
ENGLISH LANGUAGE DEVELOPMENT

All English learners (ELs) enrolled in the district must receive English language development (ELD) as well as access to the core curriculum. The district's ELD course sequence is designed to provide systematic, sequential instruction to promote high levels of English language proficiency in the domains of speaking, listening, reading, and writing, and to foster the development of both academic language skills and social communication. ELD instruction supports students as they progress through the five levels of English language proficiency: beginning, early intermediate, intermediate, early advanced, and advanced.

GENERAL GOALS AND OUTCOMES

The ELD curriculum has been designed to

- Provide students with a firm base in English through the development of listening, speaking, reading, and writing skills.
- Develop students' competence in English to achieve academically in all content areas.
- Develop students' competence in English to communicate in social settings.
- Promote understanding, respect, and appreciation for the traditions and values of the United States.
- Provide exposure to and affirmation of the multicultural nature of the United States.

APPROACHES TO ASSESSMENT

Assessment for articulation and placement of English learners is accomplished through the use of language assessment instruments for oral language, reading, and writing. (See *Assessment of Student Achievement* in Part I of this publication.)

ENGLISH LANGUAGE DEVELOPMENT STANDARDS

In January 2001, the San Diego Unified School District Board of Education formally adopted the state academic standards for English language development for use in the district. The Board made its decision to ensure clear links to the state assessment and accountability systems, the curriculum adoption process, and state-sponsored professional development. The state ELD standards are available at the following Web site:

www.cde.ca.gov/be/st/ss

In addition to the state ELD standards, the district has developed a document that aligns state English language arts standards to the ELD standards. This document is available on-line at:

studata.sandi.net/saa/standards

These district-adopted ELD standards are the base on which instructional decisions are made.

ELEMENTARY (K-6) COURSE OF STUDY

In the elementary grades, ELD is embedded in all lessons conducted in English and incorporated through differentiated instructional practices within the content areas. In addition, for a portion of the day students will participate in focused English language development, which is geared to each student’s language proficiency level. This focused ELD time generally occurs as an extension of the literacy block and, whenever possible, is directly linked to the topics and content of the literacy and other content-area lessons.

The focused ELD program is designed to lead and guide students through the levels of English language proficiency: beginning, early intermediate, intermediate, early advanced, and advanced. Students are expected to progress through one level in approximately one year.

The chart below identifies the basic texts, supplemental resources, and assessment indicators used in the ELD course of study for grades K–6.

<p>Basic Texts, K-6</p>	<p><i>Systematic ELD</i>, EL Achieve – plus – District-adopted English language arts text(s)</p>
<p>Supplemental Resources, K-6</p>	<p>California Department of Education ELD standards document (www.cde.ca.gov/be/st/ss).</p>
<p>Assessment Instruments, K-6</p>	<p>California English Language Development Test (CELDT): A criterion-referenced test of English language proficiency to assess listening, speaking, reading, and writing for all English learners, K-12. English Language Development Proficiency Indicator (ELD PI): May be used to assess writing development, 1-6. Express: Oral Language Examination (EL Achieve).</p>

6–12 (SECONDARY) COURSE OF STUDY

In the secondary-level grades, English learners are assessed to determine their levels of English language proficiency and placed in ELD courses designed to help them develop full proficiency in English. Students are placed in one of the following three categories of courses:

- **Newcomer:** Offered at designated schools for students who are new to English and/or new to schooling or have had extremely interrupted schooling. These courses typically provide a comprehensive curriculum for new arrivals.
- **English as a Second Language (ESL) Sequence:** For students at the earlier stages of English proficiency (beginning, early intermediate, low intermediate).

- **English Language Development (ELD) Sequence:** For students who are at the later stages of English proficiency (high intermediate, early advanced, advanced). These are the same courses as the grade-level English sequence, but are taught by teachers holding credentials issued by the California Commission on Teacher Credentialing authorizing instruction of English learners and using Specially Designed Academic Instruction in English (SDAIE) strategies to help ELs learn the grade-level material. Courses in the ELD sequence are indicated by addition of an L to the four-digit course number; e.g., 1540L, 1541L designate the ELD version of English 1,2. ELD courses are described in the English Language Arts section of this publication.

Course Sequence, Grades 6–12

Middle School Sequence	High School Sequence
Newcomer Courses	Newcomer Courses
ESL Literacy 5th Core Newcomer (1611)	ESL History 1,2 (1773, 1774)
ESL Literacy 6th Core Newcomer (1539)	ESL Math 1,2 (1789, 1790)
ESL Literacy 7th–8th Core Newcomer (1660)	ESL Science 1,2 (1778, 1779)
ESL Sequence	ESL Sequence
ESL Level 1 (1607)	ESL 1-2 Literacy Block 9th (1621, 1622)
ESL Level 2 (1608)	–or–
ESL Level 3 (1609)	ESL 1-2 Literacy Block 10th–12th (1631, 1632)
	ESL 3-4 Literacy Block 9th (1623, 1624)
	–or–
	ESL 3-4 Literacy Block 10th–12th (1633, 1634)
	ESL 5-6 Literacy Block 9th (1625, 1626)
	–or–
	ESL 5-6 Literacy Block 10th–12th (1635, 1636)

(cont.)

