

# English as an Additional Language 3



Dominican International School

*Course Syllabus*

*School Year 2026–27*



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**COURSE DESCRIPTION:** The EAL program is designed to support English Language Learners (ELLs) in developing the academic, social, and cultural language skills needed to succeed in an English-speaking educational environment. Through focused instruction in reading, writing, speaking, and listening, the program equips students with the tools necessary to thrive in their mainstream classes.

In today's fast-paced, globalized world, proficiency in English is a vital skill. However, many students growing up in countries where English is not an official language may not have the same access to learning English at home. This course was created specifically with these learners in mind. It aims to build their confidence and competence in English through engaging, student-centered lessons that foster both language development and academic growth.

Aligned with the Common Core State Standards, the EAL program offers explicit, intensive, and rigorous instruction that both accelerates English language development and builds transferable academic skills. The curriculum incorporates science and social studies texts, authentic literature, and a wide range of global perspectives. Instruction is built around meaningful themes and topics, helping students connect new knowledge with their existing ideas and experiences.

Each unit is guided by an Essential Question that encourages critical thinking. Instructional components include:

- Vocabulary building and background knowledge
- Reading strategies taught step-by-step
- Grammar and writing practice
- Phonics instruction to support fluency
- Modeled writing activities for guided practice
- Comprehension and analytical thinking tasks

Students actively participate in varied language-rich activities, such as presenting poems, stories, or songs, conducting research, and reporting on topics of interest. These activities foster critical-thinking, problem-solving, and analytical skills, preparing students for long-term academic success.

To further support reading fluency and comprehension, students also engage with Reading A-Z ([raz-plus.com](https://www.raz-plus.com)), a digital, interactive reading platform. This tool offers personalized, leveled eBooks spanning 29 levels of difficulty and includes a

diverse selection of fiction and non-fiction texts. In-class facilitation is complemented by out-of-class reading assignments, allowing students to practice independently at their own pace.

The EAL program at Dominican International School is built on a foundation of respect for students' diverse backgrounds, and it aims to provide a safe, supportive, and interactive environment where learners can grow in confidence, language proficiency, and academic achievement.

**COURSE OBJECTIVES:** Structured vocabulary building, reading, comprehension, grammar, and writing activities will develop students' confidence and proficiency in accordance with the common core standards.

- Provide necessary support for students to be successful in mainstream classes.
- Develop communication, collaboration, critical thinking, and problem-solving skills as well encourage creative thinking skills.
- Encourage self-directed learning within a safe and supportive environment.
- Provide the acquisition of literacy skills necessary to function well in all academic subjects.
- Provide inquiry-based lessons focused on science and social studies to develop language skills focusing on a global perspective.

**This course utilizes a variety of teaching materials, as listed below:**

To further support students in developing their reading fluency and comprehension, students will use Reading A-Z <https://www.raz-plus.com>. This is a digital, interactive, personalized reading program that includes leveled eBooks spanning 29 levels of reading difficulty. There is a wide variety of both fiction and non-fiction content, which students can choose from based on their interests and assessed level of reading. This is to be facilitated in class with further reading being assigned out of class.

**Read-aloud and shared reading** are instructional practices utilized to assist students in developing comprehension skills. Via the reading aloud and shared reading, students have access to more challenging text which engages students in higher-level thinking, enriches their vocabulary and allows for cooperative learning.

**Independent reading** class is where students do free voluntary reading. The students choose books from the class library (or bring books) that they want to read. Various methods of silent or read out-loud readings are done in class and students come together in groups or pairs to share and discuss what they are reading. The students will use and apply the reading strategies learned in the Reach Higher units, as well as learn how to give book reports.

**Reader's Theater** is a strategy used to develop reading fluency. The objective is to promote reading fluency, give students practice reading aloud with expression and build their reading confidence. Students read aloud selected parts in scripts written for them or written by the students themselves. Students are only required to read their part several times, they do not need to memorize the script, thus developing their reading fluency skills. Students will present their scripts to an audience at the end of the school year.

#### **PRIMARY TEXTBOOKS AND OTHER RESOURCES:**

Ada, Alma Flor, et al. *Into Reading. My Book 3.1* ed. Orlando, FL: Houghton Mifflin Harcourt, 2020.

Ada, Alma Flor, et al. *Into Reading. My Book 3.2* ed. Orlando, FL: Houghton Mifflin Harcourt, 2020.

Ada, Alma Flor, et al. *Into Reading. Know It, Show It Independent Practice 3* ed. Orlando, FL: Houghton Mifflin Harcourt, 2020.

Ada, Alma Flor, et al. *Into Reading. Writer's Notebook 3* ed. Orlando, FL: Houghton Mifflin Harcourt, 2020.

