Course No: L602, L603, L604, L605

Orange Unified School District

ENGLISH LANGUAGE DEVELOPMENT—TRANSITIONAL ENGLISH

Year Course in combination with ELD ADVANCED READING—R758

GRADE LEVEL: 9-12 (separate course numbers)

PREREQUISITES: NOTE—Course is not to be repeated

Use Multiple Measures below as considerations for placement

- Four years in USA
- CELDT Level 4 or 5
- Lexile 719 879
- Grade 7 9 Reading Level
- Teacher Recommendation

INTRODUCTION TO THE SUBJECT:

English Language Development—Transitional English 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 Advanced levels. Listening, speaking, reading and writing activities are designed to help students develop competency in oral language and literacy skills.

COURSE OBJECTIVES: Students will

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.
- Analyze the structure and format of functional workplace documents, including graphics and headers and explain how authors use the features to achieve their purpose.
- 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.
- Write clear, coherent and focused essays that exhibit an awareness of audience and purpose.
- Write sentences appropriate to a topic with few errors.
- Write an essay with details and a clear sequence of events.
- Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than passive voice.

RECOMMENDED TEXT: Moore, D., Short, D., Smith, M., Tatum, A. 2007. *Edge Reading, Writing & Language Level C.* Carmel, CA: Hampton Brown.

Support materials:

Teachers

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

Students

- Level C Student Edition
- Level C Interactive Practice Book
- Level C Grammar and Writing Practice Book
- Level C Selection Readings and Fluency Models CDs
- Level C Library Books
 - o Animal Farm
 - o And the Earth Did Not Devour Him
 - Code Talker
 - o Down Garrapata Road
 - Dying to Cross
 - o Farewell to Manzanar
 - Hoop Dreams
 - o I Will Plant You a Lilac Tree
 - o Monster
 - Necessary Roughness
 - o Speak

- Metamorphosis
- o Two Badges: The Lives of Mona Ruiz
- o We Shall Overcome
- o Spike Lee: By Any Means Necessary
- o Stuck in Neutral
- o An Autobiography of Miss Jane Pittman
- o The House of Dies Drear
- o Things Fall Apart
- o Othello
- o Wave

<u>Supplemental Materials</u> (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 U

COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:

FIRST SEMESTER

FIRST S	EMESTER		
Pacing	Instructional Unit	ELD Essential Standards Connection to ELA Standards can be found in West Ed Document	Required Assessments
7 weeks	CELDT Preparation and	CELDT-all four domains	CELDT
	Unit 1: Double Take		
	EQ: When Do You Really Know	Listening & Speaking	Placement Test
	Someone?	 Cluster 1 – Classroom Discussion 	(District
	Unit Launch	• Cluster 1 – Evaluate a Speaker's	Requirement with
	Evaluate a Speaker's Message	Message	Data Director if
	Respond to / Interpret Visuals	• Cluster 2 – Interview	student is new to
	Cluster 1	• Cluster 3 – Oral Report	curriculum)
	• The Moustache (short story)	_	
	Grandmother (poem)	Reading	EQ Project: Video
	Who We Really Are (news)	Reading Word Analysis:	or Sound Recording
	feature)	• Cluster 1 – Using Structural Clues:	C1 . T . 1/
	Vocabulary Workshop: Use	Prefixes, Suffixes, Greek and Latin	Cluster Tests and/or
	structural Analysis	Roots	Teacher generated
	Cluster 2	Reading Fluency:	tests/quizzes
	Two Kinds (short story)	Cluster 1 - Phrasing	Unit 1 Test
	Why the Violin is Better	• Cluster 2 - Expression	(District
	(poem)	Cluster 3 - Intonation	Requirement with
	 Novel Musician (profile) 	Reading Comprehension	Data Director)
	 Listening and speaking 	Overall - Plan and Monitor	Data Director)
	Workshop: Oral Interpretation	 Cluster 1 – Set Purpose, Make 	Teacher
	of Literature	Predictions	Observation/Student
	<u>Cluster 3</u>	• Cluster 2 – Clarify Ideas	Participation
	• Skins (short story)	• Cluster 3 – Clarify Vocabulary	r
	• One (poem)	Literary Response and Analysis:	Reading Fluency
	Nicole (oral history)	Cluster 1 – Analyze Conflict	(timed and/or
Ongoing	<u>Language</u>	• Cluster 1 – Author's Perspective	untimed)
	Express Ideas and Opinions	• Cluster 2 – Identify Protagonist and	
	Ask for and Give Information	Antagonist	
	 Engage in Discussion 	• Cluster 3 – Analyze Character	
	<u>Grammar</u>		
	Complete Sentences	Writing	
	Sentence Fragments	Writing Strategies & Applications:	
	Subject-Verb Agreement	Cluster 1- Making a Judgment	
	<u>Vocabulary</u>	• Cluster 2 – Opinion Statement	
	• Prefixes	• Cluster 3 – Personal Statement	
	• Suffixes	Writing Conventions:	
	Greek and Latin Roots	Cluster 1- Sentences	
	Writing	Cluster 2 - Subject Verb Agreement	
	Response to Literature	• Cluster 3 – Complete Sentences	
	Make a Judgment		
	Opinion Statement		
	Personal Statement		
	Biographical Sketch		
	 Narrative paragraph 		
\	Trait: Focus and Unity		

