

Orange Unified School District  
**English For Academic Success**  
 Year Course

**GRADE LEVEL:** 9-12

**RECOMMENDED PREREQUISITES:** Multiple Measures Considerations:  
 Four years in U.S. and /or CELDT 530-650  
 and / or CST = 300+,  
 and / or Grade of D or Fin ELD Trans.,  
 and / or Reading Level of 6-9 grade+

**INTRODUCTION TO THE SUBJECT:**

This class is remedial / supplemental class to serve those students who are reading two grade levels below their actual grade. Skills are based on the fundamentals found in the ninth and tenth grade ELA standards, California Standards Test (CST) requirements, CAHSEE (Exit Exam) requirements, and ELD skills so often assumed. This is a literature-based curriculum with extra emphasis on basic reading skills to include: decoding, automaticity, phonemic awareness, and fluency strategies, as well as comprehension. Literature is introduced primarily as context to teach grammar, and literacy skills. (NOT literature for the sake of literature) The teaching will integrate listening and speaking skills, and recap the writing process, along with the reading of short stories, nonfiction, drama, poetry and supplemental novels. Listening and speaking skills will be addressed through cooperative learning, decoding, phonics, and explicit grammar instruction. California Language Arts Content Standards have been incorporated into Course Objectives to assist teachers in stressing these concepts during the teaching of this course.

**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.
- 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.

### **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.

### **Recommended Materials:**

#### *Hampton-Brown Edge*

Teachers:

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

Students:

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

#### Extended Reading

##### Edge Level C Library Books

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• <i>Animal Farm</i></li> <li>• <i>And the Earth Did Not Devour Him</i></li> <li>• <i>Code Talker</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Down Garrapata Road</i></li> <li>• <i>Dying to Cross</i></li> <li>• <i>Farewell to Manzanar</i></li> </ul> |
|---|--|

- *Hoop Dreams*
- *I Will Plant You a Lilac Tree*
- *Monster*
- *Necessary Roughness*
- *Speak*
- *Metamorphosis*
- *Two Badges: The Lives of Mona Ruiz*
- *We Shall Overcome*

- *Spike Lee: By Any Means Necessary*
- *Stuck in Neutral*
- *An Autobiography of Miss Jane Pittman*
- *The House of Dies Drear*
- *Things Fall Apart*
- *Othello*
- *Wave*

**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!*
- *Developing Composition Reader’s Handbook Highpoint A ,B, C*

