

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline
Intermediate ELD Writing**

Date: May 2005

Subject Area: Language Arts

Proposed Grade Level(s): 6 – 8

Course Length: 3 Trimesters

Grading: A – F

Prerequisites: Successfully completed standards for Early Intermediate Level ELD, California English

Language Development Test, Teacher recommendation, Date of Entry

COURSE DESCRIPTION:

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 in English

STUDENT READING COMPONENT:

Students will:

- Read passages from a variety of genre 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 complex 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.
- Listen attentively to stories/information in order to identify key details and concepts.

DETAILED UNITS OF INSTRUCTION:

Using SRA, Expressive Writing, Book 1 and 2 (1993), Great Source, All Write (1998), and Inside Writing Program (2003) and selected text from content area:

- Sentence Writing and Analysis
- Subject/Predicate
- Parts of Speech
 - Verbs
 - Agreement and tense
 - Pronouns
 - Adverbs
 - Prepositions
 - Nouns
 - Adjectives
 - Conjunctions
- Consolidation of Editing Skills
- Run-ons
- Fragments
- Dependant Clauses
- Compound Sentences
- Paragraph Writing
- Topic Sentence
- Sequence of Events
- Details to Support Topic
- Active and Passive Voice
- Mechanics
- Semi-colons and Colons
- Hyphens
- Underlining
- Italics
- Capitals and Ending Marks
- Apostrophes
- Quotes
- Commas
- Revising/Editing
- Reporting
- Inferring
- Clarity
- Relevance
- Vocabulary Development

- Commonly Misused Words
- Word choice
- Idioms
- Extended Writing
 - Multi-paragraph Stories and Essays
 - Response to Literature
 - Descriptive
 - Compare and Contrast
 - Problem/Solution
 - Research
 - Informational Documents Related to Career Development
 - Expository
 - Persuasive
 - Narrative

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 Intermediate Level

Listening & Speaking

Comprehension	68I.1	Respond to messages by asking simple questions or by brief restatement of the message.
Comprehension	68I.2	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.
Oral Communication	68I.3	Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).
Oral Communication	68I.4	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.
Oral Communication	68I.5	Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content.
Oral Communication	68I.6	Prepare and deliver short presentations on ideas, premises, or images from a variety of common sources.

Reading

Word Analysis	68I.7	Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.
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Word Analysis	68I.8	Identify cognates and false cognates in literature and texts in content areas (e.g., cognate, agonía, agony; false cognate -exito, exit).
Vocab & Concepts	68I.9	Use a standard dictionary to determine meanings of unknown words.
Vocab & Concepts	68I.10	Use knowledge of English morphemes, phonics, and syntax to decode written texts.
Vocab & Concepts	68I.11	Recognize simple idioms, analogies, figures of speech, and metaphors in literature and texts in content areas (e.g., to take a fall).
Vocab & Concepts	68I.12	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.
Vocab & Concepts	68I.13	Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.
Vocab & Concepts	68I.14	Recognize that words sometimes have multiple meanings.
Comprehension	68I.15	Read and use detailed sentences to orally respond to literature by answering factual comprehension questions.
Comprehension	68I.16	Read and use detailed sentences to orally explain main ideas and details of informational, literary, and text materials in content areas.
Comprehension	68I.17	Understand and orally explain most multi-step directions for simple mechanical devices and for simple applications.
Comprehension	68I.18	Identify and use detailed sentences to orally explain the differences among some categories of informational materials.
Comprehension	68I.19	Understand and orally identify the basic components and rhetorical styles found in common consumer and informational materials (e.g., warranties, contracts, manuals, magazines).
Lit Response/ Analysis	68I.20	Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.
Lit Response/ Analysis	68I.21	Read and use detailed sentences to orally respond to factual comprehension questions taken from the three forms of brief prose (e.g., short story, novel, essay).
Lit Response/ Analysis	68I.22	Apply knowledge of language to analyze and derive meaning/comprehension from literary texts.
Writing		
Strategies	68I.23	Narrate a sequence of events and communicate their significance to the audience.
Strategies	68I.24	Write brief expository compositions (e.g. description, compare and contrast, cause and effect, and problem/solution) that include a thesis and some points of support.
Strategies	68I.25	Develop a clear purpose in a short essay using the rhetorical devices of questions and facts appropriately.
Strategies	68I.26	Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.
Strategies	68I.27	Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).
Strategies	68I.28	Write documents related to career development (e.g., business letter, job applications).
Strategies	68I.29	Use complex sentences to write brief fictional biographies and short stories that include a sequence of events and provide supporting details.
Strategies	68I.30	Use basic strategies of note taking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms. (Some rules may not be evident).
Strategies	68I.31	Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.

Conventions	68I.32	Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.
Conventions	68I.33	Edit and correct basic grammatical structures and conventions of writing.

DISTRICT ESLR's 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.