Pacing	Instructional Unit	ELD Essential Standards Connection to ELA Standards can be	Required
1 wools	Writing: Poflortive Essay	found in West Ed Document	
1 week	The state of the s		_
Pacing 1 week 4 weeks Ongoing	Unit 2: Against The Odds EQ: How do people challenge expectations? Unit Launch • Evaluate a Speaker's Message • Respond to and Interpret Visuals Cluster 1 • La Vida Robot (magazine article) • Reading, Writing, andRecreation? (news feature) • Vocabulary Workshop: Use Context Clues Cluster 2 • My Left Foot (autobiography) • Success is a Mindset (interview) • Listening and Speaking Workshop: Narrative Presentation Cluster 3 • Freedom Writers Diary (diary) • Dreams (poem) • Strength, Courage, and Wisdom' (song lyrics) Language • Describe a Process • Describe People and Actions • Elaborate in a Description Grammar • Subject Pronouns • Action Verbs in the Present Tense • Forms of be, have, do in present tense • Present progressive verb forms Vocabulary • Context Clues	Connection to ELA Standards can be found in West Ed Document	Required Assessments Writing Portfolio Rubric EQ Project: Press Conference Cluster Tests and/or Teacher generated tests/quizzes Unit 2 Test (District Requirement with Data Director) Teacher Observation/Student Participation Reading Fluency (timed and/or untimed)