Vocabulary:

- *Test-Prep Vocabulary Basic Vocabulary Builder*

Spelling:

- *Spell It Out*

Greek/Latin Root Words:

- *English From The Roots Up*

**FIRST SEMESTER**

Pacing	Instructional Unit	ELD Essential Standards	Assessment
5 weeks	<p><b>Unit 1: Double Take</b>  <b>EQ: When Do You Really Know Someone?</b>            (Choose min. of 4)</p> <p><u>Short Story</u></p> <ul style="list-style-type: none"> <li>• <i>The Moustache</i></li> <li>• <i>Two Kinds</i></li> <li>• <i>Skins</i></li> </ul> <p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>• <i>Grandmother</i></li> <li>• <i>Why the Violin is Better</i></li> <li>• <i>One</i></li> </ul> <p><u>Nonfiction</u></p> <ul style="list-style-type: none"> <li>• <i>Who We Really Are</i> (news feature)</li> <li>• <i>Novel Musician</i> (profile)</li> <li>• <i>Nicole</i> (oral history)</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Complete Sentences</li> <li>• Sentence Fragments</li> <li>• Subject-Verb Agreement</li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Greek and Latin Roots</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Response to Literature</li> <li>• Make a Judgment</li> <li>• Opinion Statement</li> <li>• Personal Statement</li> </ul>	<p><u>Listening &amp; Speaking</u></p> <ul style="list-style-type: none"> <li>• Cluster 1 – Classroom Discussion</li> <li>• Cluster 1 – Evaluate a Speaker’s Message</li> <li>• Cluster 2 – Interview</li> <li>• Cluster 3 – Oral Report</li> </ul> <p><u>Reading</u></p> <p>Reading Word Analysis:</p> <ul style="list-style-type: none"> <li>• Cluster 1 – Using Structural Clues: Prefixes, Suffixes, Greek and Latin Roots</li> </ul> <p>Reading Fluency:</p> <ul style="list-style-type: none"> <li>• Cluster 1 - Phrasing</li> <li>• Cluster 2 - Expression</li> <li>• Cluster 3 - Intonation</li> </ul> <p>Reading Comprehension</p> <ul style="list-style-type: none"> <li>• Overall - Plan and Monitor</li> <li>• Cluster 1 – Set Purpose, Make Predictions</li> <li>• Cluster 2 – Clarify Ideas</li> <li>• Cluster 3 – Clarify Vocabulary</li> </ul> <p>Literary Response and Analysis:</p> <ul style="list-style-type: none"> <li>• Cluster 1 – Analyze Conflict</li> <li>• Cluster 1 – Author’s Perspective</li> <li>• Cluster 2 – Identify Protagonist and Antagonist</li> <li>• Cluster 3 – Analyze Character</li> </ul> <p><u>Writing</u></p> <p>Writing Strategies &amp; Applications:</p> <ul style="list-style-type: none"> <li>• Cluster 1- Making a Judgment</li> <li>• Cluster 2 – Opinion Statement</li> </ul>	<p>Cluster Tests</p> <p>Unit 1 Wrap-Up</p> <p>Reader Reflections</p> <p>Writing: Reflective Essay</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge eAssessments</p>

