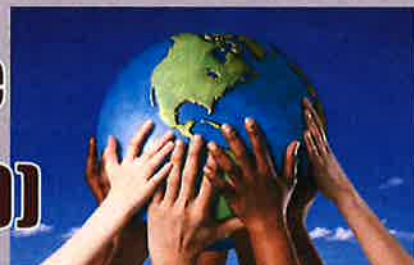


# Compton USD Learning Packet

## Middle School ELD

**English Language  
Development (ELD)**



# MIDDLE SCHOOL-ELD Learning Packet

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### Week 3

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	<p><b>Day 1 Support an Opinion</b></p> <ol style="list-style-type: none"> <li>1) Read the question and make a choice.</li> <li>2) Review the Effective Language Features chart.</li> <li>3) Support your opinion by providing two relevant reasons. Remember to use precise vocabulary and modal verbs (refer to Effective Language Features chart).</li> </ol>	
2	<p><b>SPEAKING-PRESENT AND DISCUSS INFORMATION</b></p> <ol style="list-style-type: none"> <li>1) <i>Learning Objective:</i> Students will provide reasons to support a claim using precise vocabulary.</li> <li>2) <i>Setting the Stage:</i> In this task type, you will view a graph, chart, or image that provides information. You will be asked to respond to two questions about the information.</li> </ol>	
	<p><b>Day 2 Present and Discuss Information</b></p> <ol style="list-style-type: none"> <li>1) Review the rubric. (Page 39)</li> <li>2) Analyze and read the pie chart. (Page 40)</li> <li>3) Read the claim and answer if it is supported or not supported. (PRESENT AND DISCUSS INFORMATION TEMPLATE)</li> <li>4) Give at least 1-2 reasons with relevant details.</li> </ol>	
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5	<p><b>WRITING-WRITE ABOUT AN EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>1) <i>Learning Objective:</i> Students will write about an experience using time and order words.</li> <li>2) <i>Setting the Stage:</i> In this task type, you will write about a familiar topic, such as a memorable classroom activity or event, based on your own personal experience.</li> </ul>	
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## SPEAKING Support an Opinion

In this task type, the student gives an opinion about two activities, events, materials, or objects, and tells why one is better than the other for the student's school or community. The student is asked to give relevant reasons to support the opinion expressed.

Aligned 2012 ELD Standards: PI.A.3, PII.B.3, PII.B.4, PII.B.5, PII.C.6

### Rubric

Score 0	Score 1	Score 2	Score 3
<ul style="list-style-type: none"> <li>An opinion is not expressed.</li> <li>Response contains no English.</li> <li>No response, "I don't know," or is completely unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>An opinion is expressed but is not supported. A reason is not provided, is not relevant, or is not clear. Significant listener effort may be required to interpret meaning.</li> <li>Errors in grammar, word choice, pronunciation, or intonation often impede meaning.</li> <li>Speech may consist of isolated words or phrases.</li> </ul>	<ul style="list-style-type: none"> <li>An opinion is expressed and supported using simple language and at least one simple relevant reason, or repeats language from the prompt. Listener effort may be required to interpret meaning.</li> <li>Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning.</li> <li>Speech may be slow, choppy, or halting.</li> </ul>	<ul style="list-style-type: none"> <li>An opinion is expressed and supported using effective language* and at least one relevant reason with explanation or elaboration. Little to no listener effort is required to interpret meaning.</li> <li>Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.</li> <li>Speech is fairly smooth and sustained.</li> </ul>

**\*Note:** Effective language is defined as including all or some of the following attributes: precise vocabulary, modal verbs, text connectives, noun phrases, and verb phrases.

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**SAY** I am going to ask you for your opinion.

**SAY** A local community center has money to support only one of two new classes. The first choice is a physical fitness class. The second choice is an art class. Which one do you think would be a better option for your community?

Wait for initial choice.

