Brown. <i>Amazing English</i> , Addison-Wesley. <i>Scott Foresman ESL</i> , Addison-Wesley / Scott Foresman.
Supplemental Resources, K–6	Literacy materials such as leveled books, predictable patterned books, poetry, etc., appropriate to students’ English proficiency levels. California Department of Education ELD standards document (www.cde.ca.gov/be/st/ss).
Assessment Indicators, K–6	<p>California English Language Development Test (CELDT): A criterion-referenced test of English language proficiency to assess listening, speaking, reading, and writing for all English learners, K–12.</p> <p>Student Oral Language Observation Matrix (SOLOM): Informal tool may be used to indicate oral language development, K–6.</p> <p>Developmental Reading Assessment (DRA): Assessment of reading development, K–4.</p> <p>Writing Performance Index: May be used to assess writing development, 1–6. Publisher-specific ESL assessment materials.</p>

ESL Newcomer—Middle School Level

ESL LITERACY 5TH CORE NEWCOMER (1611)

ESL LITERACY 6TH CORE NEWCOMER (1539)

ESL LITERACY 7TH–8TH CORE NEWCOMER (1660)

Grade level: 5–8

Prerequisites: District enrollment of one year or less, or teacher recommendation if enrolled two years or less; students enrolled in the district two years or more should *not* be placed in these courses.

Course duration: Three-period, one-semester courses; multiple credits allowed

Subject area in which graduation credit is given: Does not apply

COURSE DESCRIPTION

These three-period classes are designed for the recently arrived, non-English-proficient secondary student who has not previously attended school or whose education has been interrupted and who is functionally illiterate. The classes provide an introduction to and intensive practice in English and the development of basic literacy skills. They also serve to introduce the basics of other academic disciplines and to orient students to the United States' school system and make them feel welcome in our multicultural society. Course content begins to address the district-adopted English language development standards at the beginning proficiency level, using Specially Designed Academic Instruction in English (SDAIE) methodologies.

Teachers of this course must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.

BASIC TEXTS AND TEACHING GUIDES

Instructional materials have not been centrally adopted for this course. Each site selects the materials deemed appropriate for its needs.

SUPPLEMENTAL RESOURCES

The Oxford Picture Dictionary, Oxford University Press, 1998.

ESL Beginning—Middle School Level

ESL LITERACY 5TH BLOCK BEGINNING (1607)

ESL LITERACY 6TH BLOCK BEGINNING (1643)

ESL LITERACY 7TH BLOCK BEGINNING (1644)

ESL LITERACY 8TH BLOCK BEGINNING (1645)

Grade level: 5–8

Prerequisites: District enrollment of less than three years and California English Language Development Test scores indicating beginning level.

Course duration: Two-period, one-semester courses; multiple credits allowed

Subject area in which graduation credit is given: Does not apply

COURSE DESCRIPTION

ESL Literacy Beginning provides a balanced approach to English language development, using communication-based, content-based, and literature-based lessons. Instruction focuses on oral/aural activities to ensure comprehension of concepts and vocabulary. Students learn to understand conversation on a variety of everyday subjects and to ask for clarification when needed. Reading and writing activities are designed to help students develop literacy skills using language already practiced orally. The emphasis at this level is on listening comprehension and oral production in English; students are introduced to reading and writing through a variety of strategies appropriate for the beginning level of proficiency. Strategies such as shared and modeled reading and writing frequently use the students' own oral language to develop their literacy skills. The Language Experience approach is a key instructional strategy at this level. Course content is based on the district-adopted English language development standards for the beginning proficiency level. Teachers of this course must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.

BASIC TEXTS AND TEACHING GUIDES

Schifini, *High Point: The Basics*, Hampton Brown, 2000.

Schifini, *High Point: Level A*, Hampton Brown, 2000.

The Oxford Picture Dictionary, Oxford University Press, 1998.

SUPPLEMENTAL RESOURCES

Selected leveled readers.

ELD standards document.