Pacing	Instructional Unit	ELD Essential Standards Connection to ELA Standards can be found in West Ed Document	Required Assessments
1 week	Writing Project: Autobiographical Narrative		Writing Portfolio
	Writing Trait Focus: Voice and Styl	e	Rubric
4 Weeks	Unit 3: The Ties That Bind	<u>Listening & Speaking</u>	EQ Project: Reality
	EQ: What Tests A Person's	Cluster 1- Small Group Discussion	TV Show
	Loyalty?	Cluster 1- Retell a Story	CI T
	III. it I amount	Cluster 2- Debate	Cluster Tests and/or
	Unit Launch	Cluster 3- Oral Presentation	Teacher generated
	Evaluate a Speaker's Message Respond to and Interpret	Cluster 3- Compare and Contrast	tests/quizzes
	 Respond to and Interpret Visuals 	D 1:	Unit 3 Test
	Cluster 1	Reading	(District
	• Amigo Brothers (short story)	Reading Fluency:	Requirement with
	 Lean on Me (song lyrics) 	• Cluster 1- Intonation	Data Director)
	 Vocabulary Workshop: Use 	• Cluster 2- Phrasing	,
	Structural Analysis	• Cluster 3- Expression Reading Comprehension:	Teacher
	Cluster 2	Overall: Make Inferences	Observation/Student
	My Brother's Keeper (short)	Literary Response and Analysis:	Participation
	story)	 Cluster 1- Analyze Style (Language) 	
	• Little Sister (poem)	Cluster 1- Analyze Style (Language) Cluster 1- Analyze Song Lyrics	Reading Fluency
	• What Price Loyalty? (news	(Rhyme)	(timed and/or
	commentary)	 Cluster 2- Analyze Style (Sentence 	untimed)
	Listening and Speaking	Structure)	
	Workshop: Debate	Cluster 2- Analyze News	
	<u>Cluster 3</u>	Commentary	
	• The Hand of Fatima (short	Cluster 2- Analyze Theme	
	story)	Cluster 3- Analyze Tone	
	• Old Ways, New World (News	Cluster 3- Analyze author's	
	Report)	Perspective	
ongoing	<u>Language</u>	• Cluster 3- Interpret, Evaluate,	
	Retell a Story	Compare	
	Make Comparisons		
	Compare and Contrast Vacabulary	Writing	
	Vocabulary Standard Analysis	Writing Strategies & Applications:	
	Structural AnalysisWord Families	Cluster 1 - Short Comparison Essays	
	Grammar Grammar	Cluster 1- Diary Entry Cluster 2- Constitutions Institute Institute	
	• Past Tense Verbs	Cluster 2-Organization: Introductions Cluster 3-Comparison Personals	
	 Present tense verbs 	Cluster 3- Comparison ParagraphCluster 3- Business Letters	
	 Future tense verbs 	Cluster 3- Business Letters Writing Conventions:	
	 Past progressive tense verbs 	 Cluster 1- Present tense verbs, Past 	
	Writing	tense regular verbs, past tense of be	
	• Response to Literature	and have	
	• Short Comparison Essay	 Cluster 2- Irregular past tense verbs, 	
	• Diary Entry	past progressive tense verbs, future	
	• Business Letter	tense verbs	
	• Trait: Organization	Cluster 3- Direct objects, subject and	
	• Trait: Development of Ideas	object pronouns, I vs. me	
	1	Cluster 3- Revise for Development of	
₩		Ideas	

Pacing	Instructional Unit	ELD Essential Standards Connection to ELA Standards can be found in West Ed Document	Required Assessments
1 Week	Writing: Position Paper (Persuasive Writing Trait Focus: Development of)	Writing Portfolio Rubric
O P T I O N A L	Unit 4: Express Yourself (optional) EQ: What Does It Really Mean to Communicate? Unit Launch Evaluate a Speaker's Message Respond to / Interpret Visuals Cluster 1 Face Facts: The Science of Facial Expressions	 Listening & Speaking Cluster 1-Define and Explain Cluster 2 – Recognize and Respond to Humor Cluster 2-Short Public Speech Cluster 3-Use Appropriate Language Cluster 3-Anecdote Reading	EQ Project: Multimedia Presentation Cluster Tests and/or Teacher generated tests/quizzes Unit 4 Test (District
Ongoing	 Facilit Expressions (nonfiction) Face It (poem) Silent Language (nonfiction: magazine article) Vocabulary Workshop: Use Structural analysis Cluster 2 They Speak for Success (nonfiction: news feature) Breaking the Ice (humor column) Listening and Speaking Workshop: Panel Discussion Cluster 3 My English (narrative nonfiction) How I Learned English (poem) Language Define and Explain Recognize and Respond to Humor Use Appropriate Language Vocabulary Use a Dictionary Grammar Possessive Words Prepositions and Prepositional Phrases Object Pronouns Indefinite Pronouns Indefinite Pronouns Writing Evaluate Text structure Cause and Effect Essay Media Interpretation Opinion Statement Letter or E-mail Trait: Development of Ideas 	 Word Analysis: Cluster 1 – Use a Dictionary: multiple-meaning words Cluster 2-Use a Dictionary: Jargon Cluster 3-Use a Dictionary: Content-Area Words Reading Fluency and Systematic Vocabulary Development: Cluster 1 - Intonation Cluster 2 - Expression Cluster 3 - Phrasing Reading Comprehension: Overall: Ask Questions Cluster 1 - Self-Question Cluster 1-Analyze, Interpret, Compare, Speculate, Evaluate Cluster 2 - Find Question-Answer Relationships Cluster 3 - Question the Author Literary Response and Analysis: Cluster 1-Text Structure: Cause and Effect Cluster 1-Text Structure: Problem and solution Cluster 2-Perspective Cluster 3-Genre Writing Writing Strategies and Applications: Cluster 1- Opinion Statement Cluster 2- Comparison Essay Cluster 3- Focus and Unity Writing Conventions: Cluster 1- Kinds of Sentences, Subjects and Predicates Cluster 2- Subject-Verb Agreement Cluster 3- Sentence Fragments 	Requirement with Data Director) Teacher Observation/Student Participation Reading Fluency (timed and/or untimed)

