

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline
Early Advanced ELD Composition**

Date: April 2003

Proposed Grade Level(s): 9 – 12

Grading: A-F

Prerequisites: None/Counselor Recommendation

Subject Area: English

Course Length: 1 Year

Number of Credits: 5/Semester

BRIEF COURSE DESCRIPTION:

Early Advanced 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 Fundamentals of English Grammar, second edition, published by Betty Schramper Azar.

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 write persuasive, reflective and expository compositions.

STUDENT ORAL COMPONENT:

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

DETAILED UNITS OF INSTRUCTION:

Becoming an proficient writer:

Component 1 – Grammar instruction

- Tenses
- Modals

- Asking questions
- Count and non-count nouns
- Conjunctions
- Gerunds and infinitives
- Passive sentences
- Clauses
- Comparisons
- Quoted speech and reported speech
- Using *wish* and using *if*

Component 2 – Writing skills

- Writing persuasive, reflective and expository compositions
- Writing biographies and autobiographies
- Writing reports of information

Component 3 – Vocabulary development

- Vocabulary words
- Cognates and false cognates
- Correctly use regular plurals and irregular plurals
- Understand how to read and complete job applications, resumes and work documents
- Idioms
- Affixes

THIS COURSE WILL PREPARE STUDENTS FOR THE HSEE AND/OR FCUSD EXIT EXAM IN:

Language Arts

LAB FEE, IF REQUIRED: None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Listening and Speaking:

- Be understood when speaking English
- Summarize literary pieces
- Recognize appropriate ways of speaking that vary based on purpose, audience and subject matter
- Respond to messages by asking questions, challenging statements or offering examples that affirm the message
- Prepare and deliver presentations that follow a process of organization and use a variety of sources
- Prepare and deliver brief oral presentations/reports on historical investigations, problem/solutions, or cause/effect

Reading (word analysis)

- Apply knowledge of word relationships to derive meaning from literature and texts
- Read aloud in a manner that sounds like natural speech

Reading (fluency)

- Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation and expression

Reading (comprehension)

- Describe relationships between text and their experience
- Analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice
- Prepare an oral and written report which evaluates credibility of an author's argument or defense of a claim
- Analyze the features and rhetorical devices of at least two types of public documents

Writing (strategies and applications):

- Identify various elements of discourse in writing (purpose, speaker, audience, form)
- Develop a clear thesis and support it using the rhetorical devices of analogy, quotation and fact
- Write persuasive, reflective, biographical, autobiographical and expository compositions
- Write job applications and resumes
- Use strategies of note taking, outlining and summarizing

Writing (conventions)

- Show understanding and use of proper writing conventions.
- Use transitions in paragraphs and essays
- Use the writing process

Reading (literary response and analysis)

- Identify literary elements in prose and poetry
- Describe author's point of view using detailed sentences
- Compare and contrast similar themes

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 first 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.