ESL Early Intermediate—Middle School Level

ESL LITERACY 5TH BLOCK, EARLY INTERMEDIATE (1608)

ESL LITERACY 6TH BLOCK, EARLY INTERMEDIATE (1646)

ESL LITERACY 7TH BLOCK, EARLY INTERMEDIATE (1647)

ESL LITERACY 8TH BLOCK, EARLY INTERMEDIATE (1648)

Grade level: 5–8

Prerequisites: District enrollment of less than three years and English language assessment scores indicating early intermediate level.

Course duration: Two-period, one-semester courses; multiple credits allowed

Subject area in which graduation credit is given: Does not apply

COURSE DESCRIPTION

These two-period courses continue the development of listening, speaking, reading, and writing skills in English, with increased focus on reading and writing. In these courses, students begin to understand information in a wide range of speech situations. Control of basic grammar is evident but may be inconsistent. Reading and writing activities reflect and extend the level of oral English development of students, and the content extends the English language experiences of the students. The reading of content area materials and literature is expanded. Students move from literal comprehension to interpretation of reading passages, develop critical and evaluative reading skills, and apply their reading ability to solve problems. Course content is based on the district-adopted English language development standards at the early intermediate proficiency level. Teachers of this course must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.

BASIC TEXTS AND TEACHING GUIDES

Schifini, *High Point: Level B*, Hampton Brown, 2004.

Rideout, *Newbury House Dictionary of American English*, Heinle & Heinle, 2000.

SUPPLEMENTAL RESOURCES

Selected leveled readers.

ELD standards document.

ESL Intermediate—Middle School Level

ESL LITERACY 5TH BLOCK, INTERMEDIATE (1609)

ESL LITERACY 6TH BLOCK, INTERMEDIATE (1649)

ESL LITERACY 7TH BLOCK, INTERMEDIATE (1650)

ESL LITERACY 8TH BLOCK, INTERMEDIATE (1651)

Grade level: 5–8

Prerequisites: District enrollment of less than three years and English language assessment scores indicating intermediate level.

Course duration: Semester courses; multiple credits allowed

Subject area in which graduation credit is given: Does not apply

COURSE DESCRIPTION

These courses continue the development of listening, speaking, reading, and writing skills in English, with emphasis on the reading and writing processes. Students communicate ideas and information orally with increased confidence, demonstrating their understanding of idiomatic expressions, using different registers appropriately, and communicating comfortably in new and unfamiliar settings. Students read and write across a variety of genres, applying knowledge of language to derive meaning from text, and express themselves appropriately for different audiences and purposes. These courses prepare students to succeed in the Mainstream English Cluster (grade-level English courses) by helping them develop appropriate academic language and learning strategies. Course content is based on the district-adopted English language development standards at the intermediate proficiency level. Teachers of this course must hold a credential issued by the

California Commission on Teacher Credentialing authorizing instruction of English learners.

BASIC TEXTS AND TEACHING GUIDES

Schifini, *High Point: Level C*, Hampton Brown, 2000.

Rideout, *Newbury House Dictionary of American English*, Heinle & Heinle, 2004.

SUPPLEMENTAL RESOURCES

Selected leveled readers.

ELD standards document.

**ELD Literacy—Middle School Level
(Above/At/Close to Grade Level)**

ELD ENGLISH 6TH/LITERACY 6TH (1550L)

ELD ENGLISH 7TH/LITERACY 7TH (1551L)

ELD ENGLISH 8TH/LITERACY 8TH (1559L)

Grade level: 6–8

Prerequisites: District enrollment of three years or more, or less than three years with early advanced or advanced proficiency in English as determined by district assessments; students must also be above, at, or close to grade-level English language arts standards, as determined by state and district assessments.

Course duration: Two-period, yearlong courses; multiple credit allowed

Subject area in which graduation credit is given: Does not apply

COURSE DESCRIPTION

The ELD Literacy course is designed to help students develop high levels of academic proficiency in English. The course utilizes the same format as English 6th/Literacy 6th, English 7th/Literacy 7th, or English 8th/Literacy 8th, and is based on the same content. Teachers of this course must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.

