

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline
Beginning ELD 1**

Date: May 2007

Subject Area: English

Proposed Grade Level(s): 9-12

Course length: 1 year/2 period course

Grading: A-F

Number of Credits: 10 per Semester

Prerequisites: CELDT scores/teacher recommendation

BRIEF 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 of reading, writing, speaking and listening skills.

GENERAL GOALS AND PURPOSES:

The students will be able to:

- Understand and respond appropriately to English conversation
- Speak English and be understood
- Read English independently
- Write sentences and paragraphs in English

STUDENT READING COMPONENT:

The texts for this course are Shining Star – Keys to Learning and Shining Star - Introductory Level, published by Longman. Students will also read books of their own choosing independently.

STUDENT WRITING COMPONENT:

Students will improve their skills as they write short answer literary responses and journal entries. Students will develop their writing skills as they move from writing simple sentences to structured paragraphs.

STUDENT ORAL COMPONENT:

Students will be expected to speak English words, sentences and phrases

DETAILED UNITS OF INSTRUCTION:

Unit 1

- Present tense, plural nouns, articles, pronouns
- Consonant and vowels, short vowel sounds
- Paragraph writing

Unit 2

- Prepositions, question words
- Consonant sounds
- Making predictions
- Completing forms, paragraph writing

Unit 3

- Present continuous tense, question words, past tense
- Long vowel sounds
- Predictions and inferences
- Dialogue writing, letter writing

Unit 4

- Question words, count/non-count nouns, comparative and superlative adjectives
- Long vowel sounds
- Predictions, prior knowledge
- Script writing, paragraph writing, song writing

Unit 5

- Future tense
- Vowel sounds
- Personal application
- Dialogue writing, autobiographical incident

Unit 6

- Adverbs
- Vowel sounds
- Predictions
- Informational writing, letter writing, story

Unit 7

- Antonyms and synonyms
- Drawing conclusions
- Present tense
- Journal writing

Unit 8

- Compound words, phrasal verbs
- Problem/solution, cause/effect
- Simple past tense
- Personal narrative

Unit 9

- Suffixes
- Chronological order
- Information questions, proper nouns
- Biographical narrative

Unit 10

- Homophones
- Making predictions
- Possessives
- Personal letter writing

Unit 11

- Collocations
- Irony
- Sentence combining

- Report writing

Unit 12

- Homographs, ordinal numbers
- Making inferences, main ideas
- Prepositional phrases, sentence combining
- Descriptive paragraph writing

Unit 13

- Regular and irregular comparatives
- Visualization
- Positive and negative sentences, compound subjects
- Comparison writing

Unit 14

- Cognates
- Author's purpose
- Imperatives, subject-verb agreement
- Instruction writing, review writing, short story writing

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

Reading, Writing, and Language Arts

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Listening and Speaking:

- Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms
- Ask and answer questions using simple sentences and phrases
- Demonstrate comprehension of oral presentations and instructions through non-verbal responses
- Respond with simple words or phrases to questions about simple written texts
- Orally identify types of media
- Reading (word analysis)
- Recognize and correctly pronounce most English sounds
- Recognize most common English words in phrases and simple sentences

Reading (fluency)

- Recognize simple affixes, synonyms and antonyms
- Read aloud simple words
- Respond with appropriate short phrases or sentences in a variety of social and academic settings
- Use an English dictionary to derive meaning of simple known vocabulary
- Produce simple vocabulary to communicate basic needs in social and academic settings

Reading (comprehension)

- Understand and follow simple multi-step oral directions of classroom activities
- Recognize a few specific facts in familiar expository texts such as consumer and workplace documents and content area texts
- Point out text features such as title, table of contents, and chapter headings
- Orally identify main ideas and some details of familiar literature and informational materials
- Use pictures, lists, charts, and tables to identify vocabulary, syntax, and grammar
- Orally identify examples of fact/opinion and cause/effect in simple texts

Writing (strategies and applications)

- Organize and record information
- Create simple sentences or phrases with some assistance
- Write a brief narrative using a few simple sentences that include setting and some details
- Use the writing process to write brief narratives with a few standard grammatical forms
- Write simple compositions such as descriptions and compare/contrast that have a main idea and some detail

Writing (conventions)

- Edit own work and correct punctuation
- Identify basic vocabulary mechanics and structures in a piece of writing
- Revise writing for proper use of final punctuation, capitals, and correct spelling

Reading (literacy response and analysis)

- Orally identify beginning, middle, and end of text
- Read and orally identify the speaker or narrator
- Role-play a character from a familiar piece of literature using phrases or simple sentences
- Use pictures, lists, charts, and tables to identify the sequence of events from simple literary texts
- Recognize the difference between first and third person using phrases or simple sentences
- Recite simple poems

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 read, write, and speak English.
- **Quality Producers and Performers** as they show proficiency in English reading, writing and speaking.
- **Constructive Thinkers** as they transfer language knowledge into English learning situations.
- **Collaborative Workers** as they work with partners and in groups.
- **Responsible Citizens** as they improve their ability to communicate with those around them.