

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

ENGLISH FOUNDATIONS 3-100

Date: January 2017
Proposed Grade Level: 11
Grading: A-F
CTE Sector/Pathway: NA

Course Length: One year
Subject Area: ELA
Credits: Certificate of Completion 5 per semester

Prerequisite(s): Placement in this course requires recommendation of an IEP or 504 team. Recommendations include the following: Student *i-Ready* scale scores below 565; CAASPP score of 1 or 2

Intent to Pursue 'A-G' College Prep Status: No

COURSE DESCRIPTION:

This course is a modified English 3 course is taught by a special education teacher with a reduced student to teacher ratio. The course provides a foundational pathway that supports the needs of students whose academic performance, including proficiency in English language arts and literacy in reading and writing, is two or more years below grade level. The materials in this program are designed so students receive grade-level instruction while providing a rich curriculum supporting the five themes of the *California ELA/ELD Framework*: Meaning Making, Language Development, Effective Expression, and Content Knowledge. This course also includes a particular emphasis on academic vocabulary acquisition and reading comprehension, fluency, and foundation skills. Specialized Academic Instruction is employed, adapting, as appropriate in accordance with IEPs, the content, methodology, or delivery of instruction, to ensure student access to the general curriculum.

This course calls for students to engage in a range of tasks (analyze, interpret, assess, integrate and evaluate, collaborate, adapt, apply) that require the critical thinking, problem solving and collaboration demanded of 21st century living and learning, with emphasis on reading, writing, and speaking and listening skills.

GENERAL GOALS/ESSENTIAL QUESTIONS:

- Students develop the readiness for college, careers, and civic life.
- Students increase individual literacy skills in accordance with IEPs.
- Students attain the capacities of literate individuals.
- Students become broadly literate.
- Students acquire the skills for living and learning in the 21st century.

COMMON CORE STATE STANDARD READING COMPONENT:

Reading Anchor Standards (K-12)

Key Ideas & Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft & Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning, or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge & Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Reading Range / Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

COMMON CORE STATE STANDARD WRITING COMPONENT:

Writing Anchor Standards (K-12)

Text Types & Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production & Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COMMON CORE STATE STANDARD SPEAKING AND LISTENING COMPONENTS:

Speaking and Listening Anchor Standards (K-12)

Comprehension & Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge & Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

COMMON CORE STATE STANDARD LANGUAGE COMPONENTS:

Language Anchor Standards (K-12)

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering an unknown term important to comprehension or expression.

DETAILED UNITS OF INSTRUCTION:

Unit 1: Introduction to iLit

Unit Overview: Students learn the routines and features of iLit, including how to use important instructional features of the program such as instruction and feedback when engaged in essay, paragraph, and summary writing; and also using features in the Library, such as pronunciation help, translation, text audio, and definitions.

Unit 2: Consumerism

Essential Question: What's behind the push for more?

Unit Overview: Students will read a variety of texts that encourage them to consider what motivates people to consume. Students will engage in collaborative conversation and written responses that further their analysis of

the texts and their understanding of the essential question. Students will write and present a personal narrative and dramatized script.

Anchor text: *So Yesterday* by Scott Westerfield; Genre: Novel, Fiction

Unit 3: Citizenship

Essential Question: What is the price and promise of being a citizen in a democracy?

Unit Overview: In unit 3, students will read a variety of texts that explore author's purpose in the context of the obligations and challenges of citizenship and injustice. They will practice analyzing author's purpose, summarization, and making generalizations. The unit culminates with a narrative essay.

Anchor text: *Narrative of the Life of Frederick Douglass* by Frederick; Genre: Autobiography

Unit 4: The Digital World

Essential Question: The Digital World: What will it do and undo?

Unit Overview: In unit 4, students will read a variety of texts focusing on the benefits and drawback of the digital age. During this unit, they will practice making logical inferences, analyzing cause and effect as well as theme development. The unit culminates with a multimedia project and presentation.