Instruction is scaffolded to make the grade-level content comprehensible and accessible to students who have not yet achieved native-like proficiency in English. Specially Designed Academic Instruction in English (SDAIE) strategies are used to allow students to learn the grade-level material. Instruction is rigorous and is based on the district-

adopted English language arts (ELA) standards, utilizing the district-adopted English language development standards to assist students in achieving proficiency in English and enable them to achieve the ELA standards. Students read and write in a variety of genres and continue high-level development of academic oral communication skills. A rich variety of literacy approaches are employed, including small-group instruction. Multicultural materials may be selected to address students' individual reading levels.

BASIC TEXTS AND TEACHING GUIDES

Grade 6

Options include various combinations of the following:

Timeless Voices, Timeless Themes, copper, Prentice Hall.

A selection of State-approved reading materials.

Grade 7

Options include various combinations of the following:

Timeless Voices, Timeless Themes, bronze, Prentice Hall.

A selection of State-approved reading materials.

Grade 8

Options include various combinations of the following:

Timeless Voices, Timeless Themes, silver, Prentice Hall.

A selection of State-approved reading materials.

SUPPLEMENTAL RESOURCES

Selected leveled readers.

**ELD Literacy—Middle School Level
(Below/Significantly Below Grade Level)**

ELD ENGLISH 6TH/LITERACY 6TH BLOCK (1542L)

ELD ENGLISH 7TH/LITERACY 7TH BLOCK (1543L)

ELD ENGLISH 8TH/LITERACY 8TH BLOCK (1544L)

Grade level: 6–8

Prerequisites: District enrollment of three years or more; less than three years with early advanced or

advanced proficiency in English as determined by district assessments.

Course duration: Two-period, yearlong courses; multiple credit allowed

Subject area in which graduation credit is given: Does not apply

COURSE DESCRIPTION

The ELD Literacy Block is designed to help students develop high levels of academic proficiency in English. The course utilizes the same format as English 6th/Literacy 6th Block, English 7th/Literacy 7th Block, and English 8th/Literacy 8th Block, and is based on the same content.

Teachers of this course must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.

Instruction is scaffolded to make the grade-level content comprehensible and accessible to students who have not yet achieved native-like proficiency in English. Specially Designed Academic Instruction in English (SDAIE) strategies are used to allow students to learn the grade-level material. Instruction is rigorous and is based on the district-adopted English language arts (ELA) standards, utilizing the district-adopted English language development standards to assist students in achieving proficiency in English and enable them to achieve the ELA standards. Students read and write in a variety of genres and continue high-level development of academic oral communication skills. A rich variety of literacy approaches are employed, including small-group instruction. Multicultural materials may be selected to address students' individual reading levels.

BASIC TEXTS AND TEACHING GUIDES

Grade 6

Options include various combinations of the following:

Timeless Voices, Timeless Themes, copper, Prentice Hall.

A selection of State-approved reading materials.

Grade 7

Options include various combinations of the following:

Timeless Voices, Timeless Themes, bronze, Prentice Hall.

A selection of State-approved reading materials.

Grade 8

Options include various combinations of the following:

Timeless Voices, Timeless Themes, silver, Prentice Hall.

A selection of State-approved reading materials.

SUPPLEMENTAL RESOURCES

Selected leveled readers.

ESL Newcomer—High School Level

ESL LITERACY 9TH CORE NEWCOMER (1661: 3 periods)

ESL LITERACY 10TH–12TH BLOCK NEWCOMER (1659: 2 periods)

ESL LITERACY 10TH–12TH CORE NEWCOMER (1662: 3 periods)

Grade level: 9–12

Prerequisites: District enrollment of one year or less; teacher recommendation if enrolled two years or less; students enrolled in the district two years or more should *not* be placed in these courses.