Pacing	Instructional Unit	ELD Essential Standards Connection to ELA Standards can be found in West Ed Document	Required Assessments
1 Week	Writing: Write a Research Report (expository) (optional)		Writing Portfolio
	Writing Trait Focus: Organization		Rubric

SECOND SEMESTER				
5 Weeks	CAHSEE Preparation and	Listening & Speaking	CAHSEE	
	Unit 5: Moment of Truth	Cluster 1- Evaluate	$(10^{th} \text{ and } 12^{th})$	
	EQ: What Do People Discover	• Cluster 2- Clarify		
	in a Moment of Truth?	• Cluster 3- Verify Information	EQ Project: Plan a	
	Unit Launch		Project: Skit	
	Evaluate a Speaker's Message	Reading		
	Respond to / Interpret Visuals	Word Analysis:	Cluster Tests	
	Cluster 1	• Cluster 1 – Use reference	and/or Teacher	
	Say it With Flowers (short)	sources: find synonyms	generated	
	story)	 Cluster 2 – Synonyms and 	tests/quizzes	
	• The Journey (poem)	antonyms		
	Vocabulary Workshop: Use	• Cluster 3 – Synonyms in	Unit 5 Test	
	Reference Sources	analogies	(District	
	<u>Cluster 2</u>	Reading Fluency:	Requirement with	
	• Just Lather, That's All (short	• Cluster 1 - Phrasing	Data Director)	
	story)	• Cluster 2 – Intonation	Teacher	
	The Woman Who Was Death	Cluster 3 - Expression	Observation/Student	
	(myth)	Reading Comprehension:	Participation	
	Listening and Speaking	Overall – Make Connections	1 articipation	
	Extemporaneous Talk	Literary Response & Analysis:		
	<u>Cluster 3</u>	Cluster 1- Plot Structure	Reading Fluency	
	Be-ers & Do-ers (short story)	Cluster 1- Author's perspective	(timed and/or	
	• The Calling (poem)	Cluster 1- Figurative Language	untimed)	
	The Moment of Truth	Cluster 1- Character Motivations	,	
	(magazine article)	• Cluster 2 – Plot Device – Suspense		
Ongoing	<u>Language</u>	• Cluster 2 – Irony		
	Evaluate	• Cluster 3 – Plot Device –		
	Clarify	Foreshadowing		
	Verify Information	• Cluster 3 – Authors Purpose		
	<u>Vocabulary</u>	• Cluster 3 - Dialect		
	Synonyms			
	Antonyms	Writing		
	Thesaurus	Writing Strategies & Applications:		
	Analogies	• Cluster 1- Write a Personal Mission		
	<u>Grammar</u>	Statement		
	Modifiers	• Cluster 2- Write an Opinion		
	Use Adjectives Correctly	Statement		
	Use Adverbs Correctly	• Cluster 3- Write a speech		
	Writing	• Cluster 3- Analysis of an Issue		
	Personal Mission Statement	Writing Conventions:		
	Letter of Recommendation	• Cluster 1- Adjectives: Placement,		
	Opinion Statement	Predicate, Demonstrative		
	Analysis	• Cluster 2- Adjectives: Comparative,		
	Speech	Superlative, Irregular, Indefinite		
↓	Trait: Voice and Style	Cluster 3- Adverbs, not, Negative		
,		sentences		