### **GRADING SYSTEM/ASSESSMENT:**

Students will be continuously assessed throughout the units of work to inform their learning. The assessment will provide students with timely corrective feedback to ensure that students meet the lesson objectives as set out by the Common Core State Standards.

Students' participation in class is extremely important and will form part of their department grade. Selected homework tasks will also be used for assessment.

**Post-Reading Classwork/Homework** may require students to complete a graphic organizer, write a response to discussion questions, complete workbook practice pages, or Google Form.

**Common Lit/RAZ PLUS Classwork/Homework** is an exciting online leveled reader program. The teacher evaluates students' reading levels each semester. Students are encouraged to read a number of books within their reading level range in order to progress. At times, the teacher may ask students to complete Reading Log tasks on RAZ as part of a graded assignment.

**English Grammar Classwork/Homework** will include practice exercises from the Grammar Workbook or short writing tasks targeting the grammar topic from a particular lesson.

**Module Quizzes** are given at the end of each module of the My Book text. They will include all high frequency spelling, phonics, word study, vocabulary, and literary elements, and reading comprehension skills emphasized throughout that module.

**English Grammar Quizzes** occur at the end of each Topic of the Grammar Workbook and assess all grammar points taught throughout a particular topic.

**Writing Projects** are given biweekly and count as a quiz score. Students will be taught to use resources such as a dictionary or thesaurus to improve their writing, as well as how to use grading rubrics to assess their own work.

**Therefore, all writing should be planned, drafted, and edited by the student without the aid of outside assistance including tutors or parents.** Each Module will emphasize a particular genre of writing for students to master, and target the grammar and writing skills for that Module.

**Quarter Exams/ Projects** occur at the end of each quarter and assess all domains: spelling and phonics, vocabulary, reading, grammar, writing, and speaking and listening. The exams may include both written and project components with a brief presentation.

### **EAL Final Grade Composition:**

| Classwork/Homework<br>30%                            | Unit Quizzes and Projects<br>30%                      | Quarter Exam<br>30% | D'TORCH<br>10%                                               |
|------------------------------------------------------|-------------------------------------------------------|---------------------|--------------------------------------------------------------|
| Reading<br>Grammar<br>RAZ PLUS<br>Common Lit Stories | Module Quizzes<br>Grammar Quizzes<br>Writing Projects | 1 exam/project      | Truthful<br>Organized<br>Reflective<br>Courageous<br>Helpful |

**Copying (plagiarism)** is a serious offense and a form of theft. In certain cases, it is also a criminal offense. It is defined as taking words, phrasing, sentence structure, or any other element of the expression of another person's ideas, and using them as if they were your own. Plagiarism is a violation of another person's rights, whether the material stolen is great or small – it is not a matter of degree or intent. Plagiarism has serious consequences.

**Academic Dishonesty** means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS. Academic dishonesty includes but is not limited to, the following:

1. Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and
2. Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.
3. Employing a tutor, making use of Artificial Intelligence without acknowledgement, getting a parent to write a paper or do an assignment, paying for an essay to be written by someone else and presented as the student's own work.
4. Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

**Any act of plagiarism will result in an automatic zero on the entire assignment.**

#### ADDITIONAL INFORMATION:

Please always check Google Classroom for homework and announcements.

## WEEKLY SCHEDULE

### First Quarter Tentative Course Content

| Week & Date                     | Topics / Projects / Assessments                                                                                                                                                                                                          |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Week 1</b><br>Aug 10 - 14    | <b>Monday</b> Class Preparation ~ Student Holiday<br><b>Tuesday</b> Morning Assembly<br><b>Friday</b> Opening Mass & Assumption of Our Lady 8:00<br><br>Subject Orientation<br>Getting to Know Activity<br>Subject Rules and Regulations |
| <b>Week 2</b><br>Aug 17 - 21    | Module 1: What a Character!<br>Writing: Personal Narrative<br>Grammar Topic 1: Sentences                                                                                                                                                 |
| <b>Week 3</b><br>Aug 24 - 28    | Module 1: What a Character!<br>Writing: Personal Narrative<br>Grammar Topic 1: Sentences                                                                                                                                                 |
| <b>Week 4</b><br>Aug 31 - Sep 4 | Module 1: What a Character!<br>Writing: Personal Narrative                                                                                                                                                                               |