Course duration: Three-period, one-semester courses; multiple credit allowed

Subject area in which graduation credit is given: See note below

COURSE DESCRIPTION

These classes are designed for the recently arrived, non-English-proficient secondary student who has not previously attended school or whose education has been interrupted and who is functionally illiterate. The classes provide an introduction to and intensive practice in English and the development of basic literacy skills. They also serve to introduce the basics of other academic disciplines and to orient students to the United States' school system and make them feel welcome in our multicultural society. Course content begins to address the district-adopted English language development standards at the beginning proficiency level, using Specially Designed Academic Instruction in English (SDAIE) methodologies.

The two-hour block, for grades 10–12, is designed for schools that are unable to fit three periods into their master schedules. The course standards, content, and strategies are the same as for the three-

period core. Teachers of these courses must hold a credential issued by the Commission in Teacher Credentialing authorizing instruction of English learners.

Note: These “combination” courses comprise the content of ESL Literacy Newcomer with two extra periods of literacy instruction. Students who compete these courses successfully receive one unit of English language arts credit and one or two units of elective credit per semester. As a result of this need to grant two types of credit for a single course, there is a discrepancy between students’ *schedules* and their *transcripts*, as follows:

- when schedules show ESL Literacy Block 10th–12th Newcomer (1659), transcripts will show ESL Literacy 9th–12th Newcomer (1582) and Newcomer Cultural Studies 9th–12th (6527);
- when schedules show ESL Literacy Core 9th Newcomer (1661), transcripts will show ESL Literacy 9th–12th Newcomer (1582), Newcomer Cultural Studies 9th–12th (6527), and Literacy 9th–12th Newcomer (1614);
- when schedules show ESL Literacy Core 10th–12th Newcomer, the transcript will show ESL Literacy 9th–12th Newcomer (1582) and Newcomer Cultural Studies 9th–12th (6527), and Literacy 9th–12th Newcomer (1614).

BASIC TEXTS AND TEACHING GUIDES

Oxford Picture Dictionary, Oxford University Press, 1998.

Molinsky, *Longman Basic Picture Dictionary*, Prentice Hall, 1996.

Molinsky, *Longman Basic Literacy Workbook*, Prentice Hall, 1996.

Foley, *Basic Grammar in Action*, Heinle & Heinle, 2001.

ESL 1-2

ESL 1-2 LITERACY BLOCK 9TH (1621, 1622)

ESL 1-2 LITERACY BLOCK 10TH–12TH (1631, 1632)

Grade level: 9–12

Prerequisites: District enrollment of less than three years and CELDT scores indicating beginning level

Course duration: Two-period, yearlong courses

Subject area in which graduation credit is given: English Language Arts; see note below

COURSE DESCRIPTION

ESL 1-2 Literacy Block provides a balanced approach to English language development, using communication-based, content-based, and literature-based activities. Instruction focuses on oral/aural activities to ensure comprehension of concepts and vocabulary. Students learn to understand conversation on a variety of everyday subjects and to ask for clarification when needed. Reading and writing activities are designed to help students develop literacy skills using language already practiced orally. The emphasis at this level is on listening comprehension and oral production in English; students are introduced to reading and writing through a variety of strategies appropriate for the beginning level of proficiency. Strategies such as shared and modeled reading and writing frequently use the students’ own oral language to develop their literacy skills. The Language Experience approach is a key instructional strategy at this level. Course content is based on the district-adopted English language development standards for the beginning proficiency level. Teachers of this course must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.

Note: This “combination” course comprises the content of ESL 1,2 (1575, 1576) with an extra period of ESL literacy instruction. Students who compete this course successfully receive one unit of English language arts credit (for ESL 1,2) and one unit of elective credit per semester. Thus,

- grade 9 students’ *schedules* will show ESL 1-2 Literacy 9th Block (1621, 1622) while their *transcripts* will show ESL 1,2 (1575, 1576) and ESL Literacy 1,2 9th (1992, 1993).
- grade 10–12 students’ *schedules* will show ESL 1-2 Literacy Block 10th–12th (1631, 1632) while their *transcripts* will show ESL 1,2 (1575, 1576) and ESL Literacy 1,2 (1980, 1981).

