

**FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**

**Course Outline  
Early Intermediate ELD Writing**

**Date:** May 2005

**Subject Area:** English

**Proposed Grade Level(s):** 6 – 8

**Course Length:** 3 Trimesters

**Grading:** A – F

**Prerequisites:** Successfully Completed Standards for Beginning Level ELD, California English Language Development Test, Teacher Recommendation, Date of Entry

**COURSE DESCRIPTION:**

Early Intermediate ELD Writing is an English course covering listening, speaking, functional writing, writing conventions, writing strategies, writing applications, and reading response and analysis.

**GENERAL GOALS/PURPOSES:**

Students will:

- Understand and respond appropriately to English conversation.
- Write paragraphs and essays in a variety of genres.

**STUDENT READING COMPONENT:**

Students will:

- Read passages from a variety of genres for fluency, function, and conventions.

**STUDENT WRITING COMPONENT:**

Students will:

- Use the writing process to develop their vocabulary and writing skills as they move from writing simple sentences to paragraphs to structured essays.
- Use writing to demonstrate appropriate use of grammar, mechanics, and conventions.
- Revise for fluency.
- Show an understanding of genres and functional writing.

## **STUDENT ORAL COMPONENT:**

Students will:

- Use the revision process to ask and answer questions regarding each other's writing.
- Present their writing orally.

## **DETAILED UNITS OF INSTRUCTION:**

Using SRA, Reasoning and Writing, Level C (2001), and Expressive Writing, Book 1 (1993) and selected text from content area:

- Deductions
- Sentence Writing and Analysis
  - Subject/Predicate
  - Verbs
  - Pronouns
  - Nouns
  - Adjectives
  - Consolidation of EditionEditionEditionEdition Skills
- Paragraph Writing
  - Topic Sentence
  - Sequence of Events
  - Details to Support Topic
- Mechanics
  - Capitals and Ending Marks
  - Apostrophes
  - Quotes
  - Commas
- Revising/Editing
- Reporting
- Inferring
- Clarity
- Relevance
- Extended Writing
  - Multi-paragraph Stories and Essays
  - Response to Literature
  - Descriptive
  - Compare and contrast
  - Problem/solution
  - Research
  - Informational Documents Related to Career Development

## **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 Early Intermediate Level**

##### **Listening & Speaking**

|                    |        |                                                                                                                                                                                |
|--------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Comprehension      | 68EI.1 | Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns he/she). |
| Comprehension      | 68EI.2 | Ask and answer questions using phrases or simple sentences.                                                                                                                    |
| Comprehension      | 68EI.3 | Restate and execute multiple oral directions.                                                                                                                                  |
| Oral Communication | 68EI.4 | Restate in simple sentences the main idea of oral presentations of subject matter content.                                                                                     |
| Oral Communication | 68EI.5 | Orally communicate basic needs (e.g., "I need to borrow a pencil").                                                                                                            |
| Oral Communication | 68EI.6 | Prepare and deliver short oral presentations.                                                                                                                                  |

##### **Reading**

|                  |         |                                                                                                                                                   |
|------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Word Analysis    | 68EI.7  | Produce most English phonemes comprehensibly, while orally reading their own writing, simple sentences or texts.                                  |
| Word Analysis    | 68EI.8  | Use common English morphemes in oral and silent reading.                                                                                          |
| Word Analysis    | 68EI.9  | Recognize obvious cognates in phrases, simple sentences, literature, and content area texts (e.g., education, educacion, actualmente, actually).  |
| Vocab & Concepts | 68EI.10 | Use knowledge of literature and content areas to understand unknown words.                                                                        |
| Vocab & Concepts | 68EI.11 | Read simple paragraphs and passages independently                                                                                                 |
| Vocab & Concepts | 68EI.12 | Demonstrate internalization of English grammar, usage, and words choice by recognizing and correcting some errors when speaking or reading aloud. |
| Vocab & Concepts | 68EI.13 | Read own writing of narrative and expository text aloud with appropriate pacing, intonation, and expression.                                      |
| Vocab & Concepts | 68EI.14 | Use a standard dictionary to find the meaning of known vocabulary.                                                                                |
| Comprehension    | 68EI.15 | Read and orally respond to simple literary texts and texts in content areas by answering factual comprehension questions using simple sentences.  |
| Comprehension    | 68EI.16 | Identify and follow some multi-step directions for simple mechanical devices and basic forms.                                                     |
| Comprehension    | 68EI.17 | Locate and orally explain categories of familiar informational materials using simple sentences.                                                  |
| Comprehension    | 68EI.18 | Read and orally identify main ideas and details of informational materials, literary text and text in content areas using simple sentences.       |
| Comprehension    | 68EI.19 | Read and orally identify examples of fact/opinion and cause/effect in written texts using simple sentences.                                       |

