

Orange Unified School District

EDGE LEVEL B

Year Course

Early Advanced, Advanced ELD 3 Reading & Early Advanced, Advanced ELD 3 Language and Literacy
(double block)

GRADE LEVEL: 9-12

RECOMMENDED PREREQUISITES: Multiple Measures Considerations:
Four years in U.S.
and /or CELDT 3 or Low CEDLT 4
and/or Lexile 750 - 1075
and / or Reading Level of 5-7 grade+

INTRODUCTION TO THE SUBJECT:

Edge Level B 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 Early Advanced and Advanced levels. 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 B Teacher's Editions (2 Volumes)
- Level B Interactive Practice Book Teacher's Annotated Edition
- Level B Reading & Writing Transparencies
- Level B Grammar and Writing Practice Book

Students:

- Level B Student Edition
- Level B Interactive Practice Book
- Level B Grammar and Writing Practice Book
- Level B Library Books

- Level B Selection Readings and Fluency Models CDs
- Extended Reading
- Edge Level C Library Books
 - *A Raisin in the Sun*
 - *Anthem Breaking Through*
 - *Dance hall of the Dead*
 - *Dr. Jenner and the Speckled Monster*
 - *Hercules: The Twelve Labors (Graphic Classic)*
 - *Hole in My Life*
 - *Keeper*
 - *Left Behind*
 - *Miracle's Boys*
 - *Narrative of the Life of Frederick Douglass*
 - *Parrot in the Oven*
 - *Picture Bride*
 - *Romiette and Julio*
 - *September 11, 2001: Attack on New York City*
 - *The Afterlife*
 - *The Other Side of the Sky: A Memoir*
 - *The Outsiders*
 - *The Stone Goddess*
 - *The Trojan Horse: The Fall of Troy*
 - *Warriors Don't Cry*

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. Relate ideas in a text
 - 3.6.1. Cause and effect
 - 3.6.2. Main idea to details
- 3.7. Summarize
- 3.8. Interpret figurative language (simile, metaphor, symbol, etc.)
- 3.9. Synthesize information
 - 3.9.1. Draw conclusions
 - 3.9.2. 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. Literary criticism
- 10.16. Memoir
- 10.17. Novel
- 10.18. Parody
- 10.19. Personal narrative
- 10.20. Poetry
- 10.21. Realistic fiction
- 10.22. Report
- 10.23. Review
- 10.24. Script
- 10.25. Short story
- 10.26. Song lyrics
- 10.27. Speech
- 10.28. Textbook/encyclopedia

11. Recognize and Analyze Literary Devices and Elements

- 11.1. Alliteration
- 11.2. Allusion
- 11.3. Analogy
- 11.4. Assonance and consonance
- 11.5. Character (hero/heroine, protagonist/antagonist, static/dynamic, etc.)
- 11.6. Description
- 11.7. Dialogue and dialect
- 11.8. Dramatic conventions
- 11.9. Figurative language (hyperbole, simile, metaphor, personification, etc.)
- 11.10. Imagery/sensory language
- 11.11. Irony
- 11.12. Jargon
- 11.13. Mood and tone
- 11.14. Narrator
- 11.15. Onomatopoeia
- 11.16. Paradox
- 11.17. Plot and plot development (conflicts, flashback, suspense, etc.)
- 11.18. Point of view (first-person, third-person, omniscient, etc.)
- 11.19. Repetition
- 11.20. Rhyme and rhyme scheme
- 11.21. Rhythm/meter

- 11.22. Setting
- 11.23. Style
- 11.24. Symbolism
- 11.25. Text structure (expository, persuasive, narrative)
- 11.26. 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
- 13.8. Multiple levels of meaning

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
- 14.4. Aesthetic approach to literary criticism
- 14.5. Biographical approach to literary criticism
- 14.6. Historical approach to Literary criticism
- 14.7. Identify literary movements across cultures

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. Cause and effect essay
 - 16.4.2. Comparison-contrast essay
 - 16.4.3. Letters
 - 16.4.4. News article
 - 16.4.5. Persuasive essay
 - 16.4.6. Short story
 - 16.4.7. Autobiographical narrative
 - 16.4.8. Position paper
 - 16.4.9. Reflective essay
 - 16.4.10. Research report
- 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
 - 16.5.7. Literary Analysis