BASIC TEXTS AND TEACHING GUIDES

Schifini, *High Point: The Basics*, Hampton Brown, 2000.

Schifini, *High Point: Level A*, Hampton Brown, 2000.

Oxford Picture Dictionary, Oxford University Press, 1998.

SUPPLEMENTAL RESOURCES

English Yes! Literacy and Introductory levels, Jamestown Publishers.

Selected leveled readers.

ESL 3-4

ESL 3-4 LITERACY BLOCK 9TH (1623, 1624)

ESL 3-4 LITERACY BLOCK 10TH–12TH (1633, 1634)

Grade level: 9–12

Prerequisites: District enrollment of less than three years and CELDT scores indicating early intermediate level

Course duration: Two-period, yearlong courses

Subject area in which graduation credit is given: English Language Arts; see note below

COURSE DESCRIPTION

This course continues the development of listening, speaking, reading, and writing skills in English with increased focus on reading and writing. In this course, students begin to understand and use language and information in a wide range of situations. Control of basic grammar is evident but may be inconsistent. Reading and writing activities reflect and extend the level of oral English development of students, and the content extends their English language experiences. The reading of content-area materials and literature is expanded. Students move from literal comprehension to interpretation of reading passages, develop critical and evaluative reading skills, and apply their reading ability to solve problems. Course content is based on the district-adopted English language development standards for the early intermediate proficiency level. Teachers of this course must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.

Note: This “combination” course comprises the content of ESL 3,4 (1577, 1578) with an extra period of ESL literacy instruction. Students who compete this course successfully receive one unit of English language arts credit (for ESL 3,4) and one unit of elective credit per semester. Thus,

- grade 9 students’ *schedules* will show ESL 3-4 Literacy 9th Block (1623, 1624) while their

transcripts will show ESL 3,4 (1577, 1578) and ESL Literacy 3,4 9th (1994, 1995).

- grade 10–12 students’ *schedules* will show ESL 3-4 Literacy Block 10th–12th (1633, 1634) while their *transcripts* will show ESL 3,4 (1577, 1578) and ESL Literacy 3,4 (1982, 1983).

BASIC TEXTS AND TEACHING GUIDES

Schifini, *High Point: Level B*, Hampton Brown, 2000.

Rideout, *Newbury House Dictionary of American English*, Heinle & Heinle, 2004.

SUPPLEMENTAL RESOURCES

Selected leveled readers.

ESL 5-6

ESL 5-6 LITERACY BLOCK 9TH (1625, 1626)

ESL 5-6 LITERACY BLOCK 10TH–12TH (1635, 1636)

Grade level: 9–12

Prerequisites: District enrollment of less than three years and CELDT scores indicating intermediate level

Course duration: Two-period, yearlong courses

Subject area in which graduation credit is given: English Language Arts; see note below

COURSE DESCRIPTION

This course continues the development of listening, speaking, reading, and writing skills in English with emphasis on the reading and writing processes. Students communicate ideas and information orally with increased confidence, demonstrating their understanding of idiomatic expressions, using different registers appropriately, and communicating comfortably in new and unfamiliar settings. Students read and write across a variety of genres, applying knowledge of language to derive meaning from text, and express themselves appropriately for different audiences and purposes. This course prepares students to succeed in the Mainstream English Cluster (grade-level English courses) by helping them develop appropriate academic language and learning strategies. Course content is based on the district-adopted English language development standards for the intermediate proficiency level. Teachers of this course must hold a credential issued by the

California Commission on Teacher Credentialing authorizing instruction of English learners.

