

ELL Literacy

Leah Jones 7:00AM – 2:45PM
Leah.jones@dmschools.org (515) 537-0988

Course Expectations

Students are expected to follow Harding's **CPR Expectations (COLLABORATIVE, PROFESSIONAL, and RESPECTFUL)**

- **COLLABORATIVE** – Students will be expected to do some work in groups. Please **interact positively** with one another and **work together** to keep our classroom **clean, safe, and productive**.
- **PROFESSIONAL** - Everyday, students will either read or write for the first 10 minutes of class. They are expected to **bring a pencil, reading book, and their binder to class every day**. Make sure students are **on time to class**.
- **RESPECTFUL** - **Listening** to peers and teachers is necessary for success in class. Treat everyone well and respect every person in the room; **NO put downs or bullying are tolerated**. Show your teacher respect by **keeping electronics put away**, unless your teacher gives you permission. **Please use appropriate voice levels**.

Learning Goals

ELL standards will be covered all year long.

GRADING TOPIC 1: Construct Meaning

1-Insufficient Progress	2-Developing	3-Meeting	4-Exceeding
A. Identify a few key words and phrases in oral communication B. Identify a few key words and phrases in simple written text.	A. Identify the main topic in oral communications B. Identify the main topic in simple written texts C. Retell a few key details	A. Determine the central idea or theme in simple oral presentations or written text B. Explain how the central idea or theme is supported by specific details C. Summarize part of the text	A. Determine central ideas or themes in oral presentations or written text B. Explain how central ideas or themes are supported by specific text details C. Summarize a simple text.

GRADING TOPIC 2: Exchanges of Information

1-Insufficient Progress	2-Developing	3-Meeting	4-Exceeding
<p>A. Participate in short conversational exchanges on familiar topics</p> <p>B. Participate in written exchanges on familiar topics</p> <p>C. Present simple information</p> <p>D. Respond to simple questions and some "wh" questions</p>	<p>A. Participate in short conversational exchanges on familiar topics and texts</p> <p>B. Participate in written exchanges on familiar topics and texts</p> <p>C. Present information and ideas</p> <p>D. Respond to simple questions and all "wh" questions</p>	<p>A. Participate in conversations, discussions, and written exchanges on familiar topics and text</p> <p>B. Build on the ideas of others</p> <p>C. Express his or her own ideas</p> <p>D. Ask and answer relevant questions</p> <p>E. Add relevant information</p>	<p>A. Participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues</p> <p>B. Add relevant information and evidence</p> <p>C. Paraphrase the key ideas expressed</p>

GRADING TOPIC 3: Responding to Text

1-Insufficient Progress	2-Developing	3-Meeting	4-Exceeding
<p>A. Communicate simple information about familiar texts</p> <p>B. Communicate simple information about familiar topics</p> <p>C. Communicate simple information about familiar experiences</p>	<p>A. Deliver simple oral presentations about familiar texts</p> <p>B. Deliver simple oral presentations about familiar topics</p> <p>C. Deliver simple oral presentations about familiar experiences</p> <p>D. Compose written narratives or informational texts about a familiar topic</p>	<p>A. Deliver detailed oral presentations about familiar texts, topics or experiences</p> <p>B. Compose written narratives or informational texts with some details about familiar texts, topics, or experiences.</p>	<p>A. Deliver complex oral presentations about a variety of texts, topics or experiences</p> <p>B. Compose written narratives or informational text about a variety of texts, topics, or experiences</p> <p>C. Develop texts with some specific details</p>

GRADING TOPIC 4: Claims and Evidence

1-Insufficient Progress	2-Developing	3-Meeting	4-Exceeding
A. Express an opinion about a familiar topic	A. Introduce the topic B. Construct a claim about a familiar topic C. Give a reason to support the claim	In addition to the two: A. Provide several supporting reasons or facts in a logical order B. Provide a concluding statement	In addition to the three: A. Construct a claim about a variety of topics

GRADING TOPIC 5: Research and Findings

1-Insufficient Progress	2-Developing	3-Meeting	4-Exceeding
A. Gather information from a few provided sources B. Label collected information.	A. Gather information from provided sources B. Record some data and information	A. Gather information from multiple provided print B. Summarize or paraphrase observations, ideas, and information with labeled illustrations, diagrams, or other graphics, as appropriate C. Cite sources	A. Gather information from multiple print and/or digital sources independently B. Quote or paraphrase the data and conclusion of others, using graphics as appropriate C. Cite sources

GRADING TOPIC 6: Analyzing Arguments

1-Insufficient Progress	2-Developing	3-Meeting	4-Exceeding
A. Identify a point an author or speaker makes.	A. Identify the main argument an author or speaker makes B. Identify one reason an author or speaker	A. Explain the main argument an author or speaker makes B. Distinguish between claims that are	A. Analyze the argument and specific claims made in texts or speech

	gives to support the argument	supported by reasons or evidence from those that are not	<p>B. Determine whether the evidence is sufficient to support the claims</p> <p>C. Cite text evidence to support the analysis</p>
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GRADING Topic 7: Task, Purpose and Audience

1-Insufficient Progress	2-Developing	3-Meeting	4-Exceeding
<p>A. Begins to use appropriate words in context in speaking and writing</p>	<p>A. Adapt language choices according to task and audience</p> <p>B. Begin to use frequently occurring general academic words and phrases in conversations and discussions</p>	<p>In addition to the 2:</p> <p>A. Use an increasing number of general academic and content-specific words and phrases in speech</p> <p>B. Use an increasing number of general academic and content-specific words and phrases in short written texts</p> <p>C. Show developing control of style and tone in oral or written communication</p>	<p>In addition to the 3:</p> <p>A. Use a wider range of general academic and content-specific academic words and phrases in speech</p> <p>B. Use a wider range of general academic and content-specific academic words and phrases in written texts</p> <p>C. Maintain consistency in style and tone</p>