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
 - 19.4.6. Compound-complex sentences
 - 19.4.7. Properly placed clauses and modifiers
- 19.5. Subjects and predicates (complete, simple, compound)
- 19.6. Complete sentences/fragments
- 19.7. Subject-verb agreement
- 19.8. Grammatical parallelism

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. Relative case
 - 20.3.8. Agreement and reference
- 20.4. Adjectives
 - 20.4.1. Comparative adjectives
 - 20.4.2. Adjectival phrases and clauses
- 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. Past perfect tense
- 20.5.12. Future perfect tense
- 20.5.13. Progressive forms
- 20.6. Verbals
 - 20.6.1. Gerunds
 - 20.6.2. Infinitives
 - 20.6.3. Participial phrases; dangling modifiers
- 20.7. Contractions
- 20.8. Adverbs
 - 20.8.1. Comparative adverbs
 - 20.8.2. Adverbial phrases and clauses
- 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. Ask and answer questions
- 24.2. Express ideas, feelings, needs, opinions, intentions
- 24.3. Make and respond to requests and commands
- 24.4. Give and follow directions
- 24.5. Ask for/Give information
- 24.6. Adjust communication to the audience, purpose, occasion, and task
- 24.7. Describe people, places, things, events, ideas, feelings, experiences
- 24.8. Listen to a selection
- 24.9. Recite
- 24.10. Read a selection
- 24.11. Role-play
- 24.12. Dramatize
- 24.13. Interpret nonverbal communication
- 24.14. Make comparisons
- 24.15. Engage in conversation and small talk
- 24.16. Engage in discussion (academic)
- 24.17. Define and explain
- 24.18. Write
- 24.19. Persuade
- 24.20. Elaborate
- 24.21. Tell an original story
- 24.22. Clarify information
- 24.23. Verify or confirm information
- 24.24. Justify
- 24.25. Negotiate

