

<i>Course:</i>	Newcomers English Language Development A (NELD-A) and Newcomers English Language Development B (NELD-B)
<i>PEIMS Code:</i>	N1280042 and N1280043
<i>Abbreviation:</i>	NELDA and NELDB
<i>Grade Level(s):</i>	9 and 10
<i>Number of Credits:</i>	1 credit each

Course description:

Newcomers English Language Development (NELD) A: This course is offered during the student's first semester and designed to provide instructional opportunities for secondary recent immigrant students with little or no English proficiency. These students are newcomers less than 12 months in U.S. schools and have scored at the negligible/very limited CALP level of the state approved English oral language proficiency tests. This course will be issued as an elective credit during a time frame of the student's first semester. The development of communicative competence occurs through targeted lessons based on students' needs, although academic language proficiency is the focus of instruction. This course enables students to become increasingly more proficient in English in all four language domains. Teachers of NELD A validate students' native language and culture as a valuable resource and as a foundation to attain the target language. It will develop language, survival vocabulary, and the basic building blocks of literacy for newly arrived and preliterate students. NELD-A is a prerequisite to NELD-B

Newcomers English Language Development (NELD) B: NELD-A is a prerequisite to NELD-B. NELD-B is a second semester course designed to provide educational opportunities for immigrants who have limited experience in the American school system. More rigorous than NELD-A, this course prepares students for a smooth transition and success with the ESOL/ELPS, and ELA TEKS leading to the College & Career Readiness Standards. This course enables students to become increasingly more proficient in English in all four domains to address federal Annual Measurable Achievement Objectives (AMAOs). Students are challenged to apply higher-order thinking skills and have access to curriculum that covers reading, writing, listening, speaking, and second language acquisition. Teachers of NELD-B validate students' native language and culture as a valuable resource and as a foundation to attain the target language. The students' heritage and culture, the tapestry of American cultures, and local cultural aesthetics are resources for language lessons. The Newcomers English Language Development B teacher will facilitate cognitive, affective, and linguistic development in compliance with Subchapter BB of Chapter 89 provisions under the Texas Education Code, §§29.051-29.064.

Essential knowledge and skills:

- (1) English Language Development **LISTENING**: The student develops and utilizes grammar in increasingly complex forms to communicate in academic and social settings. The student is expected to:
 - (A) Interpret the speaker's message;

- (B) Monitor speaker's message for clarity and understanding such as asking relevant questions to clarify understanding;
 - (C) Formulate and provide effective verbal and nonverbal feedback;
 - (D) Distinguish sounds and intonation patterns of English;
 - (E) Apply oral and written conventions in English with increasing fluency during classroom presentations, compositions and dialogue;
 - (F) Use accessible language and learn new and essential language in the process;
 - (G) Listen to and derive meaning from a variety of media such as video, DVD, CD, or other technology to build and reinforce concept and language; and
 - (H) Understand the general meaning, main points, and important details of spoken language ranging from familiar and unfamiliar topics.
- (2) English Language Development **SPEAKING**: The student develops comprehension of the English language to rephrase and recite in cross-curricular academic and social settings. The student is expected to:
- (A) Distinguish and produce sounds and intonation patterns of English;
 - (B) Identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, clothing, colors and the time;
 - (C) Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;
 - (D) Share prior knowledge with peers and others to facilitate communication and to foster respect for others;
 - (E) Ask and give information such as directions and address as well as name, age, and nationality;
 - (F) Express ideas and feelings such as gratitude, needs, opinion, and greetings;
 - (G) Arrange phrases, clauses, and sentences into correct and meaningful patterns;
 - (H) Use non-verbal communication to effectively engage in formal conversations and/or social interactions;
 - (I) share information in cooperative learning interactions;
 - (J) Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions; and