Pacing	Instructional Unit	ELD Essential Standards Connection to ELA Standards can be found in West Ed Document	Required Assessments
1 Week	Writing: Literary Research Report (expository)		Writing Portfolio
	Writing Trait Focus: Development of		Rubric
5 Weeks	Unit 6: Rights and	<u>Listening & Speaking</u>	EQ: Project:
	Responsibilities	Cluster 1- Express and Support	Political Campaign
	EQ: How can we balance	Opinions	Cluster Tests
	everyone's rights?	Cluster 2- Persuade Cluster 2- Persuade	and/or Teacher
	Unit Launch	• Cluster 3- Persuade	generated
	Evaluate a Speaker's Message	Reading	tests/quizzes
	 Respond to and Interpret 	Reading Word Analysis:	1
	Visuals	• Cluster 1- Use a Dictionary:	Unit 6 Test
	Cluster 1	Denotation and Connotation	(District
	• Too Young to Drive? (editorial)	Cluster 2- Relate Words: Connotation	Requirement with
	• Rules of the Road (how-to	• Cluster 3- Use Context Clues:	Data Director)
	article)	Denotation and Connotation	
	 Vocabulary Workshop: Use 	Reading Fluency:	Teacher
	Reference Sources	• Cluster 1- Phrasing	Observation/Student
	<u>Cluster 2</u>	• Cluster 2- Expression	Participation
	• Piracy Bites! (persuasion)	• Cluster 3- Intonation	Reading Fluency
	• I Couldn't Afford Music	Reading Comprehension:	(timed and/or
	(cartoon)	• Overall: Synthesize	untimed)
	Doonesbury on Downloading	 Cluster 1- Draw Conclusions 	,
	(editorial cartoon)	• Cluster 2- Compare Evidence Across	
	 Listening and Speaking Workshop: Persuasive Speech 	Texts	
	Cluster 3	Cluster 3- Form Generalizations	
	Long Walk to Freedom	Cluster 3- Evaluate Generalizations Literature Analysis and Proposed	
	(autobiography)	Literary Analysis and ResponseCluster 1- Recognize Genre	
	Our Power As Young People	(Persuasive Non-fiction)	
	(interview)	 Cluster 1- Evaluate Logical Argument 	
	Language	• Cluster 1- Analyze Bias	
Ongoing	 Express and Support 	• Cluster 2- Evaluate Arguments	
	Opinions	Cluster 2- Analyze Editorial Cartoons	
	 Persuade 	Cluster 2- Identify Faulty Persuasive	
	<u>Vocabulary</u>	Technique	
	 Denotation and Connotation 	• Cluster 3- Analyze Elements of	
	<u>Grammar</u>	Persuasion	
	 Sentence Variety 	 Cluster 3- Analyze Author's 	
	 Initiatives and Gerunds 	Perspective	
	• Compound Sentences	 Cluster 3- Historical Analysis 	
	• Complex Sentences	 Cluster 3- Rhetorical Devices 	
	Writing		
	Analysis of Evidence Short Porsyasive Essey	Writing Wide Contactor & Applications	
	• Short Persuasive Essay	Writing Strategies & Applications:	
	• Letter	Cluster 1 - Analysis of Evidence Cluster 1 - Paramaina Fassar	
	Letter to EditorPosition Statement	Cluster 1- Persuasive Essay Cluster 2- Opinion Letter	
	T ' D 1 (CII	Cluster 2- Opinion LetterCluster 2- Position Statement	
	Trait: Development of Ideas		
		Cluster 3- Letter to Editor	