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

DATE OF CURRENT CONTENT REVISION: August 2010

FIRST SEMESTER

Pacing	Instructional Unit	ELD Essential Standards	Assessment
5 weeks	<p>Unit 1: Choices (Choose min. of 4)</p> <p><u>Short Story</u></p> <ul style="list-style-type: none"> • <i>The Good Samaritan</i> • <i>Thank You, Ma'am</i> • <i>The Necklace</i> <p><u>Poetry</u></p> <ul style="list-style-type: none"> • <i>Don't Go Gently Into That Good Expressway</i> <p><u>Nonfiction</u></p> <ul style="list-style-type: none"> • <i>The World Is In Their Hands</i> • <i>Juvenile Justice from Both Sides of the Bench</i> • <i>The Fashion Show</i> <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Complete Sentences • Subject/Verb Agreement • Sentence Fragments <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Prefixes • Roots • Suffixes <p><u>Writing</u></p> <ul style="list-style-type: none"> • Response to Literature • Definition Paragraph • Comparison Essay • Focus and Unity 	<p><u>Listening & Speaking</u></p> <ul style="list-style-type: none"> • Cluster 2- Listen Attentively • Cluster 3- Speak to be Understood <p><u>Reading</u></p> <p>Reading Word Analysis:</p> <ul style="list-style-type: none"> • Cluster 2- Apply Knowledge of Word Parts <p>Reading Fluency & Systematic Vocabulary Development:</p> <ul style="list-style-type: none"> • Cluster 2- Use Social and Academic Vocabulary • Cluster 3- Decode New Words • Cluster 4 – Recognize Words with Multiple Meanings <p>Reading Comprehension</p> <ul style="list-style-type: none"> • Cluster 3- Respond to Comprehension Questions • Cluster 4- Analyze Key Ideas <p>Literary Response and Analysis:</p> <ul style="list-style-type: none"> • Cluster 4- Analyze Characters <p><u>Writing</u></p> <p>Writing Strategies & Applications:</p> <ul style="list-style-type: none"> • Cluster 1- Use Various Elements of Discourse <p>Writing Conventions:</p> <p>Cluster 1- Use Correct Mechanics, Grammar, and Appropriate Paragraph Structure.</p>	<p>Unit 1 Wrap-Up</p> <p>Writing: Autobiography</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge Assessments</p>
4 weeks	<p>Unit 2: Does Creativity Matter?</p> <p><u>Nonfiction</u></p> <p><u>Literary Analysis</u></p> <ul style="list-style-type: none"> • <i>(Choose Two)</i> • <i>Creativity at Work</i> (News Article) • <i>The Hidden Secrets of the Creative Mind</i> (Interview) • <i>Hip-Hop as Culture</i> (Essay) • <i>Slam: Performance Poetry Lives On</i> (Essay) <p><u>Genre Study—Choose One</u></p> <ul style="list-style-type: none"> • <i>I Am Somebody</i> (Song Lyrics) • <i>Euphoria</i> (Poem) <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Context Clues • Idioms <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Subject Pronouns • Action Verbs in the Present Tense • Use Verbs to Talk About the Present <p><u>Writing</u></p> <ul style="list-style-type: none"> • Response to Literature • Test Essay • Focus and Unity • How-to Paragraph • Persuasive Writing 	<p><u>Listening & Speaking</u></p> <ul style="list-style-type: none"> • Cluster 4- Vary Ways of Speaking • Cluster 5- Use Figurative Language • Cluster 8- Ask and Answer Questions • Cluster 9- Deliver Oral Presentations. <p><u>Reading</u></p> <p>Reading Fluency and Systematic Vocabulary Development:</p> <ul style="list-style-type: none"> • Cluster 2- Use Social and Academic Vocabulary • Cluster 7- Read Aloud <p>Reading Comprehension:</p> <ul style="list-style-type: none"> • Cluster 3- Respond to Comprehension Questions • Cluster 4- Analyze Key Ideas <p><u>Writing</u></p> <p>Writing Strategies and Applications:</p> <ul style="list-style-type: none"> • Cluster 1- Use Various Elements of Discourse • Cluster 3- Write Expository Compositions • Cluster 4- Write Persuasive Compositions • Cluster 8- Use the Writing Process <p>Writing Conventions:</p> <p>Cluster 3- Edit Writing</p>	<p>Unit 2 Wrap-Up</p> <p>Writing: Position Paper</p> <p>Steps in the Writing Process</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge Assessments</p>

