

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Course Outline
Early Intermediate ELD Reading

High Point Basic (Unit 14)/A/B (1/2)

Date: May 2005

Subject Area: Language Arts

Proposed Grade Level(s): 6 – 8

Course Length: 3 Trimesters

Grading: A – F

Prerequisites: Successfully Completed Standard for Beginning Level ELD, California English Language Development Test, Teacher Recommendation, Date of entry

COURSE DESCRIPTION:

Early intermediate ELD Reading is an English course covering listening, speaking, word analysis, reading fluency, reading comprehension, writing conventions, literary response and literary analysis.

GENERAL GOALS AND PURPOSES:

Students will:

- Work toward mastery of Early Intermediate level reading standards, including:
 - Word analysis
 - Vocabulary and concepts,
 - Comprehension, and
 - Literature response and analysis,
 - Oral communication and comprehension

STUDENT READING COMPONENT:

Students will:

- Develop word analyzes by
 - Understanding English phonemes and morphemes and recognize obvious cognates
- Develop vocabulary by
 - Using context clues
 - Reading independently
 - Self-correcting when reading or speaking
 - Developing oral fluency when reading
 - Using a dictionary
- Develop comprehension by
 - Reading and orally respond to factual comprehension questions
 - Following multi-step directions
 - Using text structures
 - Identifying main ideas and details
 - Identifying fact/opinion and cause/effect

- Evaluating information using key words and phrases
- Develop literary response and analysis by
 - Responding to factual comprehension questions
 - Identifying main events of the plot
 - Identifying the speaker and narrator
 - Identifying difference between first and third person
 - Recognizing various genres
 - Describing a character's thoughts and actions

STUDENT WRITING COMPONENT:

Students will:

- Students will practice writing a variety of modes and forms using the writing process and correcting for grammar, usage, mechanics and spelling

STUDENT ORAL COMPONENT:

Students will:

- Be understood when speaking
- Ask and answer questions
- Restate and follow multi-step oral directions
- Listen attentively to restate the main idea of an oral presentation
- Orally communicate basic needs
- Prepare and deliver short oral presentations

DETAILED UNITS OF INSTRUCTION:

Using the California State Board approved and District-adopted program, High Point, created by Hampton-Brown and selected reading in content area:

Basics

- Unit 4
 - Vocabulary
 - Cardinal Numbers
 - Ordinal Numbers
 - Geography
 - Language Functions
 - Ask Questions
 - Give Information
 - Express Needs
 - Patterns Structures
 - Questions With “Do” “Does”
 - Negative Sentences
 - Contractions with “Not”
 - Reading
 - Phonics
 - Blends

- Digraphs
 - Comprehension
 - Identify Problems Solutions
 - Problem--Solution Chart
 - Identify Details
 - Writing
 - Questions Answers
 - Sentences
 - Fact Sheet
 - Content Area Connection
 - Social Studies
 - Geography
 - Charts
- Unit 5
 - Vocabulary
 - Location Words
 - Neighborhood
 - Maps
 - Language Functions
 - Ask For Give Information
 - Ask and Answer Questions
 - Patterns and Structures
 - Prepositions
 - Regular Past Tense Verbs
 - Statements With “There Is” “There Are”
 - Pronoun-Verb Contractions
 - Reading
 - Word Patterns
 - Multisyllabic Words
 - Comprehension
 - Identify Details
 - Detail Chart
 - Writing
 - Sentences
 - Questions and Answers
 - Journal Entry
 - Content Area Connection
 - Social Studies
 - Maps
- Unit 6
 - Vocabulary
 - Family
 - Rooms In A House
 - Household Objects
 - Mathematics
 - Language Functions
 - Give Information
 - Ask and Answer Questions
 - Patterns and Structures

- Past Tense Verbs
 - “Have”
 - “Has”
- Plural Nouns
- Pronoun-Verb Contractions
- Reading
 - Phonics
 - Long Vowels
 - Comprehension
 - Relate Main Idea Details
 - Main Idea Diagram
- Writing
 - Sentences
 - Questions and Answers
 - Family Album
- Content Area Connection
 - Mathematics
 - Fractions
 - Decimals
 - Percents
- Unit 7
 - Vocabulary
 - Forms of Transportation
 - Weather and Clothing
 - Diagrams
 - Language Functions
 - Give and Carry Out Commands
 - Describe Places
 - Give Information
 - Patterns and Structures
 - Commands
 - Verbs
 - “Can”
 - Proper Nouns
 - Reading
 - Phonics
 - Long Vowels
 - ai
 - ay
 - ee
 - ea
 - oa
 - ow
 - Comprehension
 - Classify
 - Concept Map
 - Writing
 - Sentences
 - Postcard
 - Class Travel Book

