

Orange Unified School District

EDGE LEVEL A

Year Course

Intermediate ELD 2 Reading & Intermediate ELD 2 Language and Literacy
(double block)

GRADE LEVEL: 9-12

RECOMMENDED PREREQUISITES: Multiple Measures Considerations:
Approximately 4 years or less in USA
High CELDT 2 or Low CELDT 3
and / or Lexile 500-950
and / or Reading Level of 3-5 grade

INTRODUCTION TO THE SUBJECT:

Edge Level A provides a systematic and focused approach to English language development, using rigorous and coherent instruction that motivates students with relevant, readable literature and strategic skill instruction. Instruction focuses on the 9-10th Grade English Language Arts Standards, and the 9-12th Grade English Language Development Standards at the Intermediate level. Listening, speaking, reading and writing activities are designed to help students develop competency in oral language and literacy skills. Scope and Sequence covers Reading (Reading Fundamentals, Reading Strategies, Comprehension and Critical Thinking Skills, Reading Behaviors); Concepts and Vocabulary (Everyday Concepts and Vocabulary, Academic Concepts and Vocabulary, Word Learning Strategies, Development of Word Consciousness); Literary Analysis (Response to Literature, Recognition of Genres, Recognition and Analysis of Literary Devices and Elements, Comparisons and Evaluations of Literature, Literary History and Criticism); Writing (Handwriting, Writing Purposes, Modes and Forms, Writing Process, Traits of Good Writing); Grammar, Usage, Mechanics, and Spelling (Sentences, Parts of Speech, Capitalization, Punctuation, Spelling); Language Development and Communication (Social and Academic Language Functions); Listening, Speaking Viewing, and Representing (Listening and Speaking Activities, Listening Strategies and Skills, Speaking Strategies and Skills, Viewing Strategies and Skills, Representing Strategies and Skills); Learning Strategies (Strategies for Learning Language, Strategies for Taking Tests, Study Skills and Strategies, Research Strategies and Skills, Career Exploration); Technology and Media Literacy (Technology Strategies and Skills, Media Study); Cultural Perspectives (Multicultural Awareness and Appreciation).

COURSE OBJECTIVES: BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:

Listening and Speaking

- Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.
- Hear and repeat most beginning, medial, and ending sounds in context.
- Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences.
- Follow more difficult multi-task directions.
- Give antonyms of less common vocabulary words.
- Use a variety of verb forms in conversation.
- Tell a story using fluent sentences and details.

Reading

- Recognize root words, multiple meanings, and derive the meaning of words from context.
- Summarize literary pieces in greater detail by including the characters, setting, and plot and analyzing them in greater detail.
- Draw simple conclusions about a character.
- Use details to make predictions and identify stated and implied themes in literary passages.
- Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.
- Use a standard dictionary to determine the meaning of unknown words.
- Apply knowledge of language to achieve comprehension of informational materials, literary texts, and text in content areas.

Writing

- Use standard writing conventions including present tense and subject/verb agreement.
- Distinguish noun endings.
- Write sentences appropriate to a topic with few errors.
- Write an essay with details and a clear sequence of events.
- Write detailed fictional biographies or autobiographies.
- Fill out job applications and prepare résumés that are clear and address the intended audience appropriately.
- Use strategies of note taking, outlining, and summarizing to structure drafts of essays.

Plan to support literacy:

Best practices to support reading comprehension:

- Direct instruction of reading comprehension strategies, i.e. plan and monitor, predict, clarify, connect, draw conclusions, etc.
- Teacher modeling
- Vocabulary and root word study

Best practices to support writing skills:

- Direct instruction of writing process, i.e. pre-write, draft, revise, edit and proofread, and publish.
- Analyze various genres of writing, i.e. narrative, persuasive, non-fiction, etc.
- Direct instruction and modeling of note-taking skills and organizational strategies in preparation for essay writing

Materials Needed:

Teachers:

- Level A Teacher's Editions (2 Volumes)
- Level A Interactive Practice Book Teacher's Annotated Edition
- Level A Reading & Writing Transparencies

Students:

- Level A Student Edition
- Level A Interactive Practice Book
- Level A Grammar and Writing Practice Book
- Level A Library Books
- Level A Selection Readings and Fluency Models CDs