Pacing	Instructional Unit	ELD Essential Standards	Assessment
4 Weeks	<p>Unit Three: The Hero Within (Choose 4)</p> <p><u>Short Story</u></p> <ul style="list-style-type: none"> <i>The Sword in the Stone</i> <i>A Job for Valentine</i> <i>The Woman in the Snow</i> <p><u>Nonfiction</u></p> <ul style="list-style-type: none"> <i>Was There a Real King Arthur?</i> (Historical Analysis) <i>In the Heart of a Hero</i> (Feature Article) <i>Rosa Parks</i> (Magazine Profile) <p><u>Genre Study</u></p> <ul style="list-style-type: none"> <i>Hero</i> (Song Lyrics) <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Word Families Borrowed Words <p><u>Grammar</u></p> <ul style="list-style-type: none"> Use Verb Tenses Use Subject and Object Pronouns <p><u>Writing</u></p> <ul style="list-style-type: none"> Response to Literature Test Essay Voice and Style <p><u>Opinion Paragraph</u></p>	<p><u>Listening & Speaking</u></p> <ul style="list-style-type: none"> Cluster 2- Listen Attentively Cluster 3- Speak to be Understood Cluster 6- Participate in Social Conversations Cluster 8- Ask and Answer Questions <p><u>Reading</u></p> <p>Reading Fluency and Systematic Vocabulary Development:</p> <ul style="list-style-type: none"> Cluster 2- Use Social and Academic Vocabulary Cluster 3- Decode New Words Cluster 5- Use Analogies and Metaphors Cluster 6- Use a Standard Dictionary <p>Reading Comprehension:</p> <ul style="list-style-type: none"> Cluster 3- Respond to Comprehension Questions Cluster 4- Analyze Key Ideas <p>Literary Response and Analysis:</p> <ul style="list-style-type: none"> Cluster 7- Analyze Literature by Periods and Themes <p><u>Writing</u></p> <p>Writing Strategies & Applications:</p> <ul style="list-style-type: none"> Cluster 3- Write Expository Compositions Cluster 6- Write Responses to Literature <p>Writing Conventions:</p> <ul style="list-style-type: none"> Cluster 2- Revise Writing Cluster 3- Edit Writing 	<p>Unit 3 Wrap-Up</p> <p>Writing: Reflective Essay</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge Assessments</p>
4 Weeks	<p>Unit 4: Opening Doors</p> <p><u>Biography</u></p> <ul style="list-style-type: none"> <i>Curtis Aikens and the American Dream</i> <p><u>Short Fiction</u></p> <ul style="list-style-type: none"> <i>A Smart Cookie</i> <p><u>Nonfiction</u></p> <ul style="list-style-type: none"> <i>Think You Don't Need an Education?</i> (Brochure) <i>Go For It!</i> (Opinion Essay) <i>Superman and Me</i> (Essay) <i>It's Our Story, Too</i> (Memoir) <i>The Fast and the Fuel-Efficient</i> (News Article) <i>Teens Open Doors</i> (Article) <i>The Hybrid</i> (Cartoon) <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Dictionary and Jargon Multiple-Meaning Words <p><u>Grammar</u></p> <ul style="list-style-type: none"> Show Possession Use Pronouns in Prepositional Phrases Use the Correct Pronoun <p><u>Writing</u></p> <ul style="list-style-type: none"> Response to Literature Development of Ideas Case Study <p><u>Problem-Solution Essay</u></p>	<p><u>Listening & Speaking</u></p> <ul style="list-style-type: none"> Cluster 3- Speak to be Understood Cluster 4- Vary Ways of Speaking Cluster 5- Use Figurative Language Cluster 8- Ask and Answer Questions <p><u>Reading</u></p> <p>Reading Word Analysis:</p> <ul style="list-style-type: none"> Cluster 2- Apply Knowledge of Word Parts Cluster 3- Apply Knowledge of Cognates <p>Reading Fluency & Systematic Vocabulary Development:</p> <ul style="list-style-type: none"> Cluster 4- Recognize Words with Multiple Meanings Cluster 6- Use a Standard Dictionary Cluster 7- Read Aloud <p>Reading Comprehension:</p> <ul style="list-style-type: none"> Cluster 2- Interpret Text Features Cluster 6- Analyze Informational Materials <p><u>Writing</u></p> <p>Writing Strategies & Applications:</p> <ul style="list-style-type: none"> Cluster 4- Analyze Characters Cluster 5- Write Career-Related Documents Cluster 7- Write Research Reports Cluster 8- Use the Writing Process <p>Writing Conventions:</p> <ul style="list-style-type: none"> Cluster 1- Use Correct Mechanics, Grammar, and Appropriate Paragraph Structure Cluster 2- Revise Writing Cluster 3- Edit Writing 	<p>Unit 4 Wrap-Up</p> <p>Writing: Expository Writing (Research Report)</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge Assessments</p>

