

# **EL Summer School Course Development Planning Tool**

## **Student Needs:**

All EL students; Criteria: Years in US school 0-3 years; ELD 1 or 2 completed previous year (open to newcomers); iReady fall reading level of grade 8 or below ; ELPAC level: Emerging and Expanding students.

## **Course Justification:**

ELs need instructional support in developing proficiency in academic English language and literacy while learning academic content. Furthermore, ELs face an additional challenge in developing academic literacy in English since they must develop oral proficiency in English at the same time that they are learning to read and write across various academic content. Therefore, ELs may develop gaps in learning new concepts and skills taught in English while they are not yet proficient in English. This course will support ELs in their journey towards academic English language proficiency, focusing on bridging any gaps in language development, and enhancing their engagement with the state's content standards, including college and career readiness standards.

## **Core Conceptual Understandings Acquired:** (pg 10 of ELD Standards)

- read, analyze, interpret, and create a variety of literary and informational text types;
- develop an understanding of how language is a complex, dynamic, and social resource for making meaning and how content is organized in different text types and disciplines using text structure, language features, and vocabulary, depending on purpose and audience;
- be aware that different languages and variations of English exist and recognize their home languages and cultures as resources to value and draw upon in building proficiency in English;
- contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback;
- demonstrate knowledge of content through oral and multimedia presentations, writing, and collaborative conversations;
- develop proficiency in shifting register based on context.

## **Learning Skills Acquired:**

While advancing along the continuum of English language development, English learners will continue to cultivate the following skills:

- engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks.
- use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts.

- use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive)
- apply knowledge of language to academic tasks using the three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources

### **Measurable Goals:**

- Achieve 3000 Program diagnostics: lexile growth
- Students will take a pre and post assessment and demonstrate growth in Listening, Speaking, Reading, and Writing.
- Student classroom performance will demonstrate the “exit” phase of Expanding or “early stages” of Bridging proficiency levels.

### **Alignment to CA Frameworks or Common Core Standards:**

This course is based on the ELA/ELD State Standards and will specifically focus on the following:

#### **Part I: Interacting in Meaningful Ways**

##### **A. Collaborative**

1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics
2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)
3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges

##### **B. Interpretive**

5. Listening actively to spoken English in a range of social and academic contexts
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

##### **C. Productive**

9. Expressing information and ideas in formal oral presentations on academic topics
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
11. Justifying own arguments and evaluating others’ arguments in writing

#### **Part II: Learning About How English Works**

##### **A. Structuring Cohesive Texts**

1. Understanding text structure

##### **B. Expanding and Enriching Ideas**

3. Using verbs and verb phrases
4. Using nouns and noun phrases
5. Modifying to add details

##### **C. Connecting and Condensing Ideas**

6. Connecting ideas
7. Condensing ideas

## **21st Century skills for College and Career Acquired:**

By building ELs capacity as literate individuals, this course supports and enhances the development of 21st century skills. These include critical thinking, communication and collaboration, creativity and innovation (the “4Cs”), global competence, and technology skills.

Figure 10.5. Critical Thinking (pg 943 of the ELA/ELD Framework)

### **Reason Effectively**

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

### **Use Systems Thinking**

- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

### **Make Judgments and Decisions**

- Effectively analyze and evaluate evidence, arguments, claims, and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

### **Solve Problems**

- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

Source Partnership for 21st Century Skills, The. 2009. P21 Framework Definitions, 4

## **Overview**

This course will support ELs in their journey toward English language proficiency, focusing on recouping and bridging any gaps in language development, and enhancing their engagement with and access to the state’s content standards, including college and career readiness standards. The course will pilot the Achieve3000 Boost program to support student growth in academic English. This course supports ELs to develop discourse practices, grammatical structures, and vocabulary necessary to participate in academic tasks across all content areas. There is a strong emphasis on oral language development, analytical reading, and writing tasks to help students develop awareness on how English works in both spoken and written language.

## **Course Goals:**

Development of Listening, Speaking, Reading and Writing; with an emphasis on speaking and reading, such that students gain confidence and proficiency to participate in class using academic English. By using a variety of comprehensive reading strategies, unit-related vocabulary, literary concepts and grade appropriate grammar and syntax development, students will acquire the basics of the English language and grammar. Additionally, students will obtain writing skills from simple to complex

sentences to enhance their writing towards extended pieces, as they advance towards ongoing language development.

### **Expected Outcomes:**

- engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks with confidence
- use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts as seen through student work
- use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive)
- apply knowledge of language to academic tasks using the three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources

### **Course Content:**

### **Curricular Materials:**

Piloting Achieve 3000 Boost for the 2021-2022 Summer School Course  
Chromebook

### **English learner Considerations:**

This course is based on the ELD standards; taking into consideration the continuum of language development and the overarching goal of academic English proficiency: success with grade-level disciplinary content and broader awareness of language. Effective instructional experiences for ELs have the following features: (p148 ELD Standards)

- They are interactive and engaging, meaningful and relevant, and intellectually rich and challenging.
- They are appropriately scaffolded in order to provide strategic support that moves learners toward independence.
- They value and build on home language and culture and other forms of prior knowledge.
- They build both academic English and content knowledge.

### **Special Education - Accessibility:**

This course will utilize universal design for learning to ensure all students have opportunities to learn through differentiated teaching and learning approaches and materials. Students will be provided with multiple means of engagement, representation and action and expression to make steady progress toward expected outcomes.

**FUNDING SOURCES:**

TEXTS: Achieve 3000 Boost (pilot)

TRAINING: Curricular material training

LAB SUPPLIES: NA

DURABLE EQUIPMENT: NA Chromebooks, wifi?

STUDY TRIPS: NA