- Extended Reading
- Edge Level A Library Books
 - *Bronx Masquerade*
 - *Cesar Chavez*
 - *Crazy Loco*
 - *Dr. Jekyll and Mr. Hyde*
 - *Dracula*
 - *Blue*
 - *Chasing the Lion*
 - *Miracles*
 - *Jane Eyre*
 - *Mysteries of Sherlock Holmes*
 - *Novio Boy*
 - *Of Sound Mind*
 - *Out of War*
 - *Jerry Spinelli*
 - *The Chi Lin Purse*
 - *The Riddle*
 - *Schoolhouse*
 - *The Friends*
 - *Sara's Diary*
 - *Ties that Bind*
 - *Talking Stars*

Supplemental Materials:

The following suggestions are based on materials approved by OUSD. Specific resources are limited to availability at each school site and teachers' preferences.

Grammar:

- *Grammar in Context English Yes!*

Vocabulary:

- *Test-Prep Vocabulary Basic Vocabulary Builder*

Spelling:

- *Spell It Out*

Greek/Latin Root Words:

- *English From The Roots Up*

COURSE CONTENT:

1. Reading Fundamentals

- 1.1. Use syllabication.
- 1.2. Develop reading fluency (accuracy, expression, phrasing, prosody, rate).

2. Reading Strategies

- 2.1. Plan and Monitor
 - 2.1.1. Preview and set a purpose
 - 2.1.2. Make and confirm predictions
 - 2.1.3. Clarify ideas and vocabulary (use context clues, reread, read on, etc.)
- 2.2. Determine Importance
 - 2.2.1. Relate main ideas and details
 - 2.2.2. Summarize
 - 2.2.3. Determine personal relevance
- 2.3. Ask Questions
- 2.4. Make Inferences
- 2.5. Make Connections
 - 2.5.1. Text-to-self
 - 2.5.2. Text-to-text
 - 2.5.3. Text-to-world
- 2.6. Synthesize
 - 2.6.1. Draw conclusions
 - 2.6.2. Compare across texts
 - 2.6.3. Form generalizations
- 2.7. Visualize

3. Comprehension and Critical Thinking Skills

- 3.1. Analyze story elements (character, setting, plot, theme)
- 3.2. Analyze information
 - 3.2.1. Distinguish fact from opinion
 - 3.2.2. Identify main idea
 - 3.2.3. Read and interpret visuals
 - 3.2.4. Identify arguments for and against an issue
 - 3.2.5. Identify discrepancies and missing information
- 3.3. Analyze text features
- 3.4. Compare and contrast
- 3.5. Make inferences
- 3.6. Follow complex directions
- 3.7. Relate ideas in a text
 - 3.7.1. Events in a sequence
 - 3.7.2. Steps in a process
 - 3.7.3. Cause and effect
 - 3.7.4. Main idea to details
- 3.8. Summarize
- 3.9. Interpret figurative language (simile, metaphor, symbol, etc.)
- 3.10. Synthesize information
 - 3.10.1. Draw conclusions
 - 3.10.2. Form generalizations

4. Reading Behaviors

- 4.1. Identify opportunities for reading improvement
- 4.2. Identify, assess, and apply effective personal reading strategies
- 4.3. Read collaboratively
- 4.4. Read for a variety of purposes
- 4.5. Read independently for sustained periods
- 4.6. Read widely

5. Academic Concepts and Vocabulary

- 5.1. Across the curriculum
- 5.2. In language arts and literature

6. Word Learning Strategies

- 6.1. Learn new words by applying sensory images
- 6.2. Memorize
- 6.3. Relate words
- 6.4. Review
- 6.5. Use cognates to determine word meaning
- 6.6. Use contextual analysis to determine word meaning
- 6.7. Use structural (morphemic) analysis to determine word meaning
- 6.8. Use reference sources to determine usage
- 6.9. Use word origins to determine word meaning
- 6.10. Apply an overall word learning strategy during reading

7. Develop Word Consciousness

- 7.1. Analogies
- 7.2. Antonyms and synonyms
- 7.3. Cognates and false cognates
- 7.4. Denotation and connotation
- 7.5. Dialect and regionalisms
- 7.6. Homophones and other words that sound alike
- 7.7. Idioms
- 7.8. Figurative language
- 7.9. Jargon and specialized vocabulary
- 7.10. Multiple-meaning words
- 7.11. Phrasal verbs
- 7.12. Slang
- 7.13. Word families
- 7.14. Word origins and roots

