

Orange Unified School District
ENGLISH LANGUAGE DEVELOPMENT—
INTERMEDIATE READING

Year Course in combination with ELD INTERMEDIATE GRAMMAR—L148

GRADE LEVEL: 6-8

PREREQUISITES: NOTE—Course is not to be repeated

Use Multiple Measures below as considerations for placement

Edge Level AC

- ELA Standards: Grade 5
- ELD Standards: Intermediate/Early Advanced
- Reading Level: 4.0-5.5
- Lexile: 600-850
- CELDT Level: 3-4
- Teacher Recommendation

INTRODUCTION TO THE SUBJECT:

English Language Development (ELD)—Intermediate Reading and ELD—Intermediate Grammar provide 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. Early Advanced ELD focuses on improving the student’s fluency in reading, writing, listening and speaking. The course builds upon skills from the Intermediate level of ELD and continues to build fluency in vocabulary development, reading skills (decoding) of academic English, reading comprehension, writing strategies focusing on the six basic domains of writing (narrative, response to literature, expository composition persuasive, business letters and technical documents), the use of written and oral English language conventions, as well as effective listening and speaking strategies. Students will continue studying and will analyze a variety of literary forms including short story, poetry, expository, drama and novel. They will continue working with the writing process (prewriting, precomposing, writing, sharing, revision, editing and publication/evaluation). Students will continue to build fluency in academic language and prepare to pass the California High School Exit Exam. The California Language Arts Content Standards as well as the English Language Development Standards have been incorporated into the Course Objectives.

COURSE OBJECTIVES: Students will

(Listening/Speaking) Continually expand their comprehension and production of oral English in ever widening contexts to participate fully in a mainstream English setting. Specifically, they will understand and speak oral English within the age-appropriate parameters as stated in the *California ELD Content Standards: Grades 6 – 8*, at the Early Intermediate Proficiency Level.

(Reading) Become readers who employ appropriate strategies and skills to construct meaning from increasingly complex English print. Specifically, they will expand their use of age-appropriate literature and familiarity with a wide variety of genre as stated in the *California ELD Standards: Grades 6 – 8*, at the Early Intermediate Proficiency Level.

(Writing) Become increasingly skillful writers of English, able to communicate effectively in an ever widening variety of contexts. Specifically, students will fully employ the writing process and write English within the age-appropriate parameters as stated in the *California ELD Standards: Grades 6 – 8*, at the Early Intermediate Proficiency Level.

(Careers) Develop English skills needed for a wide range of occupations and gain awareness of the variety of career choices available, especially to those with proficiency in multiple languages.

RECOMMENDED TEXT: Moore, D., Short, D., Smith, M., Tatum, A. 2009. *Inside: Language, Literacy & Content, Level D*. Monterey, CA: National Geographic School Publishing.

Support materials:

Teachers

- Teacher’s Editions (2 volumes) with Language & Fluency CDs
- Practice Book TE
- Writer’s Workout TE
- Grammar & Language Transparencies
- Writing Transparencies
- Inside Phonics
- Assessment Handbook
- Teacher Website (insideng.com with key code 467433) *Teachers must use school email* Online lesson plans, TEs for Inside Library, Video Clips and Coaching Resources

Students

- Student Book: Reading and Language
- Practice Book
- Student Book: Writing
- Student Website (insideng.com)