SECOND SEMESTER

Pacing	Instructional Unit	ELD Essential Standards	Assessment
4 Weeks	<p>Unit 5: Fear This!</p> <p><u>Short Story</u></p> <ul style="list-style-type: none"> <i>The Interlopers</i> <i>The Baby-Sitter</i> <i>The Tell-Tale Heart</i> <p><u>Poetry</u></p> <ul style="list-style-type: none"> <i>Beware: Do Not Read This Poem</i> <i>The Raven</i> <p><u>Nonfiction</u></p> <ul style="list-style-type: none"> <i>An Interview with the King of Terror</i> (Interview) <i>Under the Bed</i> (Cartoon) <i>The Mysterious</i> <i>Edgar Allan Poe</i> (Author Study) <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Synonyms Thesaurus Analogies <p><u>Grammar</u></p> <ul style="list-style-type: none"> Use Adjectives to Elaborate Use Adjectives Correctly Use Adverbs Correctly <p><u>Writing</u></p> <ul style="list-style-type: none"> Response to Literature Character Sketch Literary Analysis Organization 	<p><u>Listening & Speaking</u></p> <ul style="list-style-type: none"> Cluster 2- Listen Attentively Cluster 4- Vary Ways of Speaking Cluster 5- Use Figurative Language <p><u>Reading</u></p> <p>Reading Fluency & Systematic Vocabulary Development:</p> <ul style="list-style-type: none"> Cluster 4- Recognize Words with Multiple Meanings Cluster 5- Use Analogies and Metaphors <p>Reading Comprehension:</p> <ul style="list-style-type: none"> Cluster 2- Interpret Text Features Cluster 3- Respond to Comprehension Questions Cluster 5- Evaluate Author’s Credibility Cluster 6- Analyze Informational Materials <p>Literary Response & Analysis:</p> <ul style="list-style-type: none"> Cluster 3- Describe Literary Elements Cluster 4- Analyze Characters Cluster 6- Analyze Literary Themes Cluster 7- Analyze Literature by Periods and Themes <p><u>Writing</u></p> <p>Writing Strategies & Applications:</p> <ul style="list-style-type: none"> Cluster 2- Write Narratives and Biographies Cluster 3- Write Expository Compositions Cluster 8- Use the Writing Process <p>Writing Conventions:</p> <ul style="list-style-type: none"> Cluster 2- Revise Writing Cluster 3- Edit Writing 	<p>Unit 5 Wrap-Up</p> <p>Writing: Narrative Writing (Short Story)</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge Assessments</p>
4 Weeks	<p>Unit 6: Are You Buying It?</p> <p><u>Nonfiction</u> (Choose 4)</p> <ul style="list-style-type: none"> <i>Ad Power</i> (Persuasive Text) <i>Without Commercials</i> (Poem) <i>What’s Wrong with Advertising?</i> (Essay) <i>A Long Way to Go: Minorities and the Media</i> (Essay) <i>The Color Green</i> (Editorial) <i>What is News?</i> (Persuasive Text) <i>How to Detect Bias in the News</i> (How-To Article) <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Latin/Greek Roots Denotation and Connotation <p><u>Grammar</u></p> <ul style="list-style-type: none"> Vary Your Sentences Use Compound Sentences Use Complex Sentences <p><u>Writing</u></p> <ul style="list-style-type: none"> Response to Literature Letter to the Editor Organization Write a Test Response 	<p><u>Listening & Speaking</u></p> <ul style="list-style-type: none"> Cluster 6- Participate in Social Conversations Cluster 7- Identify Media Messages Cluster 8- Ask and Answer Questions <p><u>Reading</u></p> <p>Reading Word Analysis:</p> <ul style="list-style-type: none"> Cluster 2- Apply Knowledge of Word Parts <p>Reading Fluency & Systematic Vocabulary Development:</p> <ul style="list-style-type: none"> Cluster 2- Recognize Words with Multiple Meanings Cluster 3- Use Word Parts to Read <p>Reading Comprehension:</p> <ul style="list-style-type: none"> Cluster 1- Interpret Text Features Cluster 2- Respond to Comprehension Questions Cluster 3- Analyze Informational Materials <p><u>Writing</u></p> <p>Writing Strategies & Applications:</p> <ul style="list-style-type: none"> Cluster 1- Write Narratives and Biographies Cluster 2- Write Career-Related Documents Cluster 3- Use the Writing Process 	<p>Unit 6 Wrap-Up</p> <p>Writing: Persuasive Essay</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge Assessments</p>