GRADING TOPIC 8: Determine the Meaning of Words and Phrases

1-Insufficient Progress	2-Developing	3-Meeting	4-Exceeding
<p>Relying heavily on context and visual aid:</p> <p>A. Recognize the meaning of a few</p>	<p>Using context, visual aids, and reference material a student will</p>	<p>Using context, visual aids, reference materials, and a developing knowledge of English morphology</p>	<p>Using context and/or reference materials, and an increasing knowledge of English morphology</p>

<p>frequently occurring simple phrases in texts about familiar topics, experiences, or events</p>	<p>A. Determine the meaning of frequently occurring words in texts about familiar topics, experiences, or events.</p> <p>B. Determine the meaning of frequently occurring phrases in texts about familiar topics, experiences, or events.</p> <p>C. Determine the meaning of frequently occurring expressions in texts about familiar topics, experiences or events</p>	<p>(e.g. affixes and root words)</p> <p>A. Determine the meaning of general academic words</p> <p>B. Determine the meaning of content-specific words and phrases</p> <p>C. Determine frequently occurring expressions</p> <p>D. in texts about familiar topics, experiences, or events.</p>	<p>(e.g. affixes and root words)</p> <p>A. Determine the meaning of general academic words</p> <p>B. Determine the meaning of content-specific words and phrases</p> <p>C. Determine the meaning of idiomatic expressions</p> <p>in texts about variety topics, experiences, or events</p>
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GRADING TOPIC 9: Construct Speech and Text

1-Insufficient Progress	2-Developing	3-Meeting	4-Exceeding
<p>With support (including context and visual aids) and non-verbal communication</p> <p>A. Communicate simple information about an event or topic</p> <p>B. Use a narrow range of vocabulary in speaking and writing</p> <p>C. Use a narrow range of syntactically simple sentences</p>	<p>With support (including modeled sentences, sentence stems or frames)</p> <p>A. Recount a brief sequence of events in order</p> <p>B. Introduce an informational topic</p> <p>C. Present one or two facts about the topic</p> <p>D. Use some commonly occurring linking</p>	<p>With support (including modeled sentences and/or organizers)</p> <p>A. Recount a short sequence of events, with a beginning, middle, and end</p> <p>B. Introduce an informational topic with a few facts and detail</p> <p>C. Develop an informational topic with a few facts and details</p>	<p>A. Recount a more detailed sequence of events or steps in a process, with a beginning, middle and end</p> <p>B. Introduce an informational topic with facts and details</p> <p>C. Develop an informational topic with facts and details</p> <p>D. Use a variety of transitional words and phrases to connect events,</p>

	<p>words (e.g. <i>next</i>, <i>because</i>, and <i>also</i>)</p> <p>E. Provide a concluding statement</p>	<p>D. Use common transitional words and phrases to connect events, ideas and/or opinions (e.g., after a while, for example, in order to, as a result)</p> <p>E. Provide a conclusion</p>	<p>ideas, and/or opinions (e.g., however, on the other hand, from that moment on)</p> <p>E. Provide a concluding section</p>
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GRADING TOPIC 10: Grammar and Mechanics

1-Insufficient Progress	2-Developing	3-Meeting	4-Exceeding
<p>With Support (including visual aids and sentences):</p> <p>A. Recognize small number of frequently occurring nouns, noun phrases and verbs</p> <p>B. Use small number of frequently occurring nouns, noun phrases and verbs</p> <p>C. Understand and respond to simple questions</p> <p>D. Begin to use a limited set of punctuation and capitalization rules</p>	<p>With Support (including visual aids and sentences):</p> <p>A. Use nouns, pronouns, verbs, position, adjectives, adverbs, conjunctions, and prepositional phrases.</p> <p>B. Produce simple sentences</p> <p>C. Produce compound sentences</p> <p>D. Use an emerging set of punctuation and capitalization rules</p>	<p>In addition to the 2 and with support (including modeled sentences):</p> <p>A. Use relative pronouns (eg. who, whom, which, that)</p> <p>B. Use relative adverbs (eg: where, when, why)</p> <p>C. Use Subordinating conjunctions</p> <p>D. Use prepositional phrases</p> <p>E. Expand simple sentences</p> <p>F. Expand compound sentences</p> <p>G. Produce complex sentences</p>	<p>A. Using an increasing number of intensive/reflective pronouns (eg: myself, ourselves)</p> <p>B. Use verbs in the active voice</p> <p>C. Use verbs in the passive voice</p> <p>D. Place phrases and clauses within a sentence</p> <p>E. Consistently uses correct punctuation and capitalization rules</p>

Unit 1 Identity *August - September*

All About Me Poem-

All About Me Project-

Art Project

Unit 2- Argument and Debate *September - November*

Research Projects-

Art Project

Debate Presentation

Unit 3- Culture *November & December*

Research Project-

Project Report

Art Project

Presentation – Parent Night (December)

Unit 4 Social Justice *January – March*

Research Project-

Project Report

Art Project

Unit 5 Current Events and the Future *April - May*

Research Project-

Project Report

Art Project

Final Project and Presentation

Parent Open House (May)

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