Pacing	Instructional Unit	ELD Essential Standards Connection to ELA Standards can be found in West Ed Document	Required Assessments
		Writing Conventions	
		Cluster 1- Simple SentencesCluster 1- Word Order	
		Cluster 1- Word OrderCluster 1- Infinitives	
		Cluster 1- Infinitives Cluster 1- Gerunds	
		Cluster 1- Gertinus Cluster 1- Sentence Variety	
		 Cluster 1- Schiehee Variety Cluster 2- Phrases and Clauses 	
		Cluster 2- Run-on Sentences	
		Cluster 2- Compound Sentences	
		Cluster 3- Adjectival Clauses	
		Cluster 3- Adverbial Clauses	
		Cluster 3- Complex Sentences	
1 week	Writing: Persuasive Essay	1	Writing Portfolio
	Writing Trait Focus: Focus and Uni	ty	Rubric
5 Weeks	Unit 7: For What It's Worth	Listening & Speaking	EQ Project: Literary
	EQ: What Deserves Our Care	Cluster 1- Justify	Anthology
	and Respect?	Cluster 2- Negotiate	
	*****	Cluster 3- Use Appropriate Language	Cluster Tests
	Unit Launch		and/or Teacher
	Evaluate a Speaker's Message	Reading	generated tests/quizzes
	Respond to and Interpret Visuals	Word Analysis	tests/quizzes
	Cluster 1	Cluster 1- Use Context Clues: Idioms	Unit 7 Test
	• The Jewel of the Shrine (play)		(District
	Lineage (poem)	Cluster 2- Use Context Clues: Similes	Requirement with
	• Remembered (poem)	• Cluster 3- Use Context Clues:	Data Director)
	 Vocabulary Workshop: 	Metaphors	
	Interpret Non-Literal Language	Reading Fluency & Systematic	Teacher
	Cluster 2	Vocabulary Development	Observation/Student
	• Romeo and Juliet, Act 2, Scene	Cluster 1- Expression	Participation
	2 (play)	Cluster 2- Intonation	
	• Sonnet 30 (poem)	Cluster 3- Phrasing	Reading Fluency
	I Am Offering This Poem	Reading Comprehension:	(timed and/or
	(poem)	Overall: Visualize	untimed)
	Listening and Speaking	Cluster 1- Identify Emotional	,
	Workshop: Dramatization	Responses	Unit Project:
	Cluster 3	Cluster 2- Form Mental Images	Literary Anthology
	Poems for the Earth (poems) L Was Porm Today (poem)	• Cluster 3- Form Sensory Images	
	I Was Born Today (poem) Translation the Fauth (common to the fauth)	Literary Response & Analysis:	
Ongoing	• Touching the Earth (essay)	Cluster 1- Identify Dramatic Elements Cluster 1- Identify Dramatic Elements	
Ongoing	Language Justify	Cluster 1- Interpret Genre: Poetry vs. Drama	
	Negotiate	Cluster 1- Analyze Imagery and Free	
	Use Appropriate Language	Verse Verse	
	Vocabulary	Cluster 1- Character Foils	
	Interpret Figurative Language	Cluster 1- Character 1 ons Cluster 1- Dialogue and Character	
	• Idioms	Traits	
	• Similes	Cluster 2- Analyze Blank Verse	
↓	Metaphors	Cluster 2- Author's Perspective	
<u> </u>	1		

Pacing	Instructional Unit	ELD Essential Standards Connection to ELA Standards can be found in West Ed Document	Required Assessments
Ongoing	Grammar Perfect Tenses Participles Writing Literary Analysis Character Sketch Literary Response Critique Trait: Voice and Style	 Cluster 2- Figurative Language in Poetry Cluster 2- Analyze Parody in Drama and Poetry Cluster 3- Analyze Form and Sound in Poetry Cluster 3- Form and Style Cluster 3- Rhythm and Line Length in Poetry Writing 	
		 Writing Strategies & Applications Cluster 1- Write a Character Sketch Cluster 2- Literary Response Cluster 2- Literary Critique Cluster 3- Analysis of an Issue Writing Conventions Cluster 1- Past, Present, Future tenses Cluster 1- Present Perfect Tense: regular and irregular verbs Cluster 2- Past, Perfect, and Future Tenses Cluster 3- Participles, Participle Phrases, Absolutes 	

DATE OF LAST CONTENT REVISION: August 2010

DATE OF CURRENT CONTENT REVISION: November 2012