Library Books

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| ○ <i>A Library for Juana</i> | ○ <i>Mexico</i> |
| ○ <i>A Strong Right Arm</i> | ○ <i>Monster</i> |
| ○ <i>A Walk in the Tundra</i> | ○ <i>Mysteries of Sherlock Holmes</i> |
| ○ <i>Amelia Earhart: Freedom in the Skies</i> | ○ <i>Necessary Roughness</i> |
| ○ <i>Any Small Goodness</i> | ○ <i>Of Sound Mind</i> |
| ○ <i>Bones and Muscles</i> | ○ <i>Rosa Parks</i> |
| ○ <i>Building Tiny Transistors</i> | ○ <i>Silvia Earle: Protecting the Seas</i> |
| ○ <i>Cesar Chavez</i> | ○ <i>Struggle for Equality</i> |
| ○ <i>El Guero</i> | ○ <i>The Color of My Words</i> |
| ○ <i>Elena</i> | ○ <i>The Jacket</i> |
| ○ <i>Emako Blue</i> | ○ <i>The Progressives</i> |
| ○ <i>Finding the First Vaccines</i> | ○ <i>The Science of You</i> |
| ○ <i>First Crossing</i> | ○ <i>The Star Fisher</i> |
| ○ <i>Julie of the Wolves</i> | ○ <i>Ties that Bind, Ties that Break</i> |
| ○ <i>Keeper</i> | ○ <i>Trojan Horse</i> |
| ○ <i>Matthew Henson</i> | ○ <i>Who’s Got Game? The Lion or the Mouse?</i> |

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*

COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:

FIRST TRIMESTER

Pacing	Instructional Unit	ELD Essential Standards Connection to ELA Standards can be found in West Ed Document	Required Assessments
6 weeks	<p>CELDT Preparation and</p> <p>Unit 1: Imagine the Possibilities GQ: How do good ideas solve problems?</p> <p>Unit Launch</p> <ul style="list-style-type: none"> • Problem and Solution • Use academic vocabulary <p><u>Selection 1</u></p> <ul style="list-style-type: none"> • Hitching a Ride (Nonfiction: Science Article) • Crittercam to the Rescue (Nonfiction: Report) <p><u>Selection 2</u></p> <ul style="list-style-type: none"> • LAFFF (Short Story) <p><u>Selection 3</u></p> <ul style="list-style-type: none"> • Kids Are Inventors, Too (Nonfiction: Magazine Article) 	<p>CELDT-all four domains</p> <p>LANGUAGE Language Functions:</p> <ul style="list-style-type: none"> • Selection 1- Ask and Answer Questions • Selection 2- Express Ideas and Functions • Selection 3-Give Information <p>Grammar:</p> <ul style="list-style-type: none"> • Selection 1-Different Kinds of Sentences • Selection 2-Nouns • Selection 3-Complete Sentences <p>Listening and Speaking:</p> <ul style="list-style-type: none"> • Selection 1-Describe an Environment • Selection 3- Conduct an Interview <p>READING Focus on Genre & Literary Analysis:</p> <ul style="list-style-type: none"> • Selection 1: Problem and Solution, Science Article, Report • Selection 2: Character’s Motive, Short Story • Selection 3: Kinds of Nonfiction, Magazine Article, Procedural Features <p>Vocabulary:</p> <ul style="list-style-type: none"> • Selection 1, 2, 3-Use Word Parts, Use Key Vocabulary and Use Academic Vocabulary <p>Reading Strategies:</p> <ul style="list-style-type: none"> • Selection 1, 3 -Preview and Set a Purpose • Selection 2-Preview and Predict <p>Reading Fluency:</p> <ul style="list-style-type: none"> • Selection 1-Intonation • Selection 2-Expression • Selection 3-Phrasing <p>WRITING Writing Strategies & Applications:</p> <ul style="list-style-type: none"> • Selection 1-Paragraph: Topic Sentence and Details • Selection 2-Compare and Contrast Paragraph • Selection 3-Paragraph: Main Idea and Details 	<p>CELDT</p> <p>Placement Test (District Requirement with Data Director if student is new to curriculum)</p> <p>GQ Project: Connect Across the Curriculum- Conduct an Interview</p> <p>Selection Tests and/or Teacher generated tests/quizzes</p> <p>Unit 1 Test (District Requirement with Data Director)</p> <p>Teacher Observation/Student Participation</p> <p>Reading Fluency (timed and/or untimed)</p>
5 weeks	<p>Unit 2: Play to Your Strengths GQ: How can people use their talents wisely?</p> <p>Unit Launch</p> <ul style="list-style-type: none"> • Elements of Fiction • Focus on Vocabulary <p><u>Selection 1</u></p> <ul style="list-style-type: none"> • The Challenge (Short Story) <p><u>Selection 2</u></p> <ul style="list-style-type: none"> • Rachel the Clever (Folk Tale) <p><u>Selection 3</u></p> <ul style="list-style-type: none"> • A Contest of Riddles 	<p>LANGUAGE Language Functions:</p> <ul style="list-style-type: none"> • Selection 1-Engage in Conversation • Selection 2-Retell a Story • Selection 3-Ask for and Give Information <p>Grammar:</p> <ul style="list-style-type: none"> • Selection 1-Subject Pronouns • Selection 2,3 -Subject-Verb Agreement <p>Listening and Speaking:</p> <ul style="list-style-type: none"> • Selection 2-Give a Narrative Presentation • Selection 3-Act in a Scene <p>READING Focus on Genre & Literary Analysis:</p> <ul style="list-style-type: none"> • Selection 1: Elements of Fiction, Short Story • Selection 2: Elements of Fiction, Folktale • Selection 3: Elements of Fiction, Play, Myth <p>Vocabulary:</p>	<p>GQ Project: Connect Across the Curriculum- Act in a Science</p> <p>Selection Tests and/or Teacher generated tests/quizzes</p> <p>Unit 2 Test (District Requirement with Data Director)</p> <p>Teacher Observation/Student Participation</p>