- Content Area Connection
 - Science
 - Water Cycle
- Unit 8
 - Vocabulary
 - Feelings
 - Graphs
 - Language Functions
 - Describe Actions
 - Express Feelings
 - Patterns and Structures
 - Regular Past Tense Verbs
 - Irregular Past Tense Verbs
 - “Was”
 - “Were”
 - Regular Past Tense Verbs
 - Negative Sentences Contractions With “Not”
 - Possessive Nouns
 - Reading
 - Verb Endings
 - “-ed”
 - Writing
 - Sentences
 - Friendship Book
 - Content Area Connection
 - Mathematics
 - Bar Graphs
- Unit 9
 - Vocabulary
 - Actions
 - Country Words
 - Geography
 - Language Functions
 - Ask and Answer Questions
 - Describe People
 - Patterns and Structures
 - Adverbs
 - Present Progressive Verbs
 - Phrases With
 - “like To”
 - “want To”
 - Reading
 - Verb Ending
 - “-ing”
 - Comprehension
 - Classify
 - Concept Map
 - Identify Details

- Writing
 - Sentences
 - Descriptions
 - Celebration Poster
- Content Area Connection
 - Social Studies
 - Maps
- Unit 10
 - Vocabulary
 - Time
 - Local Government
 - Language Functions
 - Tell What May Happen
 - Patterns and Structures
 - Verbs
 - “may”
 - “might”
 - “could”
 - Phrases With
 - “have to”
 - “need to”
 - Possessive Pronouns
 - Reading
 - Long Vowels
 - ie
 - igh
 - ui
 - ue
 - Comprehension
 - Identify Cause and Effect
 - Cause-and-Effect Chart
 - Writing
 - Sentences
 - Captions
 - Job Advertisement
 - Content Area Connection
 - Social Studies
 - Local Government
- Unit 11
 - Vocabulary
 - Direction Words
 - Civil Rights
 - Data Displays
 - Language Functions
 - Give Information
 - Give Directions
 - Express Wants and Feelings
 - Patterns and Structures
 - Irregular Past Tense Verbs

- Prepositions
- Reading
 - R-Controlled Vowels
 - Comprehension
 - Identify Sequence
 - Timeline
 - Classify Information
- Writing
 - Directions
 - Charts
 - Personal Narrative In A Mandala
- Content Area Connection
 - Mathematics
 - Chart
 - Table
 - Circle Graph
- Unit 12
 - Vocabulary
 - Opinion Words
 - Animals, Plants, and Habitats
 - Graphs
 - Language Functions
 - Give an Opinion
 - Describe a Place
 - Make a Suggestion
 - Patterns and Structures
 - Sensory Adjectives
 - Verbs
 - “must”
 - “should”
 - Reading
 - Multisyllabic Words
 - Comprehension
 - Identify Sequence
 - Data Chart
 - Timeline
 - Identify
 - Details
 - Cause and Effect
 - Writing
 - Opinions
 - Description
 - Fact-and-Opinion Poster
 - Content Area Connection
 - Science and Mathematics
 - Line Graphs
- Unit 13
 - Vocabulary
 - History and Historical Records
 - U.S. Government

- Language Functions
 - Have a Discussion
 - Make Comparisons
- Patterns and Structures
 - Nouns
 - Present and Past Tense Verbs
 - Object Pronouns
- Reading
 - Phonics
 - Words With “y”
 - Comprehension
 - Make Comparisons
 - Comparison Chart
- Writing
 - Comparisons
 - Letter
 - Comparison Poster
- Content Area Connection
 - Social Studies
 - U.S. Government
- Unit 14
 - Vocabulary
 - Story Elements
 - Opposites
 - Phrases For Times and Places
 - Language Functions
 - Ask For and Give Advise
 - Ask For and Accept A Favor
 - Describe Actions
 - Patterns and Structures
 - Prepositions
 - Commas
 - Reading
 - Diphthongs Variant Vowels
 - Comprehension
 - Story Elements
 - Characters
 - Character Map
 - Setting
 - Plot
 - Writing
 - Notes
 - Commas
 - Story Endings
 - Content Area Connection
 - Language Arts
 - Myths
- Unit 15
 - Vocabulary

- The Body
- Sports
- Language Functions
 - Ask For Give Information
 - Express Thanks
- Patterns and Structures
 - Present Tense Verbs
 - Pronouns
- Reading
 - Phonics
 - Variant Vowels and Consonants
 - Comprehension
 - Relate
 - Main Idea Details
 - Main-Idea Diagram
- Writing
 - Facts
 - Thank-You Speech
 - Paragraph For A Healthy-Habits Book
- Content Area Connection
 - Language Arts
 - How To Build A Paragraph
- Unit 16
 - Vocabulary
 - American History
 - Land Forms and Bodies Of Water
 - Geography
 - Language Functions
 - Ask and Answer Questions
 - Give Directions
 - Patterns and Structures
 - Questions With
 - “How? “
 - “Why?”
 - Capitalization
 - Proper Nouns
 - Geographical Names
 - Reading
 - Multisyllabic Words
 - Comprehension
 - Classify
 - Category Chart
 - Concept Map
 - Writing
 - Questions and Answers
 - Directions
 - Biographical Sketch
 - Content Area Connection
 - Social Studies
 - Regions of the U.S.