8. Expand Vocabulary

9. Respond to Literature

- 9.1. Apply literature to personal life
- 9.2. Respond to literature in a variety of ways
- 9.3. Defend interpretations of and responses to literature
- 9.4. Recognize that literature may elicit a variety of valid responses

10. Recognize Genres

- 10.1. Article
- 10.2. Autobiography
- 10.3. Biography
- 10.4. Diary/journal
- 10.5. Drama
- 10.6. Editorial
- 10.7. Electronic texts
- 10.8. Essays
- 10.9. Fantasy
- 10.10. Folk literature
- 10.11. Functional texts (business, consumer, everyday, technical)
- 10.12. Historical fiction
- 10.13. Humor
- 10.14. Interview
- 10.15. Memoir
- 10.16. Novel
- 10.17. Personal narrative
- 10.18. Poetry
- 10.19. Realistic fiction
- 10.20. Report
- 10.21. Review
- 10.22. Script
- 10.23. Short story
- 10.24. Song lyrics
- 10.25. Speech
- 10.26. Textbook/encyclopedia

11. Recognize and Analyze Literary Devices and Elements

- 11.1. Alliteration
- 11.2. Assonance and consonance
- 11.3. Character (hero/heroine, protagonist/antagonist, static/dynamic, etc.)
- 11.4. Description
- 11.5. Dialogue and dialect
- 11.6. Dramatic conventions
- 11.7. Figurative language (hyperbole, simile, metaphor, personification, etc.)
- 11.8. Imagery/sensory language
- 11.9. Mood and tone
- 11.10. Plot and plot development (conflicts, flashback, suspense, etc.)
- 11.11. Point of view (first-person, third-person, omniscient, etc.)
- 11.12. Repetition
- 11.13. Rhyme and rhyme scheme
- 11.14. Rhythm/meter
- 11.15. Setting
- 11.16. Style
- 11.17. Symbolism
- 11.18. Text structure (expository, persuasive, narrative)
- 11.19. Theme

12. Compare Literature

- 12.1. Compare story elements
- 12.2. Compare author's purposes, intents, arguments, biases
- 12.3. Compare time periods
- 12.4. Compare theme or topic

- 12.5. Compare versions across different media

13. Evaluate Literature

- 13.1. Author's development of character, plot, theme
- 13.2. Author's purpose, intended audience, and perspective and effect on the text
- 13.3. Author's style
- 13.4. Author's use of literary devices
- 13.5. Author's logic (argument, presentation, etc.)
- 13.6. Propaganda and common persuasive techniques
- 13.7. Reliability and validity of evidence and sources

14. Literary History and Criticism

- 14.1. Form and support opinions about literary and nonliterary works
- 14.2. Interpret literature based on genre
- 14.3. Understand why certain works are considered classics

15. Handwriting

16. Writing Purposes, Modes, and Forms

- 16.1. Write across the curriculum
- 16.2. Write for a variety of audiences
- 16.3. Write for a variety of purposes
- 16.4. Write in a variety of forms
 - 16.4.1. Personal narrative
 - 16.4.2. Problem-solution essay
 - 16.4.3. Process description
 - 16.4.4. Cause and effect essay
 - 16.4.5. Comparison-contrast essay
 - 16.4.6. Letters
 - 16.4.7. News article
 - 16.4.8. Persuasive essay
 - 16.4.9. Short story
- 16.5. Write in a variety of modes
 - 16.5.1. Expository
 - 16.5.2. Expressive
 - 16.5.3. Narrative
 - 16.5.4. Descriptive
 - 16.5.5. Persuasive
 - 16.5.6. Reflective

17. Writing Process

- 17.1. Use the writing process
- 17.2. Prewriting
- 17.3. Drafting
- 17.4. Revising
- 17.5. Editing and proofreading
- 17.6. Publishing
- 17.7. Reflecting and evaluating

18. Traits of Good Writing

- 18.1. Written Conventions
- 18.2. Development of ideas
- 18.3. Focus and Unity
- 18.4. Organization
- 18.5. Voice and Style