	(Play) <ul style="list-style-type: none"> Atlanta’s Race (Myth) 	<ul style="list-style-type: none"> Selection 1, 2, 3-Relate Words, Use Key Vocabulary and Use Academic Vocabulary Reading Strategies: <ul style="list-style-type: none"> Selection 1, 2, 3-Monitor Your Reading and Set a Purpose Reading Fluency: <ul style="list-style-type: none"> Selection 1 - Intonation Selection 2 –Phrasing Selection 3 – Expression WRITING Writing Strategies & Applications: <ul style="list-style-type: none"> Selection 1-Personal Narrative Selection 2, 3-Short Story 	Reading Fluency (timed and/or untimed)
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SECOND TRIMESTER

5 weeks	Unit 3: A New Chapter GQ: What links our past to our future? Unit Launch <ul style="list-style-type: none"> Organization of Ideas Use academic vocabulary <u>Selection 1</u> <ul style="list-style-type: none"> The Lotus Seed (Fiction) A Suitcase of Seaweed (Poem) <u>Selection 2</u> <ul style="list-style-type: none"> Immigrants Today (Nonfiction: Science Textbook) The Lemon Story (Nonfiction: Personal Narrative) <u>Selection 3</u> <ul style="list-style-type: none"> Brothers in Hope (Biographical Fiction) Refugees Find New Lives (Nonfiction: News Article) 	LANGUAGE Language Functions: <ul style="list-style-type: none"> Selection 1-Describe People, Places and Things Selection 2- Make Comparisons Selection 3 – Describe an Event or Experience Grammar: <ul style="list-style-type: none"> Selection 1, 2 -Adjectives Selection 3- Adverbs Listening and Speaking: <ul style="list-style-type: none"> Selection 1-Present a Family Heirloom Selection 2-Report on Resources for Immigrants Selection 3 – Role-Play a Conversation READING Focus on Genre & Literary Analysis: <ul style="list-style-type: none"> Selection 1:Analyze Text Structure: Chronological Order, Realistic Fiction, Poem Selection 2: Analyze Text Structure: Cause and Effect, Social Science Textbook, Personal Narrative Selection 3: Analyze Point of View, Biographical Fiction, News Article Vocabulary: <ul style="list-style-type: none"> Selection 1, 2, 3-Use Word Parts, Use Key Vocabulary and Use Academic Vocabulary Reading Strategies: <ul style="list-style-type: none"> Selection 1, 2, 3- Visualize and Set a Purpose and Predict Reading Fluency: <ul style="list-style-type: none"> Selection 1-Innotation Selection 2-Phrasing Selection 3-Expression WRITING Writing Strategies & Applications: <ul style="list-style-type: none"> Selection 1- Cause and Effect Paragraph Selection 2, 3-Cause and Effect Essay 	GQ Project: Connect Across the Curriculum-Write Biographical Fiction Selection Tests and/or Teacher generated tests/quizzes Unit 3 Test (District Requirement with Data Director) Teacher Observation/Student Participation Reading Fluency (timed and/or untimed)
5 weeks	Unit 4: Every Body Is a Winner GQ: Why is the human body so amazing? Unit Launch <ul style="list-style-type: none"> Analyzing Kinds of Nonfiction Use Context Clues <u>Selection 1</u>	LANGUAGE Language Functions: <ul style="list-style-type: none"> Selection 1-Define and Explain Selection 2-Give and Follow Directions Selection 3-Engage in Discussion Grammar: <ul style="list-style-type: none"> Selection 1, 2- Possession Selection 3-Pronouns Listening and Speaking: <ul style="list-style-type: none"> Selection 1 – Deliver an Informative Presentation Selection 3-Perform a humorous Reading 	GQ Project: Connect Across the Curriculum-Perform a Humorous Reading Selection Tests and/or Teacher generated tests/quizzes