	<ul style="list-style-type: none"> <li>• Biographical Sketch</li> <li>• Narrative paragraph</li> <li>• Trait: Focus and Unity</li> </ul>	<ul style="list-style-type: none"> <li>• Cluster 3 – Personal Statement</li> </ul> <p>Writing Conventions:</p> <ul style="list-style-type: none"> <li>• Cluster 1- Sentences</li> <li>• Cluster 2 - Subject Verb Agreement</li> <li>• Cluster 3 – Complete Sentences</li> </ul>	
<b>Pacing</b>	<b>Instructional Unit</b>	<b>ELD Essential Standards</b>	<b>Assessment</b>
4 weeks	<p><b>Unit 2: Against The Odds</b> EQ: How do people challenge expectations?</p> <p><u>Nonfiction:</u> <i>Literary Analysis</i> (Choose 4)</p> <ul style="list-style-type: none"> <li>• La Vida Robot</li> <li>• My Left Foot</li> <li>• Freedom Writers Diary</li> <li>• <i>Reading, Writing, and ...Recreation?</i> (News Article)</li> <li>• <i>Success is a Mindset</i> (Interview))</li> </ul> <p><u>Genre Study</u></p> <ul style="list-style-type: none"> <li>• <i>Strength, Courage, and Wisdom`</i> (Song Lyrics)</li> <li>• <i>Dreams (Poem)</i></li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>• Context Clues</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Subject Pronouns</li> <li>• Action Verbs in the Present Tense</li> <li>• Forms of <i>be, have, do</i> in present tense</li> <li>• Present progressive verb forms</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Response to Literature</li> <li>• Opinion Statement</li> <li>• Trait: Voice and Style</li> <li>• Advice Letter</li> <li>• Writing an explanation</li> <li>• Science paragraph</li> </ul>	<p><u>Listening &amp; Speaking</u></p> <ul style="list-style-type: none"> <li>• Participate in Discussion</li> <li>• Cluster 2 – Narrative Presentation</li> </ul> <p><u>Reading</u> Reading Fluency and Systematic Vocabulary Development:</p> <ul style="list-style-type: none"> <li>• Cluster 1 - Phrasing</li> <li>• Cluster 2 - Expression</li> <li>• Cluster 3 - Intonation</li> </ul> <p>Reading Comprehension:</p> <ul style="list-style-type: none"> <li>• Overall: Determining Importance</li> <li>• Cluster 1 - Identifying main ideas and details</li> <li>• Cluster 2 – Summarize</li> <li>• Cluster 3 – Make a connection</li> </ul> <p><u>Writing</u> Writing Strategies and Applications:</p> <ul style="list-style-type: none"> <li>• Cluster 1- Opinion Statement</li> <li>• Cluster 2- Opinion Statement</li> <li>• Cluster 3- Advice Letter</li> <li>• Cluster 3- Explanation</li> </ul> <p>Writing Conventions:</p> <ul style="list-style-type: none"> <li>• Cluster 1- Subject pronouns</li> <li>• Cluster 2- Action verbs in present tense</li> <li>• Cluster 3- Present tense verbs</li> <li>• Edit and proofread</li> </ul>	<p>Unit 2 Wrap-Up</p> <p>Writing: Autobiographical Narrative</p> <p>Reader Reflections</p> <p>Steps in the Writing Process</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge eAssessments</p>
4 Weeks	<p><b>Unit Three: The Ties That Bind</b> EQ: What Tests A Person’s Loyalty?</p> <p>(Choose 4)</p> <p><u>Short Story</u></p> <ul style="list-style-type: none"> <li>• <i>Amigo Brothers</i></li> <li>• <i>My Brother’s Keeper</i></li> <li>• <i>The Hand of Fatima</i></li> </ul> <p><u>Nonfiction</u></p> <ul style="list-style-type: none"> <li>• <i>Old Ways, New World</i> (News Report)</li> </ul> <p><u>Poem</u></p> <ul style="list-style-type: none"> <li>• <i>Little Sister</i></li> </ul> <p><u>Song Lyrics</u></p> <ul style="list-style-type: none"> <li>• <i>Lean on Me</i></li> </ul> <p><u>News Commentary</u></p> <ul style="list-style-type: none"> <li>• <i>What Price Loyalty?</i></li> </ul> <p><u>Vocabulary</u></p>	<p><u>Listening &amp; Speaking</u></p> <ul style="list-style-type: none"> <li>• Cluster 1- Small Group Discussion</li> <li>• Cluster 1- Retell a Story</li> <li>• Cluster 2- Debate</li> <li>• Cluster 3- Oral Presentation</li> <li>• Cluster 3- Compare and Contrast</li> </ul> <p><u>Reading</u> Reading Fluency:</p> <ul style="list-style-type: none"> <li>• Cluster 1- Intonation</li> <li>• Cluster 2- Phrasing</li> <li>• Cluster 3- Expression</li> </ul> <p>Reading Comprehension:</p> <ul style="list-style-type: none"> <li>• Overall: Make Inferences</li> </ul> <p>Literary Response and Analysis:</p> <ul style="list-style-type: none"> <li>• Cluster 1- Analyze Style (Language)</li> <li>• Cluster 1- Analyze Song Lyrics (Rhyme)</li> <li>• Cluster 2- Analyze Style (Sentence Structure)</li> <li>• Cluster 2- Analyze News Commentary</li> </ul>	<p>Unit 3 Wrap-Up</p> <p>Cluster Tests</p> <p>Writing: Position Paper</p> <p>Reader Reflection</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge eAssessments</p>