Note: This “combination” course comprises the content of ESL 5,6 (1579, 1580) with an extra period of ESL literacy instruction. Students who compete this course successfully receive one unit of English language arts credit (for ESL 5,6) and one unit of elective credit per semester. Thus,

- Grade 9 students' *schedules* will show ESL 5-6 Literacy Block 9th (1625, 1626) while their *transcripts* will show ESL 5,6 (1579, 1580) and ESL Literacy 5,6 9th (1996, 1997).
- Grade 10–12 students' *schedules* will show ESL 5-6 Literacy Block 10th–12th (1635, 1636) while their *transcripts* will show ESL 5,6 (1579, 1580) and ESL Literacy 5,6 (1984, 1985).

BASIC TEXTS AND TEACHING GUIDES

Schifini, *High Point: Level C*, Hampton Brown, 2000.

Rideout, *Newbury House Dictionary of American English*, Heinle & Heinle, 2000.

SUPPLEMENTAL RESOURCES

Selected leveled readers.

ELD Literacy Block—Grade 9

ELD ENGLISH 1,2 BLOCK (1552L, 1553L)

Grade level: 9 (see note below)

Prerequisites: District enrollment of three years or more; or less than three years with early advanced or advanced proficiency in English as determined by district assessments

Course duration: Two-semester course; two-hour block

Subject area in which graduation credit is given: English Language Arts; see note below

COURSE DESCRIPTION

Note: This block course combines the content of a **college preparatory course** with an extra period of ELD literacy instruction. Students who compete this course successfully receive one unit of college preparatory English language arts credit and one unit of elective credit per semester. Thus, students' *schedules* will show ELD English Block 1,2 (1552L, 1553L) while their *transcripts* will show English 1,2 (P) (1540, 1541) and ELD Literacy 1,2 (1562L 1563L).

The ELD English Block is designed to help students who have not yet met the criteria for redesignation develop high levels of academic proficiency in English. This course generally is composed of approximately 1/3 English learners and 2/3 fluent-English-proficient students. Students in this course focus on developing literacy skills in a variety of genres. Diagnostic teaching provides the necessary support and scaffolds for each student to meet the English language arts standards. The course utilizes the same format as English Block 1,2 and is based on the same content. Teachers of this course must hold a credential issued by the Commission on Teacher Credentialing authorizing instruction of English learners.

Instruction is scaffolded to make the grade-level content comprehensible to students who have not yet achieved native-like proficiency in English. Specially Designed Academic Instruction in English (SDAIE) strategies are used to facilitate student access to the grade-level material.

ELD English Block 1,2 is a two-period, balanced literacy course required of all grade 9 English learners reading below or significantly below grade-level standards, as assessed using multiple measures. The course content focuses on teaching students skills and strategies for critical, independent reading and writing of complex procedural, explanatory, persuasive, and narrative texts.

Instruction in each standards-based unit of study interrelates reading, writing, oral communication, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, and evaluate others' ideas.

The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for genuine purposes, and to authentic audiences.

BASIC TEXTS AND TEACHING GUIDES

Applebee, *The Language of Literature*, Grade 9, McDougal, Littell, 2002.

Greene, *Bridges to Literature*, Levels 1, 2, and 3, McDougal, Littell, 2002.

Sebranek, *Writers INC*, Write Source, 1992.

ELD Literacy Block—Grade 10**ELD ENGLISH 3,4 BLOCK (1554L, 1555L:
2 periods)**

Grade level: 10 (Grade 11 students may be placed in this class with teacher recommendation on an “as needed” basis.)

Prerequisites: District enrollment of three years or more or a score at the early advanced or advanced levels of English language proficiency as determined by district assessments

Course duration: Two-period, two-semester course

Subject area in which graduation credit is given: English Language Arts; see note below

COURSE DESCRIPTION

Note: This block course combines the content of a **college preparatory course** with an extra period of ELD literacy instruction. Students who compete this course successfully receive one unit of college preparatory English language arts credit and one unit of elective credit per semester. Thus, students’ *schedules* will show ELD English Block 3,4 (1554L, 1555L) while their *transcripts* will show English 3,4 (P) (1570, 1571) and ELD Literacy 3,4 (1564L 1565L).