|                           |         |                                                                                                                                                                                                    |
|---------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Comprehension             | 68EI.20 | Orally identify the factual components of simple information materials using key words or phrases.                                                                                                 |
| Lit Response/<br>Analysis | 68EI.21 | Orally respond to brief literary texts by answering factual comprehension questions using simple sentences.                                                                                        |
| Lit Response/<br>Analysis | 68EI.22 | Read and orally identify the main events of the plot using simple sentences.                                                                                                                       |
| Lit Response/<br>Analysis | 68EI.23 | Read and orally identify the speaker or narrator in a selection.                                                                                                                                   |
| Lit Response/<br>Analysis | 68EI.24 | Identify the difference between first and third person using simple sentences.                                                                                                                     |
| Lit Response/<br>Analysis | 68EI.25 | Orally distinguish the characteristics of different forms of fiction and poetry using simple sentences.                                                                                            |
| Lit Response/<br>Analysis | 68EI.26 | Orally describe a character in a brief literary text by identifying the thoughts and actions of the character using simple sentences.                                                              |
| <b>Writing</b>            |         |                                                                                                                                                                                                    |
| Strategies                | 68EI.27 | Write brief responses to selected literature with factual understanding of the text using simple sentences.                                                                                        |
| Strategies                | 68EI.28 | Use common verbs, nouns, and high frequency modifiers in simple sentences.                                                                                                                         |
| Strategies                | 68EI.29 | Following an outline, create a draft of a paragraph.                                                                                                                                               |
| Strategies                | 68EI.30 | Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).                                      |
| Strategies                | 68EI.31 | Write expository compositions such as descriptions, compare and contrast, and problem/solution that include a main idea and some details using simple sentences.                                   |
| Strategies                | 68EI.32 | Collect information and take notes on a given topic from variety of sources (e.g., dictionary, library books, research materials).                                                                 |
| Strategies                | 68EI.33 | From a given topic, use the writing process to write sentences and short paragraphs with supporting details about a given topic. There may be some inconsistent use of standard grammatical forms. |
| Strategies                | 68EI.34 | Complete simple informational documents related to career development (e.g., bank forms and job applications).                                                                                     |
| Conventions               | 68EI.35 | Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).                                                                                                              |
| Conventions               | 68EI.36 | Revise writing with teacher assistance to clarify meaning, improve conventions and organization                                                                                                    |
| Conventions               | 68EI.37 | Use clauses, phrases, and mechanics with consistent variations in grammatical forms.                                                                                                               |

## **DISTRICT ESLRs TO BE ADDRESSED:**

Students will be:

- **Self-Directed Learners** as they take responsibility for their own writing through editing, revising, and using a variety of tools (i.e. checklists, dictionaries, thesauruses, etc.).
- **Effective Communicators** as they learn to clearly express their ideas through writing.
- **Quality Producers and Performers** who take pride in their writing and realize the value of creating a product that is original in substance and is an example of a personal best effort.
- **Constructive Thinkers** who reflect on their writing in order to enhance the final written product.
- **Collaborative Workers** who are capable of working in both large and small groups, and are able to accept varying viewpoints and constructive criticism from group members in order to improve their final written product.
- **Responsible Citizens** who understand the importance of contributing to society and accept the consequences of their actions.