

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Beginning English Language Development

Board Approval Date:	Course Length: 2 Semesters
Grading: A-F	Credits: N/A
Proposed Grade Level(s): 6, 7, 8	Subject Area: English, Elective Elective Area (if applicable):
Prerequisite(s): Less than 1 full school year in the U.S.A. i-Ready K-1st ELPAC 1 (if tested)	Corequisite(s): On grade-level Strategic or Intensive English class
CTE Sector/Pathway: N/A	
Intent to Pursue 'A-G' College Prep Status: No	
A-G Course Identifier: N/A	
Graduation Requirement: No	
Course Intent: Program (if applicable): N/A	

COURSE DESCRIPTION:

This is an intervention class designed for beginning English students who are new to this country. It focuses on increasing students' English skills in the areas of speaking, listening, reading, and writing. The class emphasizes language acquisition through the improvement of reading, writing, speaking, and listening skills, by specifically addressing foundational reading skills, including phonemic awareness, phonics, and high-frequency words.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Glad to Meet You!	<p>How do we Exchange Greetings and Goodbyes?</p> <p>How do we give personal information?</p> <p>How do we use the telephone?</p> <p>What words do we use to talk about communication?</p> <p>How do we use nouns and pronouns in English?</p>	<p>*Vocabulary and grammar warm-ups, activities, textbook readings, paired and group conversations and independent practice</p> <p>*Present Tense Verbs (am, is, are)</p> <p>*Statements and Exclamations</p> <p>*Short a, short o and sequencing</p> <p>*Writing and email</p> <p>*Using nouns and pronouns</p>	<p>*Writing assessment:</p> <p>*Writing an email</p> <p>*Unit 1 assessment:</p> <p>*Verbs, high frequency words, short a and o words, identifying sequences, and subject verb agreement</p>
2. Set the Table	<p>What are the words for colors, shapes, and sizes?</p> <p>What are the words for foods?</p> <p>How do we express likes and dislikes?</p> <p>How do we describe?</p>	<p>*Vocabulary and grammar warm-ups, activities, textbook readings, paired and group conversations and Independent Practice</p> <p>*Express likes, dislikes</p> <p>*Use adjectives to describe nouns.</p> <p>*How to make sentences negative</p> <p>*Short I, short u, tch and ch blends</p> <p>*Identify steps in a process</p> <p>*Classify items</p>	<p>*Writing assessment:</p> <p>*How to card</p> <p>*Unit 2 assessment:</p> <p>*Adjectives, negative sentences, short i, and u. tch and ch blend words</p> <p>*Identify steps in a process</p>
3. On the Job	<p>What are the words for tools and careers?</p> <p>How do we ask and answer questions? (Yes/No Questions and Why-Questions).</p>	<p>*Vocabulary and grammar warm-ups, Activities, textbook readings, paired and group conversations and independent practice</p> <p>*Present tense verbs</p> <p>*Yes-or-no questions</p> <p>*Who? What? Where? and When? questions</p> <p>*Short e sh, ck, and double consonants details</p>	<p>*Writing assessment: Interview/career report asking and answering questions and giving information</p> <p>*Unit 3 assessment: Present tense verbs Yes/no questions, wh questions, short e words, sh, ck and double consonant words</p>
4. Numbers Count	<p>What are cardinal numbers?</p> <p>What are ordinal numbers?</p>	<p>*Vocabulary and grammar warm-ups, activities, textbook readings, paired and group conversations and</p>	<p>*Country research project poster and presentation</p> <p>*Unit 4 Assessment: Sound spellings sh, ng,</p>