19. Sentences

- 19.1. Sentence types
- 19.2. Negative sentences
- 19.3. Conditional sentences
- 19.4. Sentence structure
 - 19.4.1. Simple sentences
 - 19.4.2. Phrases

- 19.4.3. Clauses
- 19.4.4. Compound Sentences
- 19.4.5. Complex Sentences
- 19.5. Subjects and predicates (complete, simple, compound)
- 19.6. Complete sentences/fragments
- 19.7. Subject-verb agreement

20. Parts of Speech

- 20.1. Nouns
 - 20.1.1. Common and proper
 - 20.1.2. Count and noncount
 - 20.1.3. Plurals
 - 20.1.4. Possessive
- 20.2. Articles
- 20.3. Pronouns
 - 20.3.1. Subjective case
 - 20.3.2. Objective case
 - 20.3.3. Possessive case
 - 20.3.4. Reflexive and intensive case
 - 20.3.5. Indefinite case
 - 20.3.6. Demonstrative case
 - 20.3.7. Agreement and reference
- 20.4. Adjectives
 - 20.4.1. Comparative adjectives
- 20.5. Verbs
 - 20.5.1. Action
 - 20.5.2. Linking
 - 20.5.3. Modals (can, could, would, might, must, etc.)
 - 20.5.4. Helping
 - 20.5.5. Transitive and intransitive verbs
 - 20.5.6. Present Tense
 - 20.5.7. Habitual present tense
 - 20.5.8. Past tense (regular and irregular)
 - 20.5.9. Future tense
 - 20.5.10. Present perfect tense
 - 20.5.11. Progressive forms
- 20.6. Verbals
- 20.7. Contractions
- 20.8. Adverbs
 - 20.8.1. Comparative adverbs
- 20.9. Prepositions and prepositional phrases
 - 20.9.1. Conjunctions
 - 20.9.2. Interjections

21. Capitalization

22. Punctuation

23. Spelling

24. Social and Academic Language Functions

- 24.1. Listen actively
- 24.2. Ask and answer questions
- 24.3. Express likes and dislikes
- 24.4. Express ideas, feelings, needs, opinions, intentions
- 24.5. Make and respond to requests and commands
- 24.6. Give and follow directions
- 24.7. Ask for/Give information
- 24.8. Retell a story
- 24.9. Adjust communication to the audience, purpose, occasion, and task
- 24.10. Describe people, places, things, events, ideas, feelings, experiences
- 24.11. Listen to a selection

- 24.12. Recite
- 24.13. Read a selection
- 24.14. Role-play
- 24.15. Dramatize
- 24.16. Interpret nonverbal communication
- 24.17. Make comparisons
- 24.18. Engage in conversation and small talk
- 24.19. Engage in discussion (academic)
- 24.20. Define and explain
- 24.21. Write
- 24.22. Persuade
- 24.23. Elaborate

25. Listening and Speaking Activities

- 25.1. Choral reading and reader's theater
- 25.2. Conversation and classroom discussion
- 25.3. Debate
- 25.4. Demonstration
- 25.5. Descriptive presentation
- 25.6. Dramatization
- 25.7. Interview
- 25.8. Narrative presentation
- 25.9. Oral interpretation of literature
- 25.10. Panel discussion
- 25.11. Persuasive speech
- 25.12. Recommendation
- 25.13. Response to literature
- 25.14. Retell a story
- 25.15. Summary

26. Listening Strategies and Skills

- 26.1. Set purpose and prepare for listening
- 26.2. Evaluate and expand personal preferences in listening
- 26.3. Listen actively and respectfully
- 26.4. Listen to, analyze, evaluate, and critique literary and non-literary works
- 26.5. Overcome barriers to listening
- 26.6. Self-monitor and self-assess; make adjustments

27. Speaking Strategies and Skills

- 27.1. Manage discussions and presentations effectively
- 27.2. Overcome anxiety
- 27.3. Edit drafts and speeches
- 27.4. Use a variety of rhetorical devices
- 27.5. Speak effectively for a variety of audiences, purposes, and occasions
- 27.6. Self-monitor, monitor audience reaction, and adjust oral communication during a presentation
- 27.7. Respond to audience questions
- 27.8. Justify choice of organizational structure and performance techniques
- 27.9. Use audience feedback to improve future presentations
- 27.10. Create and use scoring guides and rubrics