The ELD English Block is designed to help students who have not yet met the criteria for redesignation develop high levels of academic proficiency in English. This course generally is composed of approximately 1/3 English learners and 2/3 fluent-English-proficient students. Students in this course focus on developing literacy skills in a variety of genres. Diagnostic teaching provides the necessary support and scaffolds for each student to meet the English language arts standards. The course utilizes the same format as English Block 3,4 and is based on the same content. Teachers of this course must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.

Instruction is scaffolded to make the grade-level content comprehensible to students who have not yet achieved native-like proficiency in English. Specially Designed Academic Instruction in English (SDAIE) strategies are used to facilitate student access to the grade-level material.

ELD English Block 3,4 is a two-period, balanced literacy course required of all grade 10 English learners reading below or significantly below grade-level standards, as assessed using multiple measures. The course content focuses on teaching

students skills and strategies for critical, independent reading and writing of complex procedural, explanatory, persuasive, and narrative texts.

Instruction in each standards-based unit of study interrelates reading, writing, oral communication, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, and evaluate others’ ideas.

The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for genuine purposes, and to authentic audiences.

BASIC TEXTS AND TEACHING GUIDES

Applebee, *Language of Literature*, grade 10.

McDougal, Littell, 2002.

Greene, *Bridges to Literature*, levels 1, 2, and 3.

McDougal, Littell, 2002.

ELD Literacy—Grade 11**ELD AMERICAN LITERATURE 1,2 (1583L,
1584L: 1 period)**

Grade level: 11

Prerequisites: District enrollment for three years or more or a score at the early advanced to advanced levels of English language proficiency as determined by district assessments

Course duration: Two-semester course

Subject area in which graduation credit is given: English and Language Arts

COURSE DESCRIPTION

College Preparatory Course (P). ELD American Literature 1,2 is a one-hour course for English learners.

This course focuses on the same content as American Literature 1,2, utilizing Specially Designed Academic Instruction (SDAIE) strategies to facilitate comprehension and access for students who have not yet met the criteria for redesignation to fluent-English-proficient status. The teacher must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.

This course emphasizes skills and strategies for independent reading of, analyzing, and writing about works of American literature, with a focus on how that literature reflects social, political, and moral issues in the United States. Instruction in each standards-based unit of study interrelates reading, writing, oral communication, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, and evaluate others' ideas. The goal of instruction is to support students who communicate effectively in various forms, for genuine purposes, and to authentic audiences.

BASIC TEXTS AND TEACHING GUIDES

Bernstein, *Literature and Language: American Literature*, McDougal, Littell, 1992.

Anderson, *Elements of Literature, 5th Course*, Holt, Rinehart & Winston, 1993.

West, *Developing Writing Skills*, Prentice Hall, 1980.

ELD Literacy Block—Grade 11

ELD AMERICAN LITERATURE 1,2 BLOCK (1615L, 1616L: 2 periods)

Grade level: 11 (Grade 12 students may be placed in this class with teacher recommendation on an “as needed” basis.)

Prerequisites: District enrollment of three years or more or a score at the early advanced or advanced levels of English language proficiency as determined by district assessments

Course duration: Two-period, two-semester course

Subject area in which graduation credit is given: See note below

COURSE DESCRIPTION

Note: This block course combines the content of a **college preparatory course** with an extra period of ELD literacy instruction. Students who compete this course successfully receive one unit of college preparatory English language arts credit and one unit of elective credit per semester. Thus, students' *schedules* will show ELD American Literature Block 1,2 (1615L, 1616L) while their *transcripts* will show American Literature 1,2 (P) (1583, 1584) and ELD Literacy 5,6 (1548L, 1549L).

The ELD American Literature Block 1,2 is designed to help students who have not yet met the criteria for redesignation develop high levels of academic

proficiency in English. This course generally is composed of approximately 1/3 English learners and 2/3 fluent-English-proficient students. Students in this course focus on developing literacy skills in a variety of genres. Diagnostic teaching provides the necessary support and scaffolds for each student to meet the English language arts standards. The course utilizes the same format as American Literature Block 1,2 and is based on the same content. Teachers of this course must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.

