



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

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Dublin City Schools
Leveled Course of Study Grades 6-8
EL Language Arts / Beginner 1

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/ Beginner 1 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 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/ Beginner 1 is the initial course for students with very limited English proficiency.

Foundational Categories of Study

Reading <ul style="list-style-type: none">● Foundational skills<ul style="list-style-type: none">○ Alphabet/ Names of letters/ Sounds● Key words● Phonemic Awareness● First 100 Sight Words	Writing <ul style="list-style-type: none">● Fill out forms with basic personal information such as name, address, etc.● Correctly spell first 100 sight words● Write simple sentences and questions with significant scaffolding.
Grammar and Mechanics <ul style="list-style-type: none">● Punctuation● Identify Basic Parts of Speech (nouns, adjectives, verbs, prepositions, articles, adverbs)● Forms of Be in the Present Tense● Adjectives of Comparison such as better, faster, stronger● Pronouns (subject, object, possessive)	Language <p>Vocabulary acquisition and use</p> <ul style="list-style-type: none">○ Numbers 1-100○ Colors○ Basic Prepositions○ Opposites○ Personal Pronouns○ Question Words○ Basic Verbs
Speaking and Listening <ul style="list-style-type: none">● Comprehension and collaboration● Conversation Strategies● Presentation	

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 1)
<p>1. construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing</p> <p>8. determine the meaning of words and phrases in oral presentations and literary and informational text</p>	<p>1:1 Identify few key words/ written & oral</p> <p>8:1 Relying heavily on context, visual aids, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none">• recognize the meaning of a few frequently occurring words and simple phrases 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 1)
<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>3:1 communicate simple info on familiar texts, topics, experiences</p> <p>4:1 grade appropriate oral & written claims; support with reasons & evidence</p> <p>7:1 recognize the meaning of some words learned through conversations, reading, & being read to</p> <p>9:1 with support (including context and visual aids) and non-verbal communication,</p> <ul style="list-style-type: none">• communicate simple information about an event or topic• use a narrow range of vocabulary and syntactically simple sentences with limited control <p>10:1 recognize and use a small number of frequently occurring nouns, noun phrases, & verbs</p> <ul style="list-style-type: none">• understand and respond to simple questions

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 1)
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	2:1 Respond to <i>wh</i> questions, short conversations and written exchanges on familiar topics 5:1 gather information from a few provided sources; label collected information. 6:1 identify a point an author or a speaker makes