

**FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**

**Course Outline**  
**Early Intermediate ELD Composition**

**Date: May 2007**

**Subject Area: English/Language Arts**

**Proposed Grade Level(s): 9-12**

**Course Length: 1 Year**

**Grading: A-F**

**Number of Credits: 5 per semester**

**Prerequisites: CELDT scores/teacher recommendation**

**COURSE DESCRIPTION:**

Early Intermediate ELD Composition is an English course covering listening, speaking, word analysis, reading fluency, reading comprehension, writing conventions, writing strategies, writing applications, and reading response and analysis.

**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 paragraphs and different types of essays in English

**STUDENT READING COMPONENT:**

The text for this course is The Magic Lens published by Royal Fireworks Press. The General Services List of most frequently used vocabulary words. Students will also use California Department of Education English Language Arts CAHSEE prep materials. Students will improve their reading comprehension skills as they read and respond to CAHSEE prep passages.

**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 paragraphs to structured essays.

**STUDENT ORAL COMPONENT:**

Students will be expected to participate in class discussions. Periodically, they will present information to the class.

## **DETAILED UNITS OF INSTRUCTION:**

### Component 1 – Grammar Instruction

- Parts of speech
- Parts of sentences
- Phrases

### Component 2 – Writing Skills

- Writing a proficient sentence
- Writing a proficient paragraph
- Writing a proficient essay
- Writing process

### Component 3 – Vocabulary Development

- Vocabulary words
- Idioms
- Affixes

### Component 4 – Reading Skills

- Learning testing vocabulary
- Reading comprehension activities

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

Language Arts

## **LAB FEE REQUIRED:**

None

## **SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

### Listening and Speaking:

- Be understood when speaking English
- Ask and answer questions
- Prepare and deliver short oral presentations

### Reading (word analysis)

- Read English comprehensibly
- Recognize obvious cognates in phrases and simple sentences

### Reading (fluency)

- Recognize figures of speech in literature
- Recognize that words sometimes have multiple meanings
- Use dictionary to derive meaning
- Use connectors appropriately

### Reading (comprehension)

- Read and respond to literature
- Identify relationships between written text and own experience
- Identify examples of fact/opinion and cause/effect
- Identify features of simple excerpts of public, consumer and workplace documents

#### Writing (comprehension)

- Write responses to literature
- Use common verbs and modifiers in sentences
- Write expository compositions such as descriptions, compare and contrast, and problem/solution
- Collect information and take notes from a variety of sources
- Use writing process

#### Writing (conventions)

- Show understanding and use of proper writing conventions

#### Reading (literacy response and analysis)

- Respond to factual comprehension questions from literature
- Identify main events of plot
- Identify narrator in a selection
- Recite simple poems
- Identify literary elements
- Distinguish characteristics of different forms of literature
- Describe what a character is like by what he/she does in a selection
- Use expanded vocabulary to respond to literature

### **DISTRICT ESLER's 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.