**SAY** Justify your choice by giving relevant reasons to support your opinion.

## SUPPORT AN OPINION

**Question:** A local community center has money to support only one of two new classes. The first choice is a physical fitness class. The second choice is an art class. Which one do you think would be a better option for your community?

### Make a choice

**Physical Fitness Class**

**OR**



**Art Class**

Support your opinion using the effective language features on the following page. Write down your response in the box below. Share your opinion with a friend or family member.



## Grades 3–12 Prompting and Scoring Guidelines (cont.)

### Effective Language Features Used to Express and Support an Opinion

Language Features	Description	 What to Listen for	 What a Student Might Say
Precise Vocabulary Track 215	Academic or domain-specific words or phrases used to express and support opinion  Samples:  <b>I prefer</b> vs. <b>I like</b>  <b>I believe</b> vs. <b>I think</b>  <b>I choose</b> vs. <b>I pick</b>	Grade-appropriate words and phrases used to express and support an opinion	<i>I think it's <b>best</b> to work on projects by myself because other students <b>distract</b> me.</i>  <i>It's helpful for people to reach their <b>destination</b>.</i>
Modal Verbs Track 147	Words used in conjunction with verbs to express shades of meaning	<i>can, could, would, will, used to, need, should, might, must, ought to, shall, it is imperative that</i>	<i>We <b>should</b> learn about planets and what's in space.</i>  <i>We <b>must</b> have more laptops because books wear out.</i>
Text Connectives Track 211	Words and phrases used to join clauses and sentences	<i>and, or, but, in addition, I also believe that, it's best to, and then, furthermore, in fact, another example is, in my opinion, the better option, which is why, on the other hand</i>	<i><b>My reason is</b> because I can learn how to find gold.</i>  <i>Learning to swim is better <b>just in case</b> you fall into the ocean.</i>
Causal Words/ Phrases Track 221	Words/phrases that express cause and effect	<i>because if, if/then, as a result, because of the, causes</i>	<i><b>If</b> I was by myself I would be frustrated and would probably ask for help.</i>  <i>Running the buses <b>causes</b> pollution.</i>
Authoritative Expression Track 152	Stating a conclusion in an objective manner	Listen for students who express their thinking without saying "I think or I believe"  Listen for students who use objective evidence removed from their own thinking or beliefs.	<i><b>Planting trees</b> helps the planet and nature. (Stated as a fact without saying, "I think . . .")</i>  <i><b>Many people</b> want to see what's in the museum.</i>
Comparative Language Track 156	Words/phrases that describe similarities/differences	<i>better than, unlike, while, even though, otherwise, as well as, rather than, as opposed to, likewise, in common, yet, but</i>	<i>The <b>better</b> option is computer technology.</i>

## SPEAKING Present and Discuss Information

In this task type, the student views a graph, chart, or image that provides information. The student is then asked to respond to two questions about the information. The questions are read aloud by the Test Examiner, and they also appear with the image in the Test Book. During an actual administration of this task, students may take notes in their Test Book.

Aligned 2012 ELD Standards: PI.A.3, PI.C.9, PI.B.6, PII.A.2, PII.B.3, PII.B.4, PII.B.5, PII.C.6

### Rubric, Question 9

Score	Descriptors
<b>3</b>	<ul style="list-style-type: none"> <li>• Response answers the question, including a mostly clear and accurate description of information in the graph/chart. Little to no listener effort is required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.</li> <li>• Speech is fairly smooth and sustained.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Response includes a limited description of information or partially accurate information in the graph/chart. Listener effort may be required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning.</li> <li>• Speech may be slow, choppy, or halting.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Response may include information in the graph/chart, but contains little relevant or accurate information. Significant listener effort may be required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation often impede meaning.</li> <li>• Speech may consist of isolated word(s) or phrase(s) related to the graph/chart.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Response is not relevant.</li> <li>• Response contains no English.</li> <li>• No response, "I don't know," or is completely unintelligible.</li> </ul>