		<p>independent practice</p> <p>*Expressing needs, negative sentences and contractions, blends and digraphs; problem and solution organization</p> <p>*Word patterns and multisyllabic words</p> <p>*Questions with Do and Does</p>	<p>nt, nd, st; blends and digraphs; high frequency words; negative sentences, contractions</p> <p>*Questions with Do and Does</p>
5. City Sights	<p>What are location words?</p> <p>What are neighborhood words?</p>	<p>Vocabulary and grammar warm-ups, activities, textbook readings, paired and group conversations and independent practice-regular past tense verbs, statements with there is and there are; contractions; long vowels a, e, I, o, u, main idea and family descriptions</p>	<p>*Writing assessment: journal page; One week of activities</p> <p>*Unit 5 assessment: Sound spellings for word patterns and multisyllabic words, high frequency words, regular past tense verbs, contractions, words about neighborhoods and location.</p>
6. Welcome Home	<p>What are the words for family members?</p> <p>What are the words for rooms in a house?</p> <p>What do we call household objects?</p>	<p>*Vocabulary and grammar warm-ups, activities, textbook readings, paired and group conversations and independent Practice</p> <p>*CVCe words, silent e</p> <p>*Long vowels</p> <p>*High frequency words, present tense verbs, plural nouns, family members, rooms in a house, and words about household objects</p>	<p>*Writing assessment: Family project & presentation</p> <p>*Unit 6 Assessment: Sound spellings for long vowel patterns and CVCe words. High frequency words, present tense verbs, plural nouns, family members, rooms in a house, and words about household objects.</p>
7. Pack Your Bags	<p>What are landforms?</p> <p>What are habitats?</p> <p>What are the words for weather patterns?</p> <p>What are the clothing words?</p> <p>What clothing is appropriate for what weather and habitat?</p>	<p>*Vocabulary and grammar warm-ups, activities, textbook readings, paired and group conversations and independent practice</p> <p>*Landforms and habitat vocabulary and close readings</p> <p>*Giving and carrying out commands, describing places, helping verbs, and capitalization of proper nouns. Continue reviewing and using adjectives</p>	<p>*Writing assessment: Travel guide, one state in the USA. Students will research the state and prepare a state poster and present it.</p> <p>*Unit 7 assessment: Sound spellings ai, ay, ee, ea, oa, ow and words with long vowels.</p> <p>*Word Recognition of high frequency words, helping verbs (Can), capitalization and</p>

			commands. Landforms, habitats, weather, and clothing vocabulary.
8. Friend to Friend	How do your friends feel?	*Vocabulary and grammar warm-ups, activities, textbook readings, paired and group conversations and independent practice *Feelings, adverbs, apologies, irregular past tense, negation, possessive nouns and contractions with not	*Writing assessment: *Memory story. Students will write about a special day in their past. *Unit 8 Assessment: Sound spellings with inflection (-ed), high frequency words, regular and irregular past tense verbs, possessive nouns, and feelings vocabulary.
9. Let's Celebrate!	What are some words we use for countries? How do we use verbs with -ing endings? How do we extend and accept an invitation? How do we express regrets? How do we use adverbs?	*Vocabulary and grammar warm-ups, activities, textbook readings, paired and group conversations and independent practice *Inflected endings (-ing); words for people from countries [America becomes American]; international celebrations and traditions; blog post, netiquette; celebration.	*Writing assignment: Blog post. Students will write about an international celebration on Google Classroom and practice netiquette by commenting on each other's posts. *They will include how it is celebrated, where people go, what people eat, and where the celebration occurs. *Unit 9 assessment: Sound Spellings with inflection (-ing), high frequency words, present progressive verbs, phrases with like to and want to, adverbs, country words.

ESSENTIAL STANDARDS:

At the early stages of the Emerging level, students are able to perform the following tasks:

Part I: Interacting in Meaningful Ways:

A. Collaborative

- a. Exchange information and ideas with others through oral collaborative conversations on a range of social and academic topics.
- b. Interact with others in written English in various communicative forms (print, communicative technology, and multimedia).
- c. Offer and support opinions and negotiating with others in communicative exchanges.
- d. Adapt language choices to various contexts (based on task, purpose, audience, and text type).

B. Interpretive

- a. Listen actively to spoken English in a range of social and academic contexts.
- b. Read closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.
- c. Evaluate how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area.
- d. Analyze how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.

C. Productive

- a. Express information and ideas in formal oral presentations on academic topics.
- b. Write literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.
- c. Support own opinions and evaluating others' opinions in speaking and writing.
- d. Select and applying varied and precise vocabulary and language structures to effectively convey ideas.

Part II: Learning About How English Works

A. Structuring Cohesive Texts

- a. Understanding text structure
- b. Understanding cohesion

B. Expanding and Enriching Ideas

- a. Using verbs and verb phrases
- b. Using nouns and noun phrases
- c. Modifying to add details

C. Connecting and Condensing Ideas

- a. Connecting ideas
- b. Condensing ideas

Part III: Using Foundational Literacy Skills

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<http://www.corestandards.org/ELA-Literacy/>

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter6.pdf>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

Link to Program Content Area Standards (if applicable):

Program Content Area Standards applies to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
		<i>California Inside Fundamentals: Volume 1</i>	Gretchen Brenable Deborah J. Short Josefina Villamil Tinajero	National Geographic/ Cengage		

Other Resource Materials

iLit Program, specifically the “Newcomer Module” and ancillary supports on iLit PLC from the Keys to Learning text. CharlesBridge Insights, Comprehension and Content Area Strategies

Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, programs).

i-Ready Program, My Perspectives (iLit), StudySync, Step Up to Writing.

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