	<ul style="list-style-type: none"> <li>• Structural Analysis</li> <li>• Word Families</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Past Tense Verbs</li> <li>• Present tense verbs</li> <li>• Future tense verbs</li> <li>• Past progressive tense verbs</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Response to Literature</li> <li>• Short Comparison Essay</li> <li>• Diary Entry</li> <li>• Business Letter</li> <li>• Trait: Organization</li> <li>• Trait: Development of Ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Cluster 2- Analyze Theme</li> <li>• Cluster 3- Analyze Tone</li> <li>• Cluster 3- Analyze author's Perspective</li> <li>• Cluster 3- Interpret, Evaluate, Compare</li> </ul> <p><u>Writing</u></p> <p>Writing Strategies &amp; Applications:</p> <ul style="list-style-type: none"> <li>• Cluster 1- Short Comparison Essays</li> <li>• Cluster 1- Diary Entry</li> <li>• Cluster 2-Organization: Introductions</li> <li>• Cluster 3- Comparison Paragraph</li> <li>• Cluster 3- Business Letters</li> </ul> <p>Writing Conventions:</p> <ul style="list-style-type: none"> <li>• Cluster 1- Present tense verbs, Past tense regular verbs, past tense of <i>be</i> and <i>have</i></li> <li>• Cluster 2- Irregular past tense verbs, past progressive tense verbs, future tense verbs</li> <li>• Cluster 3- Direct objects, subject and object pronouns, <i>I</i> vs. <i>me</i></li> <li>• Cluster 3- Revise for Development of Ideas</li> </ul>	
<b>Pacing</b>	<b>Instructional Unit</b>	<b>ELD Essential Standards</b>	<b>Assessment</b>
4 Weeks	<p><b>Unit 4: Express Yourself</b> EQ: What Does It Really Mean To Communicate?</p> <p><u>Nonfiction</u></p> <ul style="list-style-type: none"> <li>• <i>Face Facts: The Science of Facial Expressions</i> (magazine article)</li> <li>• <i>Silent Language</i> (magazine article)</li> <li>• <i>They Speak for Success</i> (news feature)</li> <li>• My English (narrative nonfiction)</li> </ul> <p><u>Poems</u></p> <ul style="list-style-type: none"> <li>• Face It</li> <li>• How I Learned English</li> </ul> <p><u>Humor Column</u></p> <ul style="list-style-type: none"> <li>• Breaking the Ice</li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>• Use a Dictionary</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Possessive Words</li> <li>• Prepositions and Prepositional Phrases</li> <li>• Object Pronouns</li> <li>• Indefinite Pronouns</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Evaluate Text Structure</li> <li>• Cause and Effect Essay</li> <li>• Media Interpretation</li> <li>• Opinion Statement</li> <li>• Letter or E-mail</li> <li>• Trait: Development of Ideas</li> </ul>	<p><u>Listening &amp; Speaking</u></p> <ul style="list-style-type: none"> <li>• Cluster 1- Define and explain</li> <li>• Cluster 2- Recognize and Respond to Humor</li> <li>• Cluster 2- Short Public Speech</li> <li>• Cluster 3- Use Appropriate language</li> <li>• Cluster 3- Anecdote</li> </ul> <p><u>Reading</u></p> <p>Reading Word Analysis:</p> <ul style="list-style-type: none"> <li>• Cluster 1- Use a dictionary: multiple-meaning words</li> <li>• Cluster 2- Use a dictionary: jargon</li> <li>• Cluster 3- Use a dictionary: content-area words</li> </ul> <p>Reading Fluency &amp; Systematic Vocabulary Development:</p> <ul style="list-style-type: none"> <li>• Cluster 1- Intonation</li> <li>• Cluster 2- Expression</li> <li>• Cluster 3- Phrasing</li> </ul> <p>Reading Comprehension:</p> <ul style="list-style-type: none"> <li>• Overall: Ask Questions</li> <li>• Cluster 1- Self-Question</li> <li>• Cluster 1- analyze, interpret, compare, speculate, evaluate</li> <li>• Cluster 2- Find question-answer relationships</li> <li>• Cluster 3- Question the Author</li> </ul> <p>Literary Response and Analysis:</p> <ul style="list-style-type: none"> <li>• Cluster 1- text structure: cause and effect</li> <li>• Cluster 1- text structure: problem and solution</li> <li>• Cluster 2- analyze examples</li> <li>• Cluster 2- analyze humor</li> <li>• Cluster 2- analyze flashback</li> <li>• Cluster 3- Chronological order</li> <li>• Cluster 3- Free verse</li> </ul>	<p>Unit 4 Wrap-Up</p> <p>Cluster Tests</p> <p>Writing: Expository Writing (Research Report)</p> <p>Reader Reflections</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge eAssessments</p>

