

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Course Outline
Beginning ELD Writing
(High Frequency Words)

Date: May 2005

Subject Area: Language Arts

Proposed Grade Level(s): 6 – 8

Course Length: 3 Trimesters

Grading: A – F

Prerequisites: FCUSD Transitional English Department recommendation, Date of Entry, California

English Language Development Test, Teacher recommendation

COURSE DESCRIPTION:

This class is designed to meet the needs of students who are new to this country and who do not speak or write English. The class emphasizes language acquisition through improvement in listening, speaking, reading, and writing skills.

GENERAL GOALS/PURPOSES:

Students will:

- Recognize and spell high frequency words
- Read and write English
- Speak and understand English
- Write simple sentences in English

STUDENT READING COMPONENT:

Students will:

- Use the High Frequency Word Program adapted by FCUSD ELD teachers from Rebecca Sitton's High Frequency List, supplemental, and teacher created materials to:
 - Understand concepts about print, phonemic awareness, vocabulary, and concept development
 - Recognize and correctly pronounce most English phonemes while reading aloud
 - Develop phonemic awareness, decoding, and word recognition
 - Recognize most common English morphemes in phrases and simple sentences
 - Develop Concepts about print, phonemic awareness, vocabulary, and concept development
 - Produce most English phonemes comprehensibly, while orally reading their own writing, simple sentences or text
 - Recognize obvious cognates in phrases, simple sentences, literature, and content area texts
 - Vocabulary and Concept Development
 - Read aloud simple words presented in literature and content area texts; demonstrate comprehension by using 1-2 words or simple sentence responses
 - Use knowledge of literature and content areas to understand unknown words

- Demonstrate internalization of English Grammar, usage, and word choice, by recognizing and correcting some errors when speaking aloud
- Use a standard dictionary to find the meaning of known vocabulary Comprehension

STUDENT WRITING COMPONENT:

Students will:

- The High Frequency Word Program adapted by FCUSD ELD teachers from Rebecca Sitton's High Frequency List, supplemental, and teacher created materials to:
 - Create simple sentences or phrases with some assistance
 - Use common verbs, nouns, and high frequency modifiers in simple sentences
 - Edit own work for correct punctuation
 - Use simple sentence structure, grammar, punctuation, capitalization, and spelling when writing simple sentences
 - Revise writing for proper use of final punctuation, capitals, and correct spelling.
 - Sentence structure, grammar, punctuation, capitalization
 - Revise writing with teacher assistance to clarify meaning and improve conventions and organization.
 - Use clauses, phrases, and mechanics with consistent variations in grammatical forms.
 - Add forms, etc for writing

STUDENT ORAL COMPONENT:

Students will:

- Use the High Frequency Word Program adapted by FCUSD ELD teachers from Rebecca Sitton's High Frequency List, supplemental, and teacher created materials to
 - Understand and follow simple multi-step oral directions of classroom or work-related activities
 - Demonstrate comprehension of oral presentations and instructions through non-verbal responses
 - Begin to be understood when speaking, but may have some inconsistent use of Standard English grammatical forms and sounds
 - Ask and answer questions using phrases and simple sentences

DETAILED UNITS OF INSTRUCTION:

Using the High Frequency Word Program adapted by FCUSD ELD teachers from Rebecca Sitton's High Frequency List:

- Sentence Writing
- Alphabetizing
- Letter formation
 - Cursive and manuscript
- Subject/Predicate
- Grammar
 - Verbs
 - Conjugation
 - Subject/verb agreement
 - Pronouns
 - Nouns
 - Adjectives

- Adverbs
- Conjunctions
- Prepositions
- Dictionary use
- Mechanics
 - Capitals and Ending Marks
 - Commas
- Synonyms
- Antonyms
- Sentence editing

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR FCUSD EXIT EXAMS IN:

Reading, Writing and Language Arts

LAB FEE, IF REQUIRED:

None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

English Language Development (ELD) Standards

Grades 6-8 Beginning Level

Listening & Speaking

Comprehension	68B.1	Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).
Comprehension	68B.2	Ask and answer questions using sentences or phrases.
Comprehension	68B.3	Demonstrate comprehension of oral presentations and instructions through non-verbal responses (e.g., gestures, pointing, drawing).
Oral Comprehension	68B.4	Independently use common social greetings and simple repetitive phrases (e.g., "Good Morning Ms.")

