



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 908/ English Advanced

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 908 English Advanced is rooted in Ohio's English Language Proficiency (ELP) Standards and focuses on developing language functions and forms 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 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 908 English Advanced is the fourth course on the continuum of high school EL sheltered ELA courses. EL 908 further develops the specific English proficiencies responsively for each student with increasing connections to units of study and resources outlined in the adopted ELA graded courses of study.

Major Categories of Study are aligned to Ohio’s Learning Standards for English Language Arts Grades 9-12 and the Dublin City Schools 9-12 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 4)
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	1:4 Use an increasing range of strategies to: <ul style="list-style-type: none"> ● determine two central ideas or themes in oral presentations and written te ● analyze the development of the themes/idea ● cite specific details and evidence from the texts to support the analysis ● summarize a simple text 8:4 Using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology, <ul style="list-style-type: none"> ● determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in texts about a variety of 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 4)
<p>3. speak and write about grade-appropriate complex literary and informational texts and topic</p> <p>4. construct grade-appropriate oral and written claims and support them with reasoning and evidence</p> <p>7. adapt language choices to purpose, task, and audience when speaking and writing</p> <p>9. create clear and coherent grade-appropriate speech and text</p> <p>10. make accurate use of standard English to communicate in grade-appropriate speech and writing</p>	<p>3:4 deliver oral presentations</p> <ul style="list-style-type: none">• compose written informational texts• develop the topic with some relevant details, concepts, examples, and information• integrated graphics or multimedia when useful about a variety of texts, topics, or events <p>4:4 Construct a claim about a variety of topics:</p> <ul style="list-style-type: none">• introduce the topic• provide logically ordered reasons or facts that effectively support the claim• provide a concluding statement <p>7:4 adapt language choices and style according to purpose, task, and audience</p> <ul style="list-style-type: none">• use a wide range of complex general academic and content-specific words and phrases• adopt and maintain a formal style in speech and writing, as appropriate <p>9:4 Recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure</p> <ul style="list-style-type: none">• introduce and develop an informational topic with facts, details, and evidence• use variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas• provide a concluding section or statement with increasingly independent control <p>10:4 used increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute)</p> <ul style="list-style-type: none">• use increasingly complex clauses• produce and expand simple, compound, and 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 4)
<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>2:4 Participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues to</p> <ul style="list-style-type: none">• build on ideas of others• express his or her own ideas clearly• support points with specific and relevant evidence• ask and answer questions to clarify ideas and conclusions• summarize the key points expressed <p>5:4 Carry out both short and more sustained research projects to answer a question</p> <ul style="list-style-type: none">• gather and synthesize information from multiple print and digital sources• use search terms effectively.• evaluate the reliability of each source• integrate information into an organized oral or written report• cite sources appropriately <p>6:4 analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance,</p> <ul style="list-style-type: none">• determine whether the evidence is sufficient to support the claim, and• cite textual evidence to support the analysis