		<ul style="list-style-type: none"> <li>Cluster 3- Multiple levels of meaning</li> </ul> <p><u>Writing</u> Writing Strategies &amp; Applications:</p> <ul style="list-style-type: none"> <li>Cluster 1- Evaluate Text Structure</li> <li>Cluster 1- Cause and Effect Essay</li> <li>Cluster 2- Opinion Statement</li> <li>Cluster 2- Evaluation of a Speech</li> <li>Cluster 3- Letter or Email</li> </ul> <p>Writing Conventions:</p> <ul style="list-style-type: none"> <li>Cluster 1- possessive nouns, adjectives, pronouns</li> <li>Cluster 2- prepositional phrases, object pronouns</li> <li>Cluster 3- indefinite pronouns, antecedents</li> <li>Cluster 3- Revise for Organization</li> </ul>	
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## SECOND SEMESTER

Pacing	Instructional Unit	ELD Essential Standards	Assessment
4 Weeks	<p><b>Unit 5: Moment of Truth</b> EQ: What Do People Discover in a Moment of Truth?</p> <p><u>Short Story</u></p> <ul style="list-style-type: none"> <li><i>Say it With Flowers</i></li> <li><i>Just Lather, That's All</i></li> <li><i>Be-ers and Do-ers</i></li> </ul> <p><u>Poetry</u></p> <ul style="list-style-type: none"> <li><i>The Journey</i></li> <li><i>The Calling</i></li> </ul> <p><u>Myth</u></p> <ul style="list-style-type: none"> <li><i>The Woman Who Was Death</i></li> </ul> <p><u>Magazine Article</u></p> <ul style="list-style-type: none"> <li><i>The Moment of Truth</i></li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>Synonyms</li> <li>Antonyms</li> <li>Thesaurus</li> <li>Analogies</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Modifiers</li> <li>Use Adjectives Correctly</li> <li>Use Adverbs Correctly</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Personal Mission Statement</li> <li>Letter of Recommendation</li> <li>Review</li> <li>Opinion Statement</li> <li>Analysis</li> <li>Speech</li> <li>Trait: Voice and Style</li> </ul>	<p><u>Listening &amp; Speaking</u></p> <ul style="list-style-type: none"> <li>Cluster 1- Evaluate</li> <li>Cluster 2- Clarify</li> <li>Cluster 3- Verify Information</li> </ul> <p><u>Reading</u> Word Analysis:</p> <ul style="list-style-type: none"> <li>Cluster 1 – Use reference sources: find synonyms</li> <li>Cluster 2 – Synonyms and antonyms</li> <li>Cluster 3 – Synonyms in analogies</li> </ul> <p>Reading Fluency:</p> <ul style="list-style-type: none"> <li>Cluster 1 - Phrasing</li> <li>Cluster 2 – Intonation</li> <li>Cluster 3 - Expression</li> </ul> <p>Reading Comprehension:</p> <ul style="list-style-type: none"> <li>Overall – Make Connections</li> </ul> <p>Literary Response &amp; Analysis:</p> <ul style="list-style-type: none"> <li>Cluster 1- Plot Structure</li> <li>Cluster 1- Author's perspective</li> <li>Cluster 1- Figurative Language</li> <li>Cluster 1- Character Motivations</li> <li>Cluster 2 – Plot Device – Suspense</li> <li>Cluster 2 – Irony</li> <li>Cluster 3 – Plot Device – Foreshadowing</li> <li>Cluster 3 – Authors Purpose</li> <li>Cluster 3 - Dialect</li> </ul> <p><u>Writing</u> Writing Strategies &amp; Applications:</p> <ul style="list-style-type: none"> <li>Cluster 1- Write a Personal Mission Statement</li> <li>Cluster 2- Write an Opinion Statement</li> <li>Cluster 3- Write a speech</li> <li>Cluster 3- Analysis of an Issue</li> </ul> <p>Writing Conventions:</p> <ul style="list-style-type: none"> <li>Cluster 1- Adjectives: Placement, Predicate, Demonstrative</li> <li>Cluster 2- Adjectives: Comparative, Superlative, Irregular, Indefinite</li> </ul>	<p>Unit 5 Wrap-Up</p> <p>Cluster Tests</p> <p>Reader Reflections</p> <p>Writing: Literary Research Project</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge eAssessments</p>