The following course descriptions are arranged by **middle school sequence** (newcomer; ESL; ELD), then **high school sequence** (newcomer; ESL; ELD). Refer to the chart on page ELD-3 for guidance.

Middle School Level—Newcomer

ESL LITERACY 5TH CORE NEWCOMER (1611)

ESL LITERACY 6TH CORE NEWCOMER (1539)

ESL LITERACY 7TH–8TH CORE NEWCOMER (1660)

Grade level: 5–8

Prerequisites: Enrollment in a U.S. school one year or less and a CELDT score indicating beginning level.

Course duration: Three-period, one-semester courses; multiple credits allowed

Subject area in which graduation credit is given: Does not apply

COURSE DESCRIPTION

These three-period classes are designed for the recently arrived, non-English-proficient secondary student who has not previously attended school or whose education has been interrupted. The classes provide an introduction to and intensive practice in English and the development of basic literacy skills. They also serve to introduce the basics of other academic disciplines and to orient students to the United States' school system and make them feel welcome in our multicultural society. Course content addresses the district-adopted English language development standards at the beginning proficiency level, using Specially Designed Academic Instruction in English (SDAIE) methodologies.

Teachers of this course must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.

BASIC TEXTS AND TEACHING GUIDES

Instructional materials have not been centrally adopted for this course. Each site selects the materials deemed appropriate for students' needs.

SUPPLEMENTAL RESOURCES

The Oxford Picture Dictionary, Oxford University Press, 1998.

Middle School Level—ESL Literacy

ESL LEVEL 1 5TH–8TH (1607)

Grade level: 5–8

Prerequisites: Enrollment in a district school one year or less and a CELDT score indicating beginning level.

Course duration: Two-period, yearlong course; multiple credit allowed

Subject area in which graduation credit is given: Does not apply

COURSE DESCRIPTION

ESL Level 1 5th–8th is a two-period course that provides a balanced approach to English language development, using communication-based, content-based, and literature-based lessons. Instruction focuses on oral/aural activities to ensure comprehension of concepts and vocabulary. Students learn to understand conversation on a variety of everyday subjects and to ask for clarification when needed. Reading and writing activities are designed to help students develop literacy skills and are incorporated daily. Students are introduced to reading and writing through a variety of strategies appropriate for the beginning level of proficiency. These strategies, such as the language experience approach as well as shared and modeled reading and writing, frequently use the students' own oral language to develop their literacy skills. Daily practice through collaborative interaction is a necessary component of this course as well. Course content is based on the district-adopted English language development standards for the beginning proficiency level. Teachers of this course must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.

BASIC TEXTS AND TEACHING GUIDES

Chamot, Keatley, Anstrom, *Keys to Learning*, Pearson Longman, 2005.

Dutro, *Systematic ELD*, EL Achieve, 2008.

San Diego County Office of Education, WRITE Institute units, 2008.

SUPPLEMENTAL RESOURCES

Leveled texts.
ELD standards document.

Middle School Level—ESL Literacy**ESL LEVEL 2 5TH–8TH (1608)**

Grade level: 5–8

Prerequisites: Enrollment in a district school one to two and a half years and a CELDT score indicating early intermediate level.

Course duration: Two-period, yearlong course; multiple credit allowed

Subject area in which graduation credit is given:
Does not apply

COURSE DESCRIPTION

This two-period course continues the development of listening, speaking, reading, and writing skills in English, with increased focus on reading and writing. In this course, students begin to understand information in a wide range of speech situations. Control of basic grammar is evident but may be inconsistent. Reading, writing, and collaborative learning activities reflect and extend the level of oral English development of students, and the content extends the English language experiences of the students. The reading of content area materials and literature is expanded. Students move from literal comprehension to interpretation of reading passages, develop critical and evaluative reading skills, and apply their reading ability to solve problems. Course content is based on the district-adopted English language development standards at the early intermediate proficiency level. Teachers of this course must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.

BASIC TEXTS AND TEACHING GUIDES

Chamot, Hartman, Huizenga, *Shining Star: Level A*, Pearson Longman, 2004.

Dutro, *Systematic ELD*, EL Achieve, 2008.

San Diego County Office of Education, WRITE Institute units, 2008.

Rideout, *Newbury House Dictionary of American English*, Heinle & Heinle, 2004.

SUPPLEMENTAL RESOURCES

Leveled texts.
ELD standards document.