	<ul style="list-style-type: none"> The Human Machine (Nonfiction: Science Article) My Fabulous Footprint (Poem) <p><u>Selection 2</u></p> <ul style="list-style-type: none"> The Beat Goes On (Nonfiction: Science Article) <p><u>Selection 3</u></p> <ul style="list-style-type: none"> Two Left Feet, Two Left Hands and Too Left on the Bench (Nonfiction: Autobiography) How Coach Told Me I Didn't Make the Cut (Poem) 	<p>READING Focus on Genre & Literary Analysis:</p> <ul style="list-style-type: none"> Selection 1: Main Idea and Details, Science Textbook, Poem Selection 2: Analyze Author's Purpose, Science Article Selection 3: Fiction and Narrative Nonfiction, Autobiography, Poem <p>Vocabulary:</p> <ul style="list-style-type: none"> Selection 1, 2, 3-Use Context Clues, Use Key Vocabulary and Use Academic Vocabulary <p>Reading Strategies:</p> <ul style="list-style-type: none"> Selection 1, 2, 3- Determine Importance, Set a Purpose <p>Reading Fluency:</p> <ul style="list-style-type: none"> Selection 1-Phrasing Selection 2-Intonation Selection 3 - Expression <p>WRITING Writing Strategies & Applications: Selection 1, 2, 3-Research Report</p>	<p>Unit 4 Test (District Requirement with Data Director)</p> <p>Teacher Observation/Student Participation Reading Fluency (timed and/or untimed)</p>
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Must begin Unit 5 during the Second Trimester