		<ul style="list-style-type: none"> <li>Cluster 3- Adverbs, <i>not</i>, Negative sentences</li> </ul>	
4 Weeks	<p><b>Unit 6: Rights and Responsibilities</b> EQ: How can we balance everyone's rights?</p> <p><u>Nonfiction</u></p> <ul style="list-style-type: none"> <li><i>Too Young to Drive?</i> (Editorial)</li> <li><i>Rules of the Road</i> (How-to Article)</li> <li><i>Piracy Bites!</i> (Persuasion)</li> <li><i>Long Walk to Freedom</i> (Autobiography)</li> <li><i>Our Power As Young People</i> (Interview)</li> </ul> <p><u>Cartoon</u></p> <ul style="list-style-type: none"> <li><i>I Couldn't Afford Music</i></li> </ul> <p><u>Editorial Cartoon</u></p> <ul style="list-style-type: none"> <li><i>Doonsbury on Downloading</i></li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>Denotation and Connotation</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Sentence Variety</li> <li>Initiatives and Gerunds</li> <li>Compound Sentences</li> <li>Complex Sentences</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Analysis of Evidence</li> <li>Short Persuasive Essay</li> <li>Letter</li> <li>Letter to Editor</li> <li>Position Statement</li> <li>Trait: Development of Ideas</li> </ul>	<p><u>Listening &amp; Speaking</u></p> <ul style="list-style-type: none"> <li>Cluster 1- Express and Support Opinions</li> <li>Cluster 2- Persuade</li> <li>Cluster 3- Persuade</li> </ul> <p><u>Reading</u></p> <p>Reading Word Analysis:</p> <ul style="list-style-type: none"> <li>Cluster 1- Use a Dictionary: Denotation and Connotation</li> <li>Cluster 2- Relate Words: Connotation</li> <li>Cluster 3- Use Context Clues: Denotation and Connotation</li> </ul> <p>Reading Fluency:</p> <ul style="list-style-type: none"> <li>Cluster 1- Phrasing</li> <li>Cluster 2- Expression</li> <li>Cluster 3- Intonation</li> </ul> <p>Reading Comprehension:</p> <ul style="list-style-type: none"> <li>Overall: Synthesize</li> <li>Cluster 1- Draw Conclusions</li> <li>Cluster 2- Compare Evidence Across Texts</li> <li>Cluster 3- Form Generalizations</li> <li>Cluster 3- Evaluate Generalizations</li> </ul> <p><u>Literary Analysis and Response</u></p> <ul style="list-style-type: none"> <li>Cluster 1- Recognize Genre (Persuasive Non-fiction)</li> <li>Cluster 1- Evaluate Logical Argument</li> <li>Cluster 1- Analyze Bias</li> <li>Cluster 2- Evaluate Arguments</li> <li>Cluster 2- Analyze Editorial Cartoons</li> <li>Cluster 2- Identify Faulty Persuasive Technique</li> <li>Cluster 3- Analyze Elements of Persuasion</li> <li>Cluster 3- Analyze Author's Perspective</li> <li>Cluster 3- Historical Analysis</li> <li>Cluster 3- Rhetorical Devices</li> </ul> <p><u>Writing</u></p> <p>Writing Strategies &amp; Applications:</p> <ul style="list-style-type: none"> <li>Cluster 1- Analysis of Evidence</li> <li>Cluster 1- Persuasive Essay</li> <li>Cluster 2- Opinion Letter</li> <li>Cluster 2- Position Statement</li> <li>Cluster 3- Letter to Editor</li> </ul> <p>Writing Conventions</p> <ul style="list-style-type: none"> <li>Cluster 1- Simple Sentences</li> <li>Cluster 1- Word Order</li> <li>Cluster 1- Infinitives</li> <li>Cluster 1- Gerunds</li> <li>Cluster 1- Sentence Variety</li> <li>Cluster 2- Phrases and Clauses</li> <li>Cluster 2- Run-on Sentences</li> <li>Cluster 2- Compound Sentences</li> <li>Cluster 3- Adjectival Clauses</li> <li>Cluster 3- Adverbial Clauses</li> <li>Cluster 3- Complex Sentences</li> </ul>	<p>Unit 6 Wrap-Up</p> <p>Cluster Tests</p> <p>Reader Responses</p> <p>Writing: Persuasive Essay</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge eAssessments</p>
4 Weeks	<b>Unit 7: For What It's Worth</b>	<u>Listening &amp; Speaking</u>	Unit 7 Test