### Rubric, Question 10

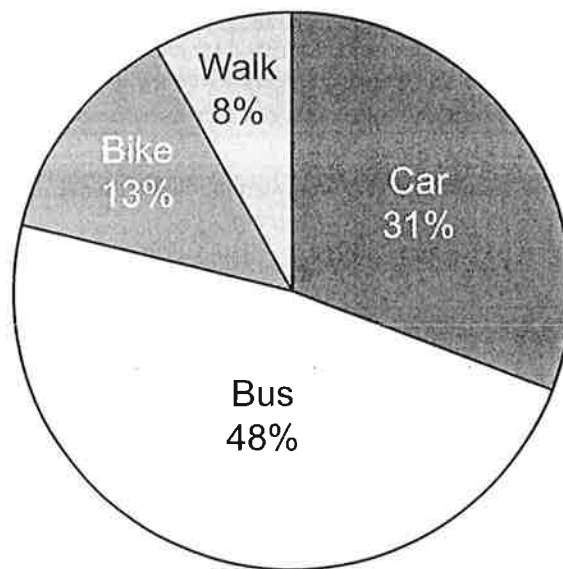
Score	Descriptors
<b>3</b>	<ul style="list-style-type: none"> <li>• Response uses relevant information and accurate details from the graph/chart to demonstrate whether the claim is supported or unsupported. Little to no listener effort is required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.</li> <li>• Speech is fairly smooth and sustained.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Response includes limited or partially accurate information from the graph/chart that demonstrates whether the claim is supported or unsupported, and the response may lack detail and clarity. Listener effort may be required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning.</li> <li>• Speech may be slow, choppy, or halting.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Response may include information from the graph/chart but does not demonstrate whether the claim is supported or unsupported or may lack understanding of the graph/chart or claim. Significant listener effort may be required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation often impede meaning.</li> <li>• Speech may consist of isolated word(s) or phrase(s) related to the graph/chart or claim.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Response is not relevant.</li> <li>• Response contains no English.</li> <li>• No response, "I don't know," or is completely unintelligible.</li> </ul>

**SAY** Now we are going to do a different type of question. I am going to ask you to talk about a pie chart. Look at the pie chart. You can write on the pie chart if it is helpful.

**SAY** Students at a school were asked how they travel to school in the morning. The pie chart shows the percentages of different transportation methods used by the students. Take some time to read the pie chart to yourself. Let me know when you are ready for me to ask you a question.

Give students time to read the pie chart before reading the first prompt.

**How Alvarez Middle School Students Travel to School**



Students at a school were asked how they travel to school in the morning. The pie chart shows the percentages of different transportation methods used by the students.

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**9** What does the pie chart show about how students travel to school? Include details from the pie chart in your answer.

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**10** Is the following claim supported or not supported based on the information in the pie chart?

Claim: More students walk to school than ride a bike.

Give details from the pie chart to support your answer.



# PRESENT AND DISCUSS INFORMATION TEMPLATE

**CLAIM:** More students walk to school than ride a bike.

**Answer the question. (1 point)**

**The claim is supported.**

**OR**

**The claim is not supported.**

**Give at least 1 reason with relevant details and accurate information. (2 points)**

**REASON #1**

**First, the claim is/is not supported** because the **pie chart shows**

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**REASON #2**

**Also, the claim is/is not supported** because the **pie chart indicates**

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**Write your response. Read your response aloud to a family member.**

The claim \_\_\_\_\_ supported.

First, \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ .Also, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

### **Self or Peer Assessment**

Did you

- state whether the claim is supported?
- give at least one reason?
- use relevant details?