THIRD TRIMESTER

Pacing	Instructional Unit	ELD Essential Standards Connection to ELA Standards can be found in West Ed Document	Required Assessments
5 weeks	<p>Unit 5: Imagine the Possibilities GQ: How powerful is a good idea?</p> <p>Unit Launch</p> <ul style="list-style-type: none"> Respond to and Interpret Visuals Use academic vocabulary <p><u>Selection 1</u></p> <ul style="list-style-type: none"> Encounter (Historical Fiction) <p><u>Selection 2</u></p> <ul style="list-style-type: none"> Culture Clash(Nonfiction: History Article) Mexico City (Nonfiction: City Profile) <p><u>Selection 3</u></p> <ul style="list-style-type: none"> When Cultures Meet (Nonfiction: History Textbook) Old World New World (Poem) 	<p>LANGUAGE Language Functions:</p> <ul style="list-style-type: none"> Selection 1, 2 -Make Comparisons Selection 3 - Summarize <p>Grammar:</p> <ul style="list-style-type: none"> Selection 1,2, 3 -Verb Tense – Past and Present <p>Listening and Speaking:</p> <ul style="list-style-type: none"> Selection 1- Give an Oral Response to Literature Selection 3 – Compare Life in Different Eras <p>READING Focus on Genre & Literary Analysis:</p> <ul style="list-style-type: none"> Selection 1-Figurative Language, Historical Fiction Selection 2-Use Text Features, History Article, City Profile Selection 3-Text Structure, History Textbook, Poem <p>Vocabulary:</p> <ul style="list-style-type: none"> Selection 1, 2, 3- Go Beyond the Literal, Use Key Vocabulary and Use Academic Vocabulary <p>Reading Strategies:</p> <ul style="list-style-type: none"> Selection 1, 2, 3-Ask Questions Selection 1 – Set a Purpose and Predict Selection 2, 3-Set a Purpose <p>Reading Fluency:</p> <ul style="list-style-type: none"> Selection 1-Expression Selection 2-Intonation Selection 3-Phrasing <p>WRITING Writing Strategies & Applications:</p> <ul style="list-style-type: none"> Selection 1 – Give an Oral Response to Literature Selection 3 – Compare Life in Different Eras 	<p>GQ Project: Connect Across the Curriculum – Compare Life in Different Eras</p> <p>Selection Tests and/or Teacher generated tests/quizzes</p> <p>Unit 5 Test (District Requirement with Data Director)</p> <p>Teacher Observation/Student Participation</p> <p>Reading Fluency (timed and/or untimed)</p>

5 weeks	<p>Unit 6: To the Rescue GQ: How do we come to the aid of one another?</p> <p>Unit Launch</p> <ul style="list-style-type: none"> Respond to and Interpret Visuals Use academic vocabulary <p><u>Selection 1</u></p> <ul style="list-style-type: none"> Dogs at Work (Nonfiction: Magazine Article) The Wonder Dog (Poem) <p><u>Selection 2</u></p> <ul style="list-style-type: none"> Angels in the Snow (Nonfiction: Online News Article) <p><u>Selection 3</u></p> <ul style="list-style-type: none"> Zlateh the Goat (Short Story) Turkish Proverb (Proverb) The Story of Mzee and Owen (Photo Essay) 	<p>LANGUAGE Language Functions:</p> <ul style="list-style-type: none"> Selection 1-Summarize Selection 2-Clarify and Verify Selection 3 – Tell an Original Story <p>Grammar:</p> <ul style="list-style-type: none"> Selection 1-Nouns Selection 2-Prepositions Selection 3-Pronouns <p>Listening and Speaking:</p> <ul style="list-style-type: none"> Selection 3 – Respond to Literature <p>READING Focus on Genre & Literary Analysis:</p> <ul style="list-style-type: none"> Selection 1-Author’s Purpose, Magazine Article, Poem Selection 2-Author’s Perspective, Online News Article Selection 3-Plot and Theme, Short Story, Proverb <p>Vocabulary:</p> <ul style="list-style-type: none"> Selection 1, 2, 3-Use Word Origins, Use Key Vocabulary and Use Academic Vocabulary <p>Reading Strategies:</p> <ul style="list-style-type: none"> Selection 1, 2, 3-Make Connections, Set a Purpose <p>Reading Fluency:</p> <ul style="list-style-type: none"> Selection 1-Intonation Selection 2- Phrasing Selection 3- Expression <p>WRITING Writing Strategies & Applications:</p> <ul style="list-style-type: none"> Selection 1- Summary Selection 2 – Friendly Letter Selection 3 – Business Letter 	<p>GQ Project: Connect Across the Curriculum-- Tell an Original Story</p> <p>Selection Tests and/or Teacher generated tests/quizzes</p> <p>Unit 6 Test (District Requirement with Data Director)</p> <p>Teacher Observation/Student Participation</p> <p>Reading Fluency (timed and/or untimed)</p>
4 weeks	<p>Unit 7: More Than a Game GQ: How do people bond over sports?</p> <p>Unit Launch</p> <ul style="list-style-type: none"> Organization of Ideas Use Context Clues <p><u>Selection 1</u></p> <ul style="list-style-type: none"> Play Ball! (Nonfiction: History Article) Analysis of Baseball (Poem) Take Me Out to the Ball Game (Song Lyrics) <p><u>Selection 2</u></p> <ul style="list-style-type: none"> Roberto Clemente (Biography) <p><u>Selection 3</u></p> <ul style="list-style-type: none"> Raymond’s Run (Short Story) 	<p>LANGUAGE Language Functions:</p> <ul style="list-style-type: none"> Selection 1-Express Opinions Selection 2-Justify Selection 3Elaborate <p>Grammar:</p> <ul style="list-style-type: none"> Selection 1-Complete Sentences Selection 2-Compound Sentences Selection 3- Complex Sentences <p>Listening and Speaking:</p> <ul style="list-style-type: none"> Selection 2 – Deliver an Informative Presentation <p>READING Focus on Genre & Literary Analysis:</p> <ul style="list-style-type: none"> Selection 1-Chronological Order. History Article, Poem, Song Lyrics Selection 2-Make and Support Inferences, Biography Selection 3-Infer Main Idea, Short Story <p>Vocabulary:</p> <ul style="list-style-type: none"> Selection 1, 2, 3-Use Context Clues, Use Key Vocabulary and Use Academic Vocabulary <p>Reading Strategies:</p> <ul style="list-style-type: none"> Selection 1, 2, 3-Make Inferences and Set a Purpose <p>Reading Fluency:</p> <ul style="list-style-type: none"> Selection 1- Phrasing Selection 2-Intonation Selection 3- Expression <p>WRITING Writing Strategies & Applications:</p>	<p>GQ Project: Connect Across the Curriculum- Evaluate Informational Text</p> <p>Selection Tests and/or Teacher generated tests/quizzes</p> <p>Unit 7 Test (District Requirement with Data Director)</p> <p>Teacher Observation/Student Participation</p> <p>Reading Fluency (timed and/or untimed)</p>