28. Viewing Strategies and Skills

- 28.1. Respond to and interpret visuals
- 28.2. Recognize and analyze how key elements of design create meaning and influence the message
- 28.3. Recognize the effects of visual arts on mood
- 28.4. Interpret and analyze presentations
- 28.5. Self-monitor and self-correct while viewing

29. Representing Strategies and Skills

- 29.1. Create and use graphic organizers
- 29.2. Create illustrations, information graphics, and/or photographs to support oral or written communication
- 29.3. Create posters, storyboards, and other visual displays

30. Strategies for Learning Language

- 30.1. Memorize
- 30.2. Incorporate language “chunks”
- 30.3. Practice new language
- 30.4. Use visuals to construct or clarify meaning
- 30.5. Semantic mapping
- 30.6. Use imagery
- 30.7. Review
- 30.8. Ask for help, feedback, and clarification
- 30.9. Take risks and explore alternate ways of saying things (circumlocution)
- 30.10. Identify and respond appropriately to nonverbal and verbal cues
- 30.11. Test hypotheses about language
- 30.12. Use prior knowledge
- 30.13. Make connections across content areas
- 30.14. Take notes about language
- 30.15. Compare elements of language and identify patterns
- 30.16. Compare written language conventions
- 30.17. Use reference aids
- 30.18. Self-monitor language use and self-assess

31. Strategies for Taking Tests

32. Study Skills and Strategies

33. Research Strategies and Skills

- 33.1. Use the research process and the language of research
- 33.2. Choose and narrow a topic
- 33.3. Write to discover what is known and needs to be learned
- 33.4. Formulate research questions
- 33.5. Choose appropriate resources to support a research topic
- 33.6. Gather information
- 33.7. Organize information from multiple sources
- 33.8. Analyze, evaluate, and use information
- 33.9. Synthesize information from multiple sources
- 33.10. Convert data into graphic aids
- 33.11. Design and write a research report with supporting evidence
- 33.12. Integrate quotations and citations
- 33.13. Cite sources
- 33.14. Avoid plagiarism
- 33.15. Evaluate a research report and draw conclusions
- 33.16. Draw questions for further study from the conclusions

34. Career Exploration

35. Technology Strategies and Skills

- 35.1. Use technology to acquire language
- 35.2. Use technology to communicate
- 35.3. Use technology for productivity
- 35.4. Use technology to learn
- 35.5. Select and use media for research (audio, video, online resources)
- 35.6. Create media products for presentation to an audience
- 35.7. Understand laws that govern delivery and use of media

36. Media Study

- 36.1. Analyze and interpret information from various media
- 36.2. Evaluate the quality of information from various media
- 36.3. Evaluate and critique the effectiveness of media presentations

37. Multicultural Awareness and Appreciation

- 37.1. Appreciate, share, and compare aspects of the home, U.S., and world cultures
- 37.2. Analyze universal themes across texts
- 37.3. Analyze and compare discourse patterns across cultures
- 37.4. Demonstrate sensitivity to gender, age, social position, and cultural bias