Pacing	Instructional Unit	ELD Essential Standards	Assessment
4 Weeks	<p>Novel (Choose 1)</p> <ul style="list-style-type: none"> • <i>Anthem</i> • <i>Breaking Through</i> • <i>Dance hall of the Dead</i> • <i>Dr. Jenner and the Speckled Monster</i> • <i>Hercules: The Twelve Labors (Graphic Classic)</i> • <i>Hole in My Life</i> • <i>Keeper</i> • <i>Left Behind</i> • <i>Miracle's Boys</i> • <i>Narrative of the Life of Frederick Douglass</i> • <i>Parrot in the Oven</i> • <i>Picture Bride</i> • <i>Romiette and Julio</i> • <i>September 11, 2001: Attack on New York City</i> • <i>The Afterlife</i> • <i>The Other Side of the Sky: A Memoir</i> • <i>The Outsiders</i> • <i>The Stone Goddess</i> • <i>The Trojan Horse: The Fall of Troy</i> • <i>Warriors Don't Cry</i> 	<p>Listening & Speaking</p> <ul style="list-style-type: none"> • Cluster 1- Use Figurative Language • Cluster 2- Participate in Social Conversations • Cluster 3- Ask and Answer Questions • Cluster 3- Deliver Oral Presentations <p>Reading</p> <p>Reading Fluency & Systematic Vocabulary Development</p> <ul style="list-style-type: none"> • Cluster 1- Use Social and Academic Vocabulary • Cluster 2- Recognize Words with Multiple Meanings • Cluster 3- Use Analogies and Metaphors • Cluster 3- Read Aloud <p>Reading Comprehension:</p> <ul style="list-style-type: none"> • Cluster 3- Respond to Comprehension Questions • Cluster 4- Analyze Key Ideas <p>Writing</p> <p>Literary Response & Analysis:</p> <ul style="list-style-type: none"> • Cluster 1- Describe Sequence of Events • Cluster 1- Describe Literary Elements • Cluster 2- Analyze Characters • Cluster 2- Analyze Literary Texts • Cluster 3- Analyze Themes <p>Writing</p> <p>Writing Strategies & Applications</p> <ul style="list-style-type: none"> • Cluster 1- Write Responses to Literature • Cluster 2- Use the Writing Process 	<p>Writing: Response to Literature (Theme)</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge Assessments</p>
4 Weeks	<p>Unit 7: Where We Belong</p> <p>Drama</p> <ul style="list-style-type: none"> • <i>A Raisin in the Sun</i> • <i>The Outsiders</i> <p>Poetry</p> <ul style="list-style-type: none"> • <i>My Father Is a Simple Man</i> • <i>My Mother Pieced Quilts</i> • <i>Nothing Gold Can Stay</i> • <i>If There Be Pain</i> • <i>Sonnet 30</i> • <i>I Hear America Singing</i> • <i>I, Too</i> • <i>Where Is My Country?</i> • <i>Legal Alien</i> • <i>Human Family</i> <p>Vocabulary</p> <ul style="list-style-type: none"> • Figurative Language • Denotation and Connotation <p>Grammar</p> <ul style="list-style-type: none"> • Write in the Present Perfect Tense • Write with the Perfect Tenses • Enrich Your Sentence <p>Writing</p> <ul style="list-style-type: none"> • Response to Literature • Test Essay: Theme • Literary Critique • Style and Voice 	<p>Listening & Speaking</p> <ul style="list-style-type: none"> • Cluster 1- Use Figurative Language • Cluster 2- Identify Media Messages • Cluster 3- Deliver Oral Presentations <p>Reading</p> <p>Reading Word Analysis:</p> <ul style="list-style-type: none"> • Cluster 3- Apply Knowledge of Cognates <p>Reading Fluency & Systematic Vocabulary Development:</p> <ul style="list-style-type: none"> • Cluster 2- Use Social and Academic Vocabulary • Cluster 3- Decode New Words • Cluster 4- Recognize Words with Multiple Meanings • Cluster 5- Use Analogies and Metaphors <p>Reading Comprehension:</p> <ul style="list-style-type: none"> • Cluster 3- Respond to Comprehension Questions • Cluster 4- Analyze Key Ideas <p>Literary Response & Analysis:</p> <ul style="list-style-type: none"> • Cluster 1- Describe Characteristics of Literary Texts • Cluster 3- Describe Literary Elements • Cluster 3- Analyze Literary Texts <p>Writing</p> <p>Writing Strategies & Applications:</p> <ul style="list-style-type: none"> • Cluster 3- Write Expository Compositions • Cluster 4- Use the Writing Process <p>Writing Conventions:</p> <ul style="list-style-type: none"> • Cluster 1- Use Correct Mechanics, Grammar, and Appropriate Paragraph Structure • Cluster 2- Revise Writing • Cluster 3- Edit Writing 	<p>Unit 7 Wrap-Up</p> <p>Writing: Research Skills (Teacher generated materials)</p> <p>Oral Presentation</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge Assessments</p>