Middle School Level—ESL Literacy**ESL LEVEL 3 5TH–8TH (1609)**

Grade level: 5–8

Prerequisites: Enrollment in a district school 2.5 to 3.9 years and a CELDT score indicating intermediate level.

Course duration: Two-period, yearlong course; multiple credit allowed

Subject area in which graduation credit is given:
Does not apply

COURSE DESCRIPTION

This two-period course continues the development of listening, speaking, reading, and writing skills in English, with emphasis on the reading and writing processes. Students communicate ideas and information orally with increased confidence, demonstrating their understanding of idiomatic expressions, using different registers appropriately, and communicating comfortably in new and unfamiliar settings. Students read and write across a variety of genres, applying knowledge of language to derive meaning from text, and express themselves appropriately for different audiences and purposes. This course prepares students to succeed in the Mainstream English Cluster (grade-level English courses) by helping them develop appropriate academic language and learning strategies. Course content is based on the district-adopted English language development standards at the intermediate proficiency level. Teachers of this course must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.

BASIC TEXTS AND TEACHING GUIDES

Chamot, Hartman, Huizenga, *Shining Star: Level C*, Pearson Longman, 2004.

San Diego County Office of Education, WRITE Institute units, 2008.

Prentice Hall Literature (Copper, Silver, Bronze), Pearson Prentice Hall, 2004.

Dutro, *Systematic ELD*, EL Achieve, 2008.

Rideout, *Newbury House Dictionary of American English*, Heinle & Heinle, 2004.

SUPPLEMENTAL RESOURCES

Leveled texts.

ELD standards document.

High School Level—Newcomer

DISTRICTWIDE PILOT

ESL HISTORY 1,2 (1773, 1774)

ESL MATH 1,2 (1789, 1790)

ESL SCIENCE 1,2 (1778, 1779)

Grade level: 9–12

Prerequisites: Enrollment in a U.S. school for less than six months; parent approval; a CELDT score indicating low to mid-beginning level.

Course duration: Two semesters; some students with high levels of literacy and schooling in their primary language may stay only one semester.

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

These courses are designed for secondary students who are new to the country, whose responses to home language surveys indicate that they speak a language other than English, and who score at the beginning level of English proficiency on the CELDT. Students typically remain in the newcomer program for two semesters, but those who make sufficient progress may remain for only one.

The courses are typically part of a comprehensive course of study at designated schools that includes ESL 1-2. A self-contained classroom provides a curriculum focused on English language development and orientation to U.S. culture and schools. These content classes—math, social studies and science—use a content-based approach to English as a second language, focusing on the foundation skills and language students will need to participate successfully in grade-level classes. Students take the math course based on a math placement test, enrolling in the regular school courses when appropriate. Students also take physical education and/or an elective within the regular school curriculum.

BASIC TEXTS AND TEACHING GUIDES

Site-selected materials.

High School Level—ESL 1-2

ESL 1-2 LITERACY BLOCK 9TH (1621, 1622)

ESL 1-2 LITERACY BLOCK 10TH–12TH (1631, 1632)

Grade level: 9–12

Prerequisites: Less on one year enrollment in U.S. schools and a CELDT score indicating beginning level

Course duration: Two-period, yearlong courses

Subject area in which graduation credit is given:
English Language Arts; see note below

COURSE DESCRIPTION

ESL 1-2 Literacy Block provides a balanced approach to English language development, using communication-based, content-based, and literature-based activities. Instruction focuses on oral/aural activities to ensure comprehension of concepts and vocabulary. Students learn to understand conversation on a variety of everyday subjects and to ask for clarification when needed. Reading and writing activities are designed to help students develop literacy skills using language already practiced orally. The emphasis at this level is on listening comprehension and oral production in English; students are introduced to reading and writing through a variety of strategies appropriate for the beginning level of proficiency. Strategies such as shared and modeled reading and writing frequently use the students' own oral language to develop their literacy skills. The Language Experience approach is a key instructional strategy at this level. Course content is based on the district-adopted English language development standards for the beginning proficiency level. Teachers of this course must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.

Note: This “combination” course comprises the content of ESL 1,2 (1575, 1576) with an extra period of ESL literacy instruction. Students who complete this course successfully receive one unit of English language arts credit (for ESL 1,2) and one unit of elective credit per semester. Thus,

- grade 9 students' *schedules* will show ESL 1-2 Literacy 9th Block (1621, 1622) while their *transcripts* will show ESL 1,2 (1575, 1576) and ESL Literacy 1,2 9th (1992, 1993).
- grade 10–12 students' *schedules* will show ESL 1-2 Literacy Block 10th–12th (1631, 1632) while their *transcripts* will show ESL 1,2 (1575, 1576) and ESL Literacy 1,2 (1980, 1981).

BASIC TEXTS AND TEACHING GUIDES

Champion – Red Level, Ballard & Tighe, 2007.