FIRST SEMESTER

Pacing	Instructional Unit	ELD Essential Standards	Assessment
5 weeks	<p>Unit 1: Think Again EQ – What Influences How You Act? (Choose min. of 4)</p> <p><u>Short Story</u></p> <ul style="list-style-type: none"> • <i>The Experiment</i> • <i>Building Bridges</i> • <i>The Open Window</i> • <i>One in a Million</i> <p><u>Magazine Article</u></p> <ul style="list-style-type: none"> • <i>Superstitions: The Truth Uncovered</i> <p><u>Memoir</u></p> <ul style="list-style-type: none"> • <i>The Right Words at the Right Time</i> <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Complete Sentences • Subject/Verb Agreement • Complete Sentence <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Prefixes • Suffixes <p><u>Writing</u></p> <ul style="list-style-type: none"> • Response to Literature • Narrative Paragraph • Comparison Essay • Journal 	<p><u>Listening & Speaking</u></p> <ul style="list-style-type: none"> • Cluster 1 – Beliefs • Cluster 2- Discussion • Cluster 3- Discussion <p>Reading Word Analysis:</p> <ul style="list-style-type: none"> • Cluster 1 – Preview and Predict • Cluster 2- Clarify Ideas • Cluster 3- Interpret, Analyze, Speculate <p>Reading Comprehension</p> <ul style="list-style-type: none"> • Cluster 1 – Monitor • Cluster 2- Respond to Comprehension Questions • Cluster 3- Analyze Key Ideas <p>Literary Response and Analysis:</p> <ul style="list-style-type: none"> • Cluster 1 – Plot and Setting • Cluster 2- Perspective • Cluster 3 - Genre <p>Writing Strategies & Applications:</p> <ul style="list-style-type: none"> • Cluster 1- Opinion Statement • Cluster 2 – Comparison Essay • Cluster 3 – Focus and Unity <p>Writing Conventions:</p> <ul style="list-style-type: none"> • Cluster 1- Kinds of Sentences, Subjects and Predicates • Cluster 2 – Subject Verb Agreement • Cluster 3- Sentence Fragments 	<p>Unit 1 Wrap-Up</p> <p>Writing: Personal Narrative</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge eAssessments</p>
4 weeks	<p>Unit 2: Family Matters EQ - How Do Families Affect Us?</p> <p><u>Nonfiction</u></p> <ul style="list-style-type: none"> • <i>All in the Family</i> • <i>How to See DNA</i> • <i>Do Family Meals Matter?</i> • <i>Fish Cheeks</i> • <i>Only Daughter</i> • <i>Calling a Foul</i> <p><u>Survey</u></p> <ul style="list-style-type: none"> • <i>Surveys on Sports</i> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Context Clues • Phrasing • Accuracy • Rate • Intonation <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Subject Pronouns • Action Verbs • Helping verbs • Present Tense Verbs <p><u>Writing</u></p> <ul style="list-style-type: none"> • Response to Literature • Expository • Critical Review • Biographical Sketch 	<p><u>Listening & Speaking</u></p> <ul style="list-style-type: none"> • Cluster 1 – Role-Play • Cluster 2 – Oral Report • Cluster 3 - Discussion <p><u>Reading</u></p> <p>Reading Fluency and Systematic Vocabulary Development:</p> <ul style="list-style-type: none"> • Cluster 1 – Context Clues • Cluster 2 – Intonation • Cluster 3 - Expression <p>Reading Comprehension:</p> <ul style="list-style-type: none"> • Cluster 1 – Self-Question • Cluster 2 – Interpret Visuals • Cluster 3 – Question the Author <p><u>Writing</u></p> <p>Writing Strategies and Applications:</p> <ul style="list-style-type: none"> • Cluster 1- Write Expository Compositions • Cluster 2- Biographical Sketch • Cluster 3 – Development of Ideas <p>Writing Conventions:</p> <ul style="list-style-type: none"> • Cluster 1 – Subject Pronouns • Cluster 2 – Action and Helping Verbs • Cluster 3 – Present Tense Verbs 	<p>Unit 2 Wrap-Up</p> <p>Writing: News Article</p> <p>Steps in the Writing Process</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge eAssessments</p>

