Folsom Cordova Unified School District

Course Outline
Early Intermediate ELD Literature

Date: May 2007                Subject Area: English/Language Arts
Proposed Grade Level(s): 9-12                Course Length: 1 year/Two Period Course
Grading: A-F                Number of Credits: 10/Semester
Prerequisites: CELDT Scores/Teacher Recommendation

COURSE DESCRIPTION:
Early Intermediate ELD Literature is an English course covering listening, speaking, word analysis, reading fluency, reading comprehension, writing conventions, literary response, and literary 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 short essays

STUDENT READING COMPONENT:
The text for this course is Shining Star levels A and C OR B and C 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.

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

DETAILED UNITS OF INSTRUCTION:
Unit 1
- Cognates and prefixes
• Predicting and visualizing
• Alliteration and flashback
• Parts of speech
• Descriptive writing

Unit 2
• Greek and Latin roots
• Skimming and identifying with character
• Personification and characterization
• Subject/verb agreement and imperatives
• Expository writing

Unit 3
• Suffixes and idioms
• Inferences
• Point of view and plot
• Questions
• Biographical writing

Unit 4
• Phrasal verbs, synonyms
• Cause and effect
• Dialogue and simile
• Complex sentences and future tense
• Persuasive writing

Unit 5
• Antonyms and spelling
• Summarizing and note taking
• Hyperbole
• Adjectives and pronouns
• Research writing

Unit 6
• Homonyms and roots
• Reading plays
• Hero/heroine and conflict
• Quotations
• Short story, myth and skit writing

Unit 7
• Prefixes
• Predicting
• Comparing and contrasting
• Simple past
• Narrative writing

Unit 8
• Suffixes
• Making inferences
• Rhyme, simile, characterization
• Identifying parts of speech
• Persuasive paragraph

Unit 9
• Visualizing
• Metaphor and mood
• Present perfect
• Essays, poems, descriptive essay

Unit 10
• Roots and synonyms
• Analyzing text structure
• Stage directions
• Prepositional phrases
• Writing dialogue and biographical narrative

Unit 11
• Antonyms; Greek and Latin roots
• Cause and effect
• Personification
• Comparative and superlative adjectives
• Research writing

Unit 12
• Ordinals
• Comprehension
• Point of view
• Pronouns
• Personal narrative and short stories

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

Language Arts

LAB FEE, IF 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
• Read simple passages independently
• 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

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 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.