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 911/ EL Writing and Content Literacy Skills

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 911 Writing and Content Literacy Skills 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.

This course provides instruction for more advanced language students to enhance their writing skills across the curriculum. Emphasis is placed on developing informational and argumentative writing skills towards fluency and supplementing and incorporating content area instruction to meet the needs of EL students.
EL students may be concurrently enrolled in EL English Intermediate, EL English Advanced, EL English Transitional, or in mainstream ELA.

Major Categories of Study

Students in EL Writing and Content Literacy Skills will develop skills to support informational and argumentative writing and content area learning.

Students will participate in:

- Writing of various text types and for various purposes and audiences
- Building research writing skills
- Expanding their ability to comprehend informational text and applying those concepts to their writing
- Acquiring additional social studies content, with particular attention to American history and government.
- Acquiring content from other academic content areas as needed

Course Objectives

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<tr>
<td colspan="2">Language Modality
<u>Receptive:</u> 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)</td>
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<tr>
<td>Outcome
ELP Standard</td>
<td>Student Competencies
Descriptors (Level 5)</td>
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<tr>
<td>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</td>
<td>1:5 Use a wide range of strategies to:

determine central ideas or themes in presentations and written texts
analyze the development of the themes/ideas
cite specific details and evidence from the texts to support the analysis
summarize a text

8:5 Using context, complex visual aids, reference materials, and consistent knowledge of English morphology,

determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions in texts about a variety of topics, experiences, or event

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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 5)
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	3:5 deliver oral presentations ● compose written informational texts ● fully develop the topic with relevant details, concepts, examples, and information ● integrate graphics or multimedia when useful about a variety of texts, topics, or events 4:5 construct a substantive claim about a variety of topics ● introduce the claim ● distinguish it from a counterclaim ● provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim ● provide a conclusion that summarizes the argument presented 7:5 adapt language choices and style according to purpose, task, and audience with ease ● use a wide variety of complex general academic and content-specific words and phrases ● employ both formal and more informal styles effectively, as appropriate 9:5 recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order ● introduce and effectively develop an informational topic with facts, details, and evidence ● use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas ● provide a concluding section or statement 10:5 use complex phrases and 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 5)
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	2:5 participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues ● build on the ideas of others ● express his or her own ideas clearly and persuasively ● refer to specific and relevant evidence from texts or research to support his or her ideas ● ask and answer questions that probe reasoning and claims ● summarize the key points and evidence discussed 5:5 carry out both short and more sustained research projects to answer a question or solve a problem ● gather and synthesize information from multiple print and digital sources ● use advanced search terms effectively ● evaluate the reliability of each source ● analyze and integrate information into a clearly organized oral or written text ● cite sources appropriately 6:5 analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, ● determine whether the evidence is sufficient to support the claim, and ● cite specific textual evidence to thoroughly support the analysis