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|                                 | Grammar Topic 1: Sentences                                                                                                                                                 |
| <b>Week 5</b><br>Sep 7 - 11     | Module 2: Use Your Words<br>Writing: Letter<br>Grammar Topic 1: Sentences                                                                                                  |
| <b>Week 6</b><br>Sep 14 - 18    | Module 2: Use Your Words<br>Writing: Letter<br>Grammar Topic 1: Sentences                                                                                                  |
| <b>Week 7</b><br>Sep 21 - 25    | Module 2: Use Your Words<br>Writing: Letter<br>Grammar Topic 1: Sentences<br><br><b>T-W-Th</b> <b>Pre-Exam Days</b><br><b>Friday</b> <b>Moon Festival ~ Public Holiday</b> |
| <b>Week 8</b><br>Sep 28 - Oct 2 | <b>Monday</b> <b>Confucius' Birthday ~ Public Holiday</b><br><b>Thursday</b> <b>Major Exams Day 1</b><br><b>Friday</b> <b>Major Exams Day 2</b>                            |
| <b>Week 9</b><br>Oct 5 - 9      | <b>Monday</b> <b>Record Day ~ Student Holiday</b><br><b>T-W-Th</b> <b>Teachers Conference ~ Student Holiday</b><br><b>Friday</b> <b>Double 10 Day ~ Public Holiday</b>     |

### Second Quarter Tentative Course Content

| Week & Date                       | Topics / Projects / Assessments                                                                                                               |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Week 1 (10)</b><br>Oct 12 - 16 | Module 3: Let Freedom Ring!<br>Writing: Descriptive Essay<br>Grammar Topic 3: Verbs                                                           |
| <b>Week 2 (11)</b><br>Oct 19 - 23 | Module 3: Let Freedom Ring!<br>Writing: Descriptive Essay<br>Grammar Topic 3: Verbs                                                           |
| <b>Week 3 (12)</b><br>Oct 26 - 30 | <b>Monday</b> <b>Retrocession Day ~ Public Holiday</b><br>Module 3: Let Freedom Ring!<br>Writing: Descriptive Essay<br>Grammar Topic 3: Verbs |
| <b>Week 4 (13)</b><br>Nov 2 - 6   | Module 4: Stories on Stage<br>Writing: Story<br>Grammar Topic 3: Verbs                                                                        |
| <b>Week 5 (14)</b><br>Nov 9 - 13  | Module 4: Stories on Stage<br>Writing: Story<br>Grammar Topic 3: Verbs                                                                        |
| <b>Week 6 (15)</b><br>Nov 16 - 20 | Module 4: Stories on Stage<br>Writing: Story<br>Grammar Topic 3: Verbs                                                                        |

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| <b>Week 7 (16)</b><br>Nov 23 - 27      | Module 5: Teamwork<br>Writing: Persuasive Letter<br>Grammar Topic 3: Verbs<br><br><b>T-W-Th</b> <b>Pre-Exam Days</b><br>Friday <b>Grade 12 Exams</b>                                                                                                                         |
| <b>Week 8 (17)</b><br>Nov 30 - Dec 4   | <b>Monday</b> <b>Grade 12 Exams</b><br>Module 5: Teamwork<br>Writing: Persuasive Letter<br>Grammar Topic 3: Verbs                                                                                                                                                            |
| <b>Week 9 (18)</b><br>Dec 7 - Dec 11   | <b>Monday</b> <b>TBD</b><br><b>Tuesday</b> <b>Foundation Day Mass 9:00, Cutting of the Cake Ceremony, Christmas Fair, (Whole day)</b><br><b>Wednesday</b> <b>TBD</b><br><b>Thursday</b> <b>Major Final Exams half day</b><br><b>Friday</b> <b>Major Final Exams half day</b> |
| <i>Dec 14 to Jan 1 Christmas Break</i> |                                                                                                                                                                                                                                                                              |

### Third Quarter Tentative Course Content

| Week & Date                                      | Topics / Projects / Assessments                                                                                                                                                                                  |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Week 1 (19)</b><br>Jan 4 - Jan 8              | <b>Monday</b> <b>Record Day ~ Student Holiday</b><br><b>Friday</b> <b>New Year Mass at 8:00</b><br>Module 6: Animal Behaviors<br>Writing: Expository Essay<br>Grammar Topic 4: Modifiers                         |
| <b>Week 2 (20)</b><br>Jan 11 - Jan 15            | Module 6: Animal Behaviors<br>Writing: Expository Essay<br>Grammar Topic 4: Modifiers                                                                                                                            |
| <b>Week 3 (21)</b><br>Jan 18 - Jan 22            | Module 6: Animal Behaviors<br>Writing: Expository Essay<br>Grammar Topic 4: Modifiers                                                                                                                            |
| <b>Week 4 (22)</b><br>Jan 25 - Jan 29            | Module 7: Make a Difference<br>Writing: Opinion Essay<br>Grammar Topic 4: Modifiers                                                                                                                              |
| <b>Week 5 (23)</b><br>Feb 1 - Feb 5              | Module 7: Make a Difference<br>Writing: Opinion Essay<br>Grammar Topic 4: Modifiers<br><br><b>Thursday</b> <b>Little New Year's Eve ~ Public Holiday</b><br><b>Friday</b> <b>Lunar New Year ~ Public Holiday</b> |
| <i>February 8 to 12 Chinese New Year Holiday</i> |                                                                                                                                                                                                                  |