Pacing	Instructional Unit	ELD Essential Standards	Assessment
4 Weeks	<p>Unit 3: True Self EQ – Do We Find or Create Our True Selves? <u>Short Story</u></p> <ul style="list-style-type: none"> • <i>Heartbeat</i> • <i>I Go Along</i> • <i>The Pale Mare</i> <p><u>Informative Story</u></p> <ul style="list-style-type: none"> • <i>Behind the Bulk</i> <p><u>Comic Strip</u></p> <ul style="list-style-type: none"> • <i>Zits</i> <p><u>Poetry</u></p> <ul style="list-style-type: none"> • <i>Theme for English B</i> • <i>My Horse, Fly Like a Bird</i> • <i>Caged Bird</i> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Word Families • Latin and Greek Roots <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Use Verb Tenses • Pronouns <p><u>Writing</u></p> <ul style="list-style-type: none"> • Response to Literature • Opinion Statement • Compare/Contrast 	<p><u>Listening & Speaking</u></p> <ul style="list-style-type: none"> • Cluster 1 – Dramatize • Cluster 2 – Discussion • Cluster 3 - Drama <p><u>Reading</u> Reading Fluency and Systematic Vocabulary Development:</p> <ul style="list-style-type: none"> • Cluster 1 – Intonation and Word Families • Cluster 2 – Phrasing • Cluster 3 - Expression <p>Reading Comprehension:</p> <ul style="list-style-type: none"> • Cluster 1 – Point of View • Cluster 2 – First Person Point of View • Cluster 3 – Point of View <p><u>Writing</u> Writing Strategies and Applications:</p> <ul style="list-style-type: none"> • Cluster 1- Organization • Cluster 2- Opinion Statement • Cluster 3 – Cause-Effect <p>Writing Conventions:</p> <ul style="list-style-type: none"> • Cluster 1 – Verb Tenses • Cluster 2 – Verb Tenses • Cluster 3 – Pronouns 	<p>Unit 3 Wrap-Up</p> <p>Writing: Short Story</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge eAssessments</p>
4 Weeks	<p>Unit 4: Give and Take EQ – How Much Should People Help Each Other? <u>Nonfiction</u></p> <ul style="list-style-type: none"> • <i>Enabling or Disabling</i> • <i>This I Believe</i> • <i>Brother Ray</i> • <i>Power of the Powerless</i> • <i>He Was No Bum</i> <p><u>Poetry</u></p> <ul style="list-style-type: none"> • <i>Hard Times</i> • <i>Miss Rosie</i> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Context Clues <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Possessive Words • Prepositions • Object Pronouns <p><u>Writing</u></p> <ul style="list-style-type: none"> • Journal • Summary Paragraph • Voice and Style 	<p><u>Listening & Speaking</u></p> <ul style="list-style-type: none"> • Cluster 1 – Discussion • Cluster 2 – Slide Show • Cluster 3 – Extemporaneous Talk <p><u>Reading</u> Reading Fluency and Systematic Vocabulary Development:</p> <ul style="list-style-type: none"> • Cluster 1 – Context Clues • Cluster 2 – Unfamiliar Words • Cluster 3 – Multiple-Meaning Words <p>Reading Comprehension:</p> <ul style="list-style-type: none"> • Cluster 1 – Analyze • Cluster 2 – Summarize • Cluster 3 – Importance <p><u>Writing</u> Writing Strategies and Applications:</p> <ul style="list-style-type: none"> • Cluster 1- Journal • Cluster 2- Summary • Cluster 3 – Opinion Statement <p>Writing Conventions:</p> <ul style="list-style-type: none"> • Cluster 1 – Possessive Words • Cluster 2 – Prepositions • Cluster 3 – Object Pronouns 	<p>Unit 4 Wrap-Up</p> <p>Writing: Problem-Solution Essay</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge eAssessments</p>