Anchor text: *To Jaykae: Life Stinx* by Jean Davies Okimoto; Genre: Novel, Realistic Fiction

TEXTBOOKS AND RESOURCE MATERIALS:

1. iLit ELL 45 minutes; Level G; Units 1-4

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Reading: Literature

1. Cite textual evidence (Units 2-4)
2. Determine theme or central idea (Units 2-4)
3. Analyze how dialogue or incident propel plot (Units 2-4)
4. Determine the meaning of words and phrases in text (Units 2-4,)
5. Compare and contrast text structures (Units 2-4,)
6. Analyze how differences in point-of-view creates effects (Unit 3)
7. Analyze the extent a media version stays faithful to a text (Units 3-4)
8. N/A
9. Analyze how modern fiction draws on past works (Units 3-4)
10. Read and comprehend literature independently and proficiently (Units 1-4)

Reading: Informational Text

1. Cite textual evidence (Units 1, 4)
2. Determine theme or central idea (Units 2-4)
3. Analyze connections and distinctions between texts (Unit 2)
4. Determine the meaning of words and phrases in text (Units 2, 4)
5. Analyze paragraph structure (Unit 2)
6. Determine and analyze author's point of view (Unit 2)
7. Evaluate advantages and disadvantages of different mediums (Unit 2)
8. Delineate and evaluate claims and arguments (Unit 2)
9. Analyze texts with conflicting opinions (Unit 2)
10. Read and comprehend literary nonfiction independently and proficiently (Units 1-4)

Writing

1. Write arguments to support claims (Unit 2)
2. Write informative/explanatory texts (Unit 2)
3. Write narratives on real or imagined events (Units 2-3)

4. Produce clear and coherent writing (Units 2-4)
5. Develop and strengthen writing (Units 2-4)
6. Use technology to produce and publish writing (Units 1-4)
7. Draw evidence from literary or informational text (Units 1-4)
8. Write routinely over both extended and shorter time frames (Units 1-4)

Speaking & Listening

1. Engage in a range of collaborative discussions (Units 1-4)
2. Analyze information presented in diverse media (Units 1-4)
3. Delineate a speaker's argument and claims (Units 1, 3-4,)
4. Present claims and findings (Units 1, 3-4)
5. Integrate multimedia and visual displays into presentations (Units 2-4)
6. Adapt speech to contexts and tasks (Units 2-4)

Language

1. Demonstrate command of standard English grammar and usage (Units 1-4)
2. Demonstrate command of standard English capitalization, punctuation, and spelling (Units 2-4)
3. Use knowledge of language when writing, speaking, reading, or listening (Units 1-4)
4. Determine meaning of unknown words (Units 1-4)
5. Demonstrate understanding of figurative language (Units 2-4)
6. Acquire and use grade-appropriate vocabulary (Units 1-4)

DISTRICT ESLRS TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners:** who read and write independently, gaining confidence in their abilities to think on their own and take responsibility for their own learning. They will be guided toward independent learning as a life-long tool for success in the classroom and beyond.
- **Effective Communicators:** who are able to read clearly and project their voices; read with the appropriate inflection and emphasis; and participate appropriately in small group and class discussions.
- **Collaborative Workers:** who are capable of working in both large and small groups in order to produce well-organized, thoughtful products such as group presentations on topics that are raised in reading. Students will demonstrate a respect of the varying viewpoints offered from different members of a group and work produced by groups will demonstrate effort by all students.
- **Constructive Thinkers:** who reflect on their reading and writing to enhance the outcomes of their work. Students will practice metacognitive strategies to improve their reading comprehension.
- **Quality Producers/Performers:** who take pride in all assignments and realize the value of creating a product that is original in substance and an example of a personal best effort.
- **Responsible Citizens:** who are prepared to contribute to our democracy in positive ways. Through their reading experiences students will gain an understanding of the responsibility, honor, and integrity that is essential to become a functioning member of our society.

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