



Dublin City Schools
English Learner (EL) ELA
Grades 6-12 Leveled Courses of Study
2022

June 2022

Dublin City Schools
Leveled Course of Study Grades 9 - 12
EL 910/ Resource

Dublin City Schools Philosophy for English Learners

Dublin City Schools values the stories, identities, languages, and life experiences of multilingual learners. We believe students are agents of their own learning. We nurture the linguistic strengths and the cultural wealth that multilingual learners bring. We connect students' literacy and languages to their present learning purposes and choices.

Instructional Agreements

Among the district's multilingual students, many also qualify as English Learners per state and federal guidance. The English Learner Program recognizes that students become critical thinkers and independent learners in English through a variety of learning experiences in an environment that increases self-confidence and promotes risk-taking. The English Learning courses help build interrelated target language practices by focusing on objectives for listening, informal and formal speaking, reading comprehension/strategies, writing, vocabulary development, and research skills. English Learners are guaranteed equal access to content area learning and, with the support of specially designed instruction, acquire both English language proficiency and content area knowledge concurrently.

Course Goals

EL 910 Resource provides instructional assistance in content areas and English language. All students registered to take an EL English course are encouraged to take EL Resource unless an alternative service is provided. English Learner teachers have the discretion to allow trial mainstream students to register for EL Resource if the added support is needed.

Major Categories of Study

The English Learner teacher provides support in the following areas to students in order to gain academic proficiency in the content areas.

- Career skills and exploration
- Locate information needed to complete tests, class work and homework
- Set learning goals.
- Recognize learning style
- Listen and take notes
- Organize information from texts
- Complete required learning projects for content area classrooms
- Practice for oral presentations
- Build stamina and English fluency by reading in ESL Resource each day

EL Resource also offers students the opportunity to select from customized study strategies for success across the curriculum based on individual need.

Strategies include:

- Become familiar with U.S. test formats
- Study and review for content area tests and quizzes
- Time management
- Develop study skills necessary to acquire English and content area learning
- Develop organizational skills
- Practice opportunities for Ohio State Testing and OELPA, among other standardized formats

Course Objectives

Language Modality Receptive: This mode refers to the learner as a reader or listener/viewer working with 'text' whose author or deliverer is not present or accessible. It presumes that the interaction is with authentic written or oral documents where language input is meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task to promote understanding of language and content in order to develop a personal reaction. (Phillips, 2008, p. 96)	
Outcome ELP Standard	Student Competencies
1. construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing 8. determine the meaning of words and phrases in oral presentations and literary and informational text	Descriptors (Levels 1-5) Student performance will vary based on English proficiency level
Language Modality Productive: The mode places the learner as speaker and writer for a 'distant' audience, one with whom interaction is not possible or limited. The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise, before publication or broadcast. (Phillips, 2008, p. 96)	
3. speak and write about grade-appropriate complex literary and informational texts and topic 4. construct grade-appropriate oral and written claims and support them with reasoning and evidence 7. adapt language choices to purpose, task, and audience when speaking and writing 9. create clear and coherent grade-appropriate speech and text 10. make accurate use of standard English to communicate in grade-appropriate speech and writing.	Descriptors (Levels 1-5) Student performance will vary based on English proficiency level

Language Modality

Interactive: Collaborative use of receptive and productive modalities. This mode refers to the learner as a speaker/listener [and] reader/writer. It requires two-way interactive communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the socio-cultural aspects of communication as language proficiency develops. (Phillips, 2008, p. 96)

Outcome ELP Standard	Student Competencies
<p>2. participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</p> <p>5. conduct research and evaluate and communicate findings to answer questions or solve problems</p> <p>6. analyze and critique the arguments of others orally and in writing</p>	<p>Descriptors (Levels 1-5)</p> <p>Student performance will vary based on English proficiency level</p>