SECOND SEMESTER

Pacing	Instructional Unit	ELD Essential Standards	Assessment
4 Weeks	<p>Unit 5: Fair Play EQ – Do People Get What They Deserve? <u>Short Story</u></p> <ul style="list-style-type: none"> • <i>Jump Away</i> • <i>Fear</i> • <i>Abuela Invents the Zero</i> <p><u>Narrative</u></p> <ul style="list-style-type: none"> • <i>Showdown with Big Eva</i> • <i>Karate</i> <p><u>Magazine Article</u></p> <ul style="list-style-type: none"> • <i>Violence Hits Home</i> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Synonyms • Antonyms <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Adjectives • Adverbs <p><u>Writing</u></p> <ul style="list-style-type: none"> • Response to Literature • Character Sketch • Organization 	<p><u>Listening & Speaking</u></p> <ul style="list-style-type: none"> • Cluster 1 – Dramatize • Cluster 2 –Role Play • Cluster 3 – Panel Discussion <p><u>Reading</u> Reading Fluency and Systematic Vocabulary Development:</p> <ul style="list-style-type: none"> • Cluster 1 – Synonyms • Cluster 2 – Antonyms • Cluster 3 - Antonyms <p>Reading Comprehension:</p> <ul style="list-style-type: none"> • Cluster 1 – Theme • Cluster 2 – Suspense • Cluster 3 – Irony <p><u>Writing</u> Writing Strategies and Applications:</p> <ul style="list-style-type: none"> • Cluster 1- Opinion Statement • Cluster 2- Character Sketch • Cluster 3 – Letter <p>Writing Conventions:</p> <ul style="list-style-type: none"> • Cluster 1 – Adjectives • Cluster 2 – Adjectives • Cluster 3 – Adverbs 	<p>Unit 5 Wrap-Up</p> <p>Writing: Process Description</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge eAssessments</p>
4 Weeks	<p>Unit 6: Coming Of Age EQ – What Rights and Responsibilities Should Teens Have? <u>Play</u></p> <ul style="list-style-type: none"> • <i>Novio Boy</i> <p><u>Letter</u></p> <ul style="list-style-type: none"> • <i>A Letter to Helen Keller</i> <p><u>Poetry</u></p> <ul style="list-style-type: none"> • <i>Oranges</i> • <i>Your World</i> • <i>Helen Keller</i> • <i>Marked</i> • <i>Dusting</i> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Reference Sources • Analogies • Multiple Meaning Words <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Indefinite Pronouns • Word Order • Compound Sentences <p><u>Writing</u></p> <ul style="list-style-type: none"> • Analysis • Argument • Persuasion 	<p><u>Listening & Speaking</u></p> <ul style="list-style-type: none"> • Cluster 1 – Dramatize • Cluster 2 –Role Play • Cluster 3 – Panel Discussion <p><u>Reading</u> Reading Fluency and Systematic Vocabulary Development:</p> <ul style="list-style-type: none"> • Cluster 1 – Reference Sources • Cluster 2 – Analogies • Cluster 3 - Multiple Meaning Words <p>Reading Comprehension:</p> <ul style="list-style-type: none"> • Cluster 1 – Theme • Cluster 2 – Suspense • Cluster 3 – Irony <p><u>Writing</u> Writing Strategies and Applications:</p> <ul style="list-style-type: none"> • Cluster 1- Analysis • Cluster 2- Argument • Cluster 3 – Letter of Persuasion <p>Writing Conventions:</p> <ul style="list-style-type: none"> • Cluster 1 – Indefinite Pronouns • Cluster 2 – Word Order • Cluster 3 – Compound Sentences 	<p>Unit 6 Wrap-Up</p> <p>Writing: Process Description</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge eAssessments</p>

Pacing	Instructional Unit	ELD Essential Standards	Assessment
4 Weeks	<p>Unit 6: Making Impressions EQ – What Do You Do to Make an Impression? <u>Nonfiction</u></p> <ul style="list-style-type: none"> • <i>16: The Right Voting Age</i> • <i>Teen Brains are Different</i> • <i>Should Communities Set Teen Curfews</i> • <i>Curfews: A National Debate</i> • <i>What Does Responsibility Look Like?</i> • <i>Getting a Job</i> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Idioms • Reference Sources <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Complex Sentences • Verb Tenses • Complex Sentences <p><u>Writing</u></p> <ul style="list-style-type: none"> • Composition • Theme Analysis • Poem 	<p><u>Listening & Speaking</u></p> <ul style="list-style-type: none"> • Cluster 1 – Poetry • Cluster 2 – Oral Report • Cluster 3 – Song Lyrics <p><u>Reading</u></p> <p>Reading Fluency and Systematic Vocabulary Development:</p> <ul style="list-style-type: none"> • Cluster 1 – Idioms • Cluster 2 – Idioms • Cluster 3 – Reference Sources <p>Reading Comprehension:</p> <ul style="list-style-type: none"> • Cluster 1 – Mental Images • Cluster 2 – Sensory Images • Cluster 3 – Emotional Response <p><u>Writing</u></p> <p>Writing Strategies and Applications:</p> <ul style="list-style-type: none"> • Cluster 1- Opinion Statement • Cluster 2- Explanation and Comment • Cluster 3 – Voice and Style <p>Writing Conventions:</p> <ul style="list-style-type: none"> • Cluster 1 – Complex Sentences • Cluster 2 – Verb Tenses • Cluster 3 – Complex Sentences 	<p>Unit 6 Wrap-Up</p> <p>Writing: Poetry</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge eAssessments</p>

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