- Unit 17
 - Vocabulary
 - Farming
 - At the Restaurant
 - Plants
 - Language Functions
 - Buy or Sell an Item
 - Give Information
 - Order an Item
 - Patterns and Structures
 - Questions With
 - “How Many?”
 - “How Much?”
 - Sensory Adjectives
 - Reading
 - Suffixes
 - “-ly”
 - “-y”
 - “-less”
 - “-ful”
 - Prefixes
 - “un-“
 - “re-“
 - Comprehension
 - Make Comparisons
 - Comparison Chart
 - Concept Map
 - Writing
 - Questions and Answers
 - Descriptions
 - Crop Comparison Report
 - Content Area Connection
 - Science
 - Plants
- Unit 18
 - Vocabulary
 - Idioms
 - Space
 - Language Functions
 - Agree
 - Disagree
 - Give Information
 - Patterns and Structures
 - Future Tense Verbs
 - Verb Tense Review
 - Present
 - Past
 - Future
 - Contractions

- Reading
 - Multisyllabic Words
 - Comprehension
 - Relate Goal Outcomes
 - Goal-and-Outcome Map
- Writing
 - Opinions
 - Description
 - Diamante Poem
- Content Area Connection
 - Science
 - Outer Space

Level A

- Unit 1
- Theme 1
 - Describe People
 - Classify Ideas
 - Ask and Answer Questions
 - Make Comparisons
- Theme 2
 - Give Information
 - Make and Check Predictions
 - Describe Things
 - Relate Cause and Effect
 - Read a Rhyming Poem
 - Descriptive Writing
- Unit 2
- Theme 1
 - Engage in Discussion
 - Identify Main Ideas
 - Describe Events
 - Visualize
- Theme 2
 - Give Directions
 - Ask Questions and Clarify
 - Ask For and Give Information
 - Identify Problems and Solutions
 - Expository Writing/Summary
- Unit 3
- Theme 1
 - Express Feelings
 - Identify Sequence
 - Compare Experiences
 - Express Likes and Dislikes
 - Relate Main Ideas and Details
- Theme 2
 - Give Information
 - Paraphrase

- Characteristics Of Poetry
- Define and Explain
- Read Nonfiction
- Expressive Writing/Main Idea Paragraph
- Unit 4
 - Theme 1
 - Make Comparisons
 - Make a K-W-L Chart
 - Express Opinions/Persuade
 - Preview and Predict
 - Theme 2
 - Give and Carry Out Commands
 - Read a Script
 - Elaborate
 - Find Information
 - Persuasive Writing/Opinion Essay
 - Expressive Writing/Main Idea Paragraph
- Unit 5
 - Theme 1
 - Describe
 - Reading Strategy: Monitor Reading
 - Recognize Fiction and Nonfiction
 - Theme 2
 - Retell a Story
 - Make a Timeline
 - Tell an Original Story
 - Relate Goals and Outcomes
 - Interpret Figurative Language
 - Narrative Writing/Story

Level B

- Unit 1
 - Theme 1
 - Express Opinions
 - Visualize
 - Relate Main Idea and Details
 - Theme 2
 - Make Comparisons
 - Identify Events In The Plot
 - Narrative Writing/Fantasy
- Unit 2
 - Theme 1
 - Ask and Answer Questions
 - Preview and Make Predictions
 - Use Text Structures (Stanzas)
 - Distinguish Between Facts and Opinions
 - Theme 2
 - Express Likes and Dislikes
 - Connect New Information To What You Know

- Sequence Events
- Set A Purpose Reading Rate
- Expressive Writing/Personal History

- Unit 3
 - Theme 1
 - Tell A Story
 - Relate Goals and Outcomes
 - Paraphrase
 - Theme 2
 - Describing
 - Make Comparisons
 - Ask Questions and Clarify Meaning
 - Descriptive Writing/Character Sketch

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/ Analysis	68EI.21	Orally respond to brief literary texts by answering factual comprehension questions using simple sentences.
Lit Response/ Analysis	68EI.22	Read and orally identify the main events of the plot using simple sentences.
Lit Response/ Analysis	68EI.23	Read and orally identify the speaker or narrator in a selection.
Lit Response/ Analysis	68EI.24	Identify the difference between first and third person using simple sentences.
Lit Response/ Analysis	68EI.25	Orally distinguish the characteristics of different forms of fiction and poetry using simple sentences.
Lit Response/ Analysis	68EI.26	Orally describe a character in a brief literary text by identifying the thoughts and actions of the character using simple sentences.
Writing		
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 and improve conventions and organization
Conventions	68EI.37	Use clauses, phrases, and mechanics with consistent variations in grammatical forms.

DISTRICT ESLR's TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners** as they take responsibility for their own vocabulary development and reading fluency through independent reading and using a variety of tools (i.e. context clues, 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** as they transfer first language knowledge into English learning situations.
- **Collaborative Workers** who are capable of working in both large and small groups and able to accept varying viewpoints and constructive criticism from group members.
- **Responsible Citizens** who understand the importance of contributing to society, and accept the consequences of their actions.