Instruction is scaffolded to make the grade-level content comprehensible to students who have not yet achieved native-like proficiency in English. Specially Designed Academic Instruction in English (SDAIE) strategies are used to facilitate student access to the grade-level material.

ELD American Literature Block 1,2 is a two-period literacy course required for all grade 11 English learners reading below or significantly below grade-level standards, as assessed using multiple measures. This course emphasizes skills and strategies for independent reading of, analyzing, and writing about works of American literature, with a focus on how that literature reflects social, political, and moral issues in the United States. Instruction in each standards-based unit of study interrelates reading, writing, oral communication, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, and evaluate others' ideas. The goal of instruction is to support students who communicate effectively in various forms, for genuine purposes, and to authentic audiences.

BASIC TEXTS AND TEACHING GUIDES

Bernstein, *Literature and Language: American Literature*, McDougal, Littell, 1992.

Anderson, *Elements of Literature, 5th Course*, Holt, Rinehart & Winston, 1993.

West, *Developing Writing Skills*, Prentice Hall, 1980.

ELD CONTEMPORARY VOICES IN LITERATURE 1-2 (1612L, 1613L)

Grade level: 12

Prerequisites: District enrollment of three years or more or a score at the early advanced to advanced levels of English language proficiency as determined by district assessments

Course duration: Two-semester course

Subject area in which graduation credit is given: English and Language Arts

COURSE DESCRIPTION

ELD Contemporary Voices in Literature 1-2 is a one-hour course for English learners. This course focuses on the same content as Contemporary Voices in Literature 1,2, utilizing Specially Designed Academic Instruction in English (SDAIE) strategies to facilitate comprehension and access for students who have not yet met the criteria for redesignation to fluent-English-proficient status. The teacher must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.

In this course students explore issues presented by contemporary American and world writers from diverse cultural and ethnic backgrounds. Students write for various purposes and audiences, including workplace writing. They work to understand how changes in technology have affected the uses of language. The units of study integrate all aspects of literacy: reading, writing, speaking, listening, and viewing. Students interpret and evaluate the media and graphic information.

BASIC TEXTS AND TEACHING GUIDES

Blau, *Writer's Craft, Purple Level*, McDougal Littell, 1995.

Dove, *Multicultural Voices*, Scott Foresman, 1995.

Kincaid, *World Writers Today*, Scott Foresman, 1995.

Sebranek, *Writers INC: School to Work*, D. C. Heath, 1996.

ELD WORLD LITERATURE 1,2 (1705L, 1706L)

Grade level: 12

Prerequisites: District enrollment of three years or more or a score at the early advanced to advanced levels of English language proficiency as determined by district assessments

Course duration: Two-semester course

Subject area in which graduation credit is given: English and Language Arts

COURSE DESCRIPTION

ELD World Literature 1,2 is a one-hour course for English learners. This course focuses on the same content as World Literature 1,2, utilizing Specially Designed Academic Instruction in English (SDAIE) strategies to facilitate comprehension and access for students who have not yet met the criteria for redesignation to fluent-English-proficient status. The teacher must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.

This course presents literature selections drawn from all genres, ranging from early world literature to contemporary works by writers from diverse cultural and ethnic backgrounds. Students reflect in writing on what they have read; they also write for other purposes and various audiences. Working independently or in groups, students refine their use of language and understand the effects that changes in technology have made on the uses of language. The standards-based units of study integrate all aspects of literacy: reading, writing, speaking, listening, and viewing.

BASIC TEXTS AND TEACHING GUIDES

Blau, *Writer's Craft*, purple level, McDougal Littell, 1995.

Holt, *World Literature*, Holt Rinehart, 1993.

Camus, *The Stranger*, McGraw-Hill, 1954.

Shakespeare (any Shakespearean play).