Reading

Word Analysis	68B.5	Recognize and correctly pronounce most English phonemes while reading aloud.
Word Analysis	68B.6	Recognize most common English morphemes in phrases and simple sentences.
Vocab & Concepts	68B.7	Read aloud simple words presented in literature and content area texts; demonstrate comprehension by using 1-2 words or simple sentence responses.
Vocab & Concepts	68B.8	Respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions).
Vocab & Concepts	68B.9	Create a simple dictionary of words frequently used by the student.
Vocab & Concepts	68B.10	Retell simple stories using phrases and sentences.

Vocab & Concepts	68B.11	Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).
Comprehension	68B.12	Read and orally respond to simple text by answering factual comprehension questions using key words or phrases.
Comprehension	68B.13	Understand and follow simple one-step directions for classroom or work-related activities.
Comprehension	68B.14	Recognize categories of common informational materials (e.g., newspaper, brochures, etc.).
Comprehension	68B.15	Orally identify main ideas and some details of familiar texts using key words or phrases.
Comprehension	68B.16	Point out text features such as title, table of contents, and chapter headings.
Comprehension	68B.17	Use pictures, lists, charts, and tables to identify the factual components of compare and contrast patterns in informational materials, newspapers, and magazines.
Comprehension	68B.18	Orally identify examples of fact/opinion and cause/ effect in simple texts.
Lit Response/ Analysis	68B.19	Listen to a story and response orally by answering factual comprehension questions using one-or-two-word responses.
Lit Response/ Analysis	68B.20	Orally identify different characters and settings in simple literary texts using words or phrases.
Lit Response/ Analysis	68B.21	Role-play a character from a familiar piece of literature using words and phrases.
Lit Response/ Analysis	68B.22	Use pictures, lists, charts, and tables to identify the sequence of events form simple literary texts.
Lit Response/ Analysis	68B.23	Use pictures, lists, and charts, to orally identify the characteristics of three different forms of literature, fiction, non-fiction, and poetry.
Lit Response/ Analysis	68B.24	Recite simple poems.
Writing		
Strategies	68B.25	Organize and record expository information on pictures, lists, charts, and tables for literature and content areas.
Strategies	68B.26	Create simple sentences or phrases with some assistance.
Strategies	68B.27	Write a brief narrative using a few simple sentences that include setting and some details.
Strategies	68B.28	Use the writing process to write brief narratives and stories with a few standard grammatical forms.
Strategies	68B.29	Write simple compositions such as descriptions and compare/contrast that have a main idea and some details.
Strategies	68B.30	Complete basic business forms that require information such as name, address, and telephone number.
Conventions	68B.31	Edit own work and correct punctuation.
Conventions	68B.32	Identify basic vocabulary and structures in a piece of writing.
Conventions	68B.33	Revise writing for proper use of final punctuation, capitals, and correct spelling conventions of writing.

DISTRICT ESLRs TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners** as they take responsibility for their own learning in an effort to improve their English
- **Effective Communicators** as they learn to express their ideas through speaking and writing.
- **Quality Producers and Performers** who take pride in learning to speak, read, and write English
- **Constructive Thinkers** as they transfer first language knowledge into English learning situations
- **Collaborative Workers** who are capable of working in both large and small groups in order to improve their proficiency in English
- **Responsible Citizens** who understand the importance of contributing to society, and accept the consequences of their actions, as they improve their ability to communicate with others in English.