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| <b>Week 6 (24)</b><br>Feb 15 - Feb 19                | Module 7: Make a Difference<br>Writing: Opinion Essay<br>Grammar Topic 4: Modifiers                                                                                                          |
| <b>Week 7 (25)</b><br>Feb 22 - Feb 26                | Module 8: Imagine! Invent!<br>Writing: Research Report<br>Grammar Topic 5: Punctuation Marks<br><br><b>22-26</b> <b>IOWA Assessments</b>                                                     |
| <b>Week 8 (26)</b><br>Mar 1 - Mar 5                  | Module 8: Imagine! Invent!<br>Writing: Research Report<br>Grammar Topic 5: Punctuation Marks<br><br><b>Monday</b> <b>Memorial Day ~ Public Holiday</b><br><b>T-W-Th</b> <b>Pre-Exam Days</b> |
| <b>Week 9 (27)</b><br>Mar 8 - Mar 12                 | Module 8: Imagine! Invent!<br>Writing: Research Report<br>Grammar Topic 5: Punctuation Marks                                                                                                 |
| <b>Week 10 (28)</b><br>Mar 15 - Mar 19               | Module 8: Imagine! Invent!<br>Writing: Research Report<br>Grammar Topic 5: Punctuation Marks                                                                                                 |
| <b>Week 11 (29)</b><br>Mar 22- Mar 26                | <b>Tuesday</b> <b>Major Final Exams half day</b><br><b>Wednesday</b> <b>Major Final Exams half day</b><br><b>Thurs - Fri</b> <b>Easter Break (Spring Break) ~ Public Holiday</b>             |
| <i>March 25 to April 2 Easter &amp; Spring Break</i> |                                                                                                                                                                                              |

### Fourth Quarter Tentative Course Content

| Week & Date                           | Topics / Projects / Assessments                                                                                                                                                                              |
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| <b>Week 1 (30)</b><br>Apr 5 - Apr 9   | <b>Monday</b> <b>Tomb Sweeping Day ~ Public Holiday</b><br><b>Tuesday</b> <b>Children's Day ~ Public Holiday</b><br>Module 9: From Farm to Table<br>Writing: Poem<br>Topic 6: Contractions and Abbreviations |
| <b>Week 2 (31)</b><br>Apr 12 - Apr 16 | Module 9: From Farm to Table<br>Writing: Poem<br>Topic 6: Contractions and Abbreviations                                                                                                                     |
| <b>Week 3 (32)</b><br>Apr 19 - Apr 23 | Module 9: From Farm to Table<br>Writing: Poem<br>Topic 6: Contractions and Abbreviations<br><br><b>19 - 23</b> <b>AP Mock Exams</b>                                                                          |
| <b>Week 4 (33)</b><br>Apr 26 - Apr 30 | Module 10: Tell a Tale<br>Writing: Imaginative Story                                                                                                                                                         |

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|                                                | <p>Topic 7: Spelling</p> <p><b>T-W-Th</b>      Pre-Exam Days<br/> <b>Friday</b>      Labor Day ~ Public Holiday</p>                                                                                                                                                                               |
| <p><b>Week 5 (34)</b><br/> May 3 - May 7</p>   | <p>Module 10: Tell a Tale<br/> Writing: Imaginative Story<br/> Topic 7: Spelling</p>                                                                                                                                                                                                              |
| <p><b>Week 6 (35)</b><br/> May 10 - May 14</p> | <p>Module 10: Tell a Tale<br/> Writing: Imaginative Story<br/> Topic 7: Spelling</p> <p><b>Wednesday</b> Major Final Exams Undergraduates half day<br/> <b>Thursday</b> Major Final Exams Undergraduates half day<br/> <b>Friday</b> Record Day ~ Student Holiday</p>                             |
| <p><b>Week 7 (36)</b><br/> May 17 - May 21</p> | <p><b>Monday</b> Baccalaureate Mass (Afternoon, Schoolwide)<br/> <b>Wednesday</b> House Sports Day</p> <p><b>Friday</b> House Culminating Activity<br/> <b>All Week</b> Student Clearance Days &amp; Special Events</p>                                                                           |
| <p><b>Week 8 (37)</b><br/> May 24 - May 28</p> | <p><b>Monday</b> LS Field Trip<br/> <b>Tuesday</b> Kindergarten Graduation/Gr. 5 Promotion<br/> <b>Wednesday</b> Gr. 8 Graduation and Gr. 12 Graduation<br/> <b>Thursday</b> Pre-Kindergarten &amp; Gr. 1 - 4, 6 &amp; 7, 9-11 Recognition<br/> <b>Friday</b> Last Day of School for Students</p> |