	<p>EQ: What Deserves Our Care and Respect?</p> <p><u>Drama</u></p> <ul style="list-style-type: none"> <li>• <i>The Jewel of the Shrine</i></li> <li>• <i>Romeo and Juliet, Act 2, Scene 2</i></li> <li>• <i>Dance hall of the Dead</i></li> </ul> <p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>• <i>Lineage</i></li> <li>• <i>Remembered</i></li> <li>• <i>Sonnet 30</i></li> <li>• <i>I'm Offering this Poem</i></li> <li>• <i>Mi Madre</i></li> <li>• <i>Hard Questions</i></li> <li>• <i>There Will Come Soft Rains</i></li> <li>• <i>Fire and Ice</i></li> <li>• <i>I Was Born Today</i></li> <li>• <i>Romiette and Julio</i></li> </ul> <p><u>Essay</u></p> <ul style="list-style-type: none"> <li>• <i>Touching the Earth</i></li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>• Interpret Figurative Language</li> <li>• Idioms</li> <li>• Similes</li> <li>• Metaphors</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Perfect Tenses</li> <li>• Participles</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Literary Analysis</li> <li>• Character Sketch</li> <li>• Literary Response</li> <li>• Critique</li> <li>• Trait: Voice and Style</li> </ul>	<ul style="list-style-type: none"> <li>• Cluster 1- Justify</li> <li>• Cluster 2- Negotiate</li> <li>• Cluster 3- Use Appropriate Language</li> </ul> <p><u>Reading</u></p> <p>Word Analysis</p> <ul style="list-style-type: none"> <li>• Cluster 1- Use Context Clues: Idioms</li> <li>• Cluster 2- Use Context Clues: Similes</li> <li>• Cluster 3- Use Context Clues: Metaphors</li> </ul> <p>Reading Fluency &amp; Systematic Vocabulary Development</p> <ul style="list-style-type: none"> <li>• Cluster 1- Expression</li> <li>• Cluster 2- Intonation</li> <li>• Cluster 3- Phrasing</li> </ul> <p>Reading Comprehension:</p> <ul style="list-style-type: none"> <li>• Overall: Visualize</li> <li>• Cluster 1- Identify Emotional Responses</li> <li>• Cluster 2- Form Mental Images</li> <li>• Cluster 3- Form Sensory Images</li> </ul> <p>Literary Response &amp; Analysis:</p> <ul style="list-style-type: none"> <li>• Cluster 1- Identify Dramatic Elements</li> <li>• Cluster 1- Interpret Genre: Poetry vs. Drama</li> <li>• Cluster 1- Analyze Imagery and Free Verse</li> <li>• Cluster 1- Character Foils</li> <li>• Cluster 1- Dialogue and Character Traits</li> <li>• Cluster 2- Analyze Blank Verse</li> <li>• Cluster 2- Author's Perspective</li> <li>• Cluster 2- Figurative Language in Poetry</li> <li>• Cluster 2- Analyze Parody in Drama and Poetry</li> <li>• Cluster 3- Analyze Form and Sound in Poetry</li> <li>• Cluster 3- Form and Style</li> <li>• Cluster 3- Rhythm and Line Length in Poetry</li> </ul> <p><u>Writing</u></p> <p>Writing Strategies &amp; Applications</p> <ul style="list-style-type: none"> <li>• Cluster 1- Write a Character Sketch</li> <li>• Cluster 2- Literary Response</li> <li>• Cluster 2- Literary Critique</li> <li>• Cluster 3- Analysis of an Issue</li> </ul> <p>Writing Conventions</p> <ul style="list-style-type: none"> <li>• Cluster 1- Past, Present, Future tenses</li> <li>• Cluster 1- Present Perfect Tense: regular and irregular verbs</li> <li>• Cluster 2- Past, Perfect, and Future Tenses</li> <li>• Cluster 3- Participles, Participle Phrases, Absolutes</li> </ul>	<p>Cluster Tests</p> <p>Reader Responses</p> <p>Unit Project: Literary Anthology</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge eAssessments</p>
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**DATE OF LAST CONTENT REVISION:**

**DATE OF CURRENT CONTENT REVISION: May 2009**

**DATE OF BOARD APPROVAL:**