**Congratulations! If you checked all three boxes, you received the highest score of 3!**

Score	Descriptors
3	<ul style="list-style-type: none"> <li>• Response uses relevant information and accurate details from the graph/chart to demonstrate whether the claim is supported or unsupported. Little to no listener effort is required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.</li> <li>• Speech is fairly smooth and sustained.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Response includes limited or partially accurate information from the graph/chart that demonstrates whether the claim is supported or unsupported, and the response may lack detail and clarity. Listener effort may be required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning.</li> <li>• Speech may be slow, choppy, or halting.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Response may include information from the graph/chart but does not demonstrate whether the claim is supported or unsupported or may lack understanding of the graph/chart or claim. Significant listener effort may be required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation often impede meaning.</li> <li>• Speech may consist of isolated word(s) or phrase(s) related to the graph/chart or claim.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Response is not relevant.</li> <li>• Response contains no English.</li> <li>• No response, "I don't know," or is completely unintelligible.</li> </ul>

# WRITING ABOUT AN EXPERIENCE-PRE-WRITING

## WRITING PROMPT

Think about a time when you read something interesting. What did you read?  
Why did you read it? Why was it interesting to you?

What did you read?	(Write the title of the book)
Why did you read it?	(Bullet why you read the book).
Why was it interesting?	(Bullet why you found the book interesting). Add adjectives

## GRAPHIC ORGANIZER (FLOW MAP)

BEGINNING

MIDDLE

END

## WORD BANK

First,	Next,	Soon,	At the same time,	Finally,
Initially,	Subsequently,	Thereafter,	Meanwhile,	In conclusion,

## WRITING Write About an Experience

In this task type, students write about a familiar topic, such as a memorable classroom activity or event, based on their own personal experience.

Aligned 2012 ELD Standards: PI.C.10, PII.B.3, PII.B.4, PII.B.5, PII.C.6

### Rubric

Score	Descriptors
<b>4</b>	<ul style="list-style-type: none"><li>• The response provides a description of the experience named in the prompt using well-developed descriptions, details, and/or examples.</li><li>• The response is readily coherent.</li><li>• Grammar and word choice are varied and generally effective. Minor errors do not impede meaning.</li><li>• Minor errors in spelling and punctuation may be present, but they do not impede meaning.</li><li>• The response includes a paragraph of at least three sentences.</li></ul>
<b>3</b>	<ul style="list-style-type: none"><li>• The response provides a description of an experience relevant to the prompt using some descriptions, details, or examples.</li><li>• The response is generally coherent.</li><li>• Errors and limitations in grammar and word choice may impede meaning in some sentences.</li><li>• Errors in spelling and punctuation may impede meaning at times.</li><li>• The response includes at least two sentences.</li></ul>
<b>2</b>	<ul style="list-style-type: none"><li>• The response provides a description of an experience relevant to the prompt using some descriptions, details, or examples, but is not complete.</li><li>• The response is somewhat coherent.</li><li>• Errors and limitations in grammar and word choice impede the overall meaning.</li><li>• Errors in spelling and punctuation frequently impede meaning.</li><li>• The response includes at least one sentence.</li></ul>
<b>1</b>	<ul style="list-style-type: none"><li>• The response may provide a limited description of the experience named in the prompt and/or conveys little relevant information.</li><li>• The response lacks coherence. It may consist of isolated words or phrases.</li><li>• Frequent errors and/or severe limitations in grammar and word choice prevent expression of ideas.</li></ul>
<b>0</b>	<ul style="list-style-type: none"><li>• Response contains no English, does not relate to the prompt, or includes only "I don't know."</li></ul>

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<b>5</b>
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You are going to write a paragraph in English about your personal experience.

- Your paragraph should include at least three complete sentences and should have a beginning, a middle, and an end.
- Use descriptions, details, and examples to make your writing interesting.
- Check your writing for correct grammar, capital letters, punctuation, and spelling.
- Do not write outside the box. Please write neatly.

**Think about a time when you read something interesting. What did you read? Why did you read it? Why was it interesting to you?**

The writing area consists of a large rectangular box with very faint, light-gray horizontal lines spaced evenly down the page. These lines are intended to guide the student's handwriting while they write their paragraph.