



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 / Beginner 2**

#### **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 2 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/ Beginner 2 is a supported course for students with emerging 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**

<p><b>Language Modality</b>  <b>Receptive:</b> 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)</p>	
<p align="center"><b>Outcome ELP Standard</b></p>	<p align="center"><b>Student Competencies Descriptors (Level 2)</b></p>
<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 Use an <b>emerging</b> set of strategies to:</p> <ul style="list-style-type: none"> <li>● identify the main topic in oral communications and simple written texts</li> <li>● retell a few key details.</li> </ul> <p>8:1 Using context, visual aids, reference materials, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> <li>● determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.</li> </ul>

## 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)

<b>Outcome ELP Standard</b>	<b>Student Competencies Descriptors (Level 2)</b>
<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>3:2</p> <ul style="list-style-type: none"><li>• deliver short oral presentations</li><li>• compose written narratives or informational texts about familiar texts, topics, experiences, or events.</li></ul> <p>4:2</p> <ul style="list-style-type: none"><li>• construct a claim about a familiar topic</li><li>• give a reason to support the claim.</li></ul> <p>7:2 with emerging control,</p> <ul style="list-style-type: none"><li>• adapt language choices according to task and audience • begin to use frequently occurring general academic and content- specific words and phrases in conversations and discussions.</li></ul> <p>9:2 with support (including modeled sentences),</p> <ul style="list-style-type: none"><li>• recount a brief sequence of events in order • introduce an informational topic • present one or two facts about the topic • use some commonly occurring linking words (e.g., next, because, and, also) • provide a concluding statement with emerging control.</li></ul> <p>10:2 with support (including visual aids and sentences),</p> <ul style="list-style-type: none"><li>• use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases</li><li>• produce simple and compound sentences.</li></ul>

## 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)

<b>Outcome ELP Standard</b>	<b>Student Competencies Descriptors (Level 2)</b>
<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>2:2</p> <ul style="list-style-type: none"><li>• participate in short conversational and written exchanges on familiar topics and texts</li><li>• present information and ideas</li><li>• respond to simple questions and wh-questions.</li></ul> <p>5:2</p> <ul style="list-style-type: none"><li>• gather information from provided sources</li><li>• record some data and information.</li></ul> <p>6:2</p> <ul style="list-style-type: none"><li>• identify the main argument an author or a speaker makes</li><li>• identify one reason an author or a speaker gives to support the argument.</li></ul>