Study Dictionary of American English, Longman, 2006.

SUPPLEMENTAL RESOURCES

San Diego County Office of Education, WRITE Institute units, 2008.

Keys to Learning, Longman, 2005.

Leveled texts.

High School Level—ESL 3-4

ESL 3-4 LITERACY BLOCK 9TH (1623, 1624)

ESL 3-4 LITERACY BLOCK 10TH–12TH (1633, 1634)

Grade level: 9–12

Prerequisites: Enrollment in U.S. schools for one to two and a half years and a CELDT score indicating early intermediate level

Course duration: Two-period, yearlong courses

Subject area in which graduation credit is given: English Language Arts and Elective; see note below

COURSE DESCRIPTION

This course continues the development of listening, speaking, reading, and writing skills in English with increased focus on reading and writing. In this course, students begin to understand and use language and information in a wide range of situations. Control of basic grammar is evident but may be inconsistent. Reading and writing activities reflect and extend the level of oral English development of students, and the content extends their English language experiences. The reading of content-area materials and literature is expanded. Students move from literal comprehension to interpretation of reading passages, develop critical and evaluative reading skills, and apply their reading ability to solve problems. Course content is based on the district-adopted English language development standards for the early intermediate

proficiency level. Teachers of this course must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.

Note: This “combination” course comprises the content of ESL 3,4 (1577, 1578) with an extra period of ESL literacy instruction. Students who complete this course successfully receive one unit of English language arts credit (for ESL 3,4) and one unit of elective credit per semester. Thus,

- grade 9 students' *schedules* will show ESL 3-4 Literacy 9th Block (1623, 1624) while their *transcripts* will show ESL 3,4 (1577, 1578) and ESL Literacy 3,4 9th (1994, 1995).
- grade 10–12 students' *schedules* will show ESL 3-4 Literacy Block 10th–12th (1633, 1634) while their *transcripts* will show ESL 3,4 (1577, 1578) and ESL Literacy 3,4 (1982, 1983).

BASIC TEXTS AND TEACHING GUIDES

Champion – Blue Level, Ballard & Tighe, 2007.

Quest Listening and Speaking: Introduction, 2nd. ed., McGraw-Hill ESL/ELT, 2007.

Quest Reading and Writing: Introduction, 2nd. ed., McGraw-Hill ESL/ELT, 2007.

Study Dictionary of American English, Longman, 2006.

SUPPLEMENTAL RESOURCES

San Diego County Office of Education, WRITE Institute units, 2008.

Leveled texts.

High School Level—ESL 5-6

ESL 5-6 LITERACY BLOCK 9TH (1625, 1626)

ESL 5-6 LITERACY BLOCK 10TH–12TH (1635, 1636)

Grade level: 9–12

Prerequisites: Enrollment in U.S. schools for 2.5 to 3.9 years and a CELDT score indicating intermediate level

Course duration: Two-period, yearlong courses

Subject area in which graduation credit is given: English Language Arts and Elective; see note below

COURSE DESCRIPTION

This course continues the development of listening, speaking, reading, and writing skills in English with

emphasis on the reading and writing processes. Students communicate ideas and information orally with increased confidence, demonstrating their understanding of idiomatic expressions, using different registers appropriately, and communicating comfortably in new and unfamiliar settings. Students read and write across a variety of genres, applying knowledge of language to derive meaning from text, and express themselves appropriately for different audiences and purposes. This course prepares students to succeed in the Mainstream English Cluster (grade-level English courses) by helping them develop appropriate academic language and learning strategies. Course content is based on the district-adopted English language development standards for the intermediate proficiency level. Teachers of this course must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.

Note: This “combination” course comprises the content of ESL 5,6 (1579, 1580) with an extra period of ESL literacy instruction. Students who complete this course successfully receive one unit of *college preparatory* English language arts credit (for ESL

5,6) and one unit of elective credit per semester. Thus,

- Grade 9 students’ *schedules* will show ESL 5-6 Literacy Block 9th (1625, 1626) while their *transcripts* will show ESL 5,6 (P) (1579, 1580) and ESL Literacy 5,6 9th (1996, 1997).
- Grade 10–12 students’ *schedules* will show ESL 5-6 Literacy Block 10th–12th (1635, 1636) while their *transcripts* will show ESL 5,6 (P) (1579, 1580) and ESL Literacy 5,6 (1984, 1985).

BASIC TEXTS AND TEACHING GUIDES

Quest Listening and Speaking 1, 2nd ed., McGraw-Hill ESL/ELT, 2007.

Quest Reading and Writing 1, 2nd ed., McGraw-Hill ESL/ELT, 2007.

Study Dictionary of American English, Longman, 2006.

SUPPLEMENTAL RESOURCES

San Diego County Office of Education, WRITE Institute units, 2008.

Leveled texts.