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 6-8

EL Language Arts /

Intermediate

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 acquire both English language proficiency and content area knowledge concurrently with the support of specially designed instruction.

Course Goals

EL Language Arts/ Intermediate is rooted in Ohio's English Language Proficiency (ELP) Standards and focuses on developing language functions and forms in English necessary for English Learners to meaningfully engage in content-specific practices outlined in the Common Core State Standards for English language arts and literacy, mathematics, and science. Learning progresses from a focus on making meaning to using language to engage in the practices. Linguistic features of English constitute important objectives in the service of student's present language learning purposes.

Emphasis in this course is on developing a student's English proficiency using strong connections to language arts content. This course is aligned to both Ohio's 2015 ELP Standards and Ohio's 2017 Learning Standards for English Language Arts. EL Language Arts/ Intermediate is a transitional supported course for students with progressing English proficiency and further develops the specific English proficiencies responsively for each student.

Major Categories of Study are aligned to Ohio's Learning Standards for English Language Arts Grades 6-8 and the Dublin City Schools 6-8 Graded Courses of Study and include:

- Establishing Reading/ Writing Workshop

- Narrative Exploration and Inquiry

- Informational Study

- Argument / Evaluation Study

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 Descriptors (Level 3)**
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	1:3 Use a **developing** set of strategies to: ● determine the central idea or theme in simple oral presentations or written text ● explain how the theme is supported by specific details ● summarize part of the text. 8:3 Using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), ● determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events.

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)

Outcome ELP Standard	Student Competencies Descriptors (Level 3)
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	3:3 deliver short oral presentations • compose written narratives or informational texts • develop texts with some details about familiar texts, topics, and experiences. 4:3 construct a claim about a familiar topic • introduce the topic • provide several supporting reasons or facts in a logical order • provide a concluding statement. 7:3 with developing ease, • adapt language choices and style according to purpose, task, and audience • use an increasing number of general academic and content-specific words and phrases in speech and short written texts • show developing control of style and tone in oral or written text. 9:3 with support (including modeled sentences), • recount a short sequence of events with a beginning, middle, and end • introduce and develop an informational topic with a few facts and details • use common transitional words and phrases to connect, events, ideas, and opinions, (e.g., after awhile, for example, in order to, as a result) • provide a conclusion with developing control. 10:3 with support (including modeled sentences), • use relative pronouns (e.g., *who, whom, which, that*), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases,produce and expand simple, compound, and a few complex sentences.

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** **Descriptors (Level 3)**
2. participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions 5. conduct research and evaluate and communicate findings to answer questions or solve problems 6. analyze and critique the arguments of others orally and in writing	2:3 participate in conversations, discussions, and written exchanges on familiar topics and texts ● build on the ideas of others ● express his or her own ideas • ask and answer relevant questions ● add relevant information. 5:3 gather information from multiple provided print and digital sources ● summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate ● cite sources 6:3 explain the argument an author or a speaker makes ● distinguish between claims that are supported by reasons and evidence from those that are not.