- (K) Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to reinforce concept and language attainment.
- (3) English Language Development **READING**: The student uses a variety of strategies to read unfamiliar words and comprehend selections by building English vocabulary. The student is expected to:
- (A) Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;
 - (B) Recognize directionality of English such as left to right and top to bottom;
 - (C) Summarize texts in English or the native language L1, as needed;
 - (D) Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely;
 - (E) Read and listen to modified classic and contemporary works in English or native language (L1);
 - (F) Recognize distinctive and shared characteristics of cultures through reading;
 - (G) Use pre-reading supports such as graphic organizers, illustrations and pretaught topic-related vocabulary and other pre-reading activities to enhance comprehension of the written text;
 - (H) Locate appropriate print and non-print information using texts and technical resources, periodicals, and the Internet;
 - (I) organize and convert information into different forms such as charts, graphs, and drawings;
 - (J) Use reference material such as glossary, English dictionary, bilingual dictionary, thesaurus, and available technology to determine meanings and usage;
 - (K) Draw upon his/her own culture and language background to provide connection to text; and
 - (L) Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes that are commensurate with language acquisition.
- (4) English Language Development **WRITING**: The student uses a variety of writing strategies as a tool for learning. The student is expected to:

- (A) Learn relationships between sounds and letters of the English language to represent sounds when writing in English;
- (B) Write in first person;
- (C) Spell familiar words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired;
- (D) use appropriate words to convey intended meaning while recognizing the meanings and uses of the other registers in English which are often expressed through colloquialisms, idioms, and other language forms;
- (E) Use prewriting strategies to generate ideas, develop voice, and plan;
- (F) Use technology for aspects of creating, revising, editing, and publishing;
- (G) Produce legible work that shows accurate use of the English alphabet, accurate spelling, and correct use of the conventions of punctuation and capitalization;
- (H) Demonstrate control over grammatical elements such as subject-verb agreement, pronoun agreement , and verb forms;
- (I) Use writing to discover, organize, and support what is known and what needs to be learned about a topic;
- (J) Compile information using available technology;
- (K) Represent information in a variety of ways such as graphics, conceptual maps, and learning logs;
- (L) Use writing as a study tool to clarify and remember information;
- (M) Compile written ideas to form paragraphs; and
- (N) Evaluate writing for both mechanics and content.

Description of specific student needs this course is designed to meet:

- Extensive and interactive practice opportunities to support literacy instruction
- Language development, language and literacy, and writing
- Survival vocabulary with labeled visuals and audio support
- Interactive instruction with multiple language models for language functions and basic patterns/structures



- Language development L1 & L2 – literacy
- Cognitive, affective, and linguistic development

Major resources and materials:

- Optional: *Inside the U.S.A.*; technology
- Optional: *Inside the U.S.A.*; Student book, practice book, theme books
- Age-appropriate book titles to share inspiring newcomer stories both in L1 & L2
- Appropriate leveled/lexile book titles
- English Language Proficiency Standards (ELPS) - Texas online adoption for ELPS

Required activities and sample optional activities to be used:

Students will build their English language by acquiring both social and academic language. Ample opportunities will be given to listen, speak, read, and write at their level of English development while increasing the linguistic complexity as they acquire English. Interaction in the classroom through activities such as cooperative learning, thematic units, student oral / visual presentations, vocabulary logs, learning logs, literature discussion, interactive media, and writing activities are part of the instructional design for this course. Students will acquire literary analysis and writing skills through frequent listening to audio, being read to, independent reading, shared reading, and process writing. Students will require focused, targeted, and systematic second-language acquisition instruction to provide them with the foundation of English language vocabulary, grammar, syntax, and English mechanics. Cultural sensitivity and awareness through multicultural activities and functional language lessons through meaningful activities on terms, phrases, and expressions help students learn the language they must know to navigate in the new school setting and U.S. culture. Academic language is taught as students develop the concepts and skills needed for school success in English language arts. Students learn in a language-rich environment that values their culture and fosters the development of English language knowledge and skills.

Methods for evaluating

- TELPAS - beginning to intermediate by the end of the two courses
- Optional: *Inside the U.S.A.* for measuring student progress
- Informal or formal summative assessments

Required qualifications of teachers:

English Certified & ESL Certified

ELPS training

Additional information:

GLAD Training - The Guided Language Acquisition Design

Suggested Options:

- NELD-A - student's first semester = 1 credit
- NELD-B - student's second semester = 1 credit
- Offered during the student's first 12 months in U.S. schools. Student may be moved into ESOL I at any time during the school year with teacher's instructional data to show this student has acquired academic vocabulary to succeed in ESOL I. NELD-B should be taken during the summer for "recovery" credit only.