		<ul style="list-style-type: none"> • Selection 1 – Paragraphs in Chronological Order • Selection 2, 3 – Biography 	
Optional	<p>Unit 8: Global Warnings GQ: How can changing our ways benefit the Earth?</p> <p>Unit Launch</p> <ul style="list-style-type: none"> • Persuasive Writing • Use context clues <p><u>Selection 1</u></p> <ul style="list-style-type: none"> • Handle With Care (Persuasive Essay) • Going Green with Cameron Diaz (Interview) <p><u>Selection 2</u></p> <ul style="list-style-type: none"> • Melting Away (Nonfiction; Environmental Report) <p><u>Selection 3</u></p> <ul style="list-style-type: none"> • The Legend of the Yakwawiak (Legend) • Possum Crossing (Poem) • The Tyger (Poem) 	<p>LANGUAGE Language Functions:</p> <ul style="list-style-type: none"> • Selection 1 – Persuade • Selection 2 – Use Appropriate Language • Selection 3- Negotiate <p>Grammar:</p> <ul style="list-style-type: none"> • Selection 1,2, 3 - Verbs <p>Listening and Speaking:</p> <ul style="list-style-type: none"> • Selection 2-Give a Persuasive Speech • Selection 3-Present a Legend or Myth <p>READING Focus on Genre & Literary Analysis:</p> <ul style="list-style-type: none"> • Selection 1-Persuasive Writing, Interview • Selection 2- Draw and Support Conclusions, Environmental Report, Technical Directions • Selection 3-Analyze Symbols, Legend, Poem <p>Vocabulary:</p> <ul style="list-style-type: none"> • Selection 1, 2, 3-Use Context Clues, Use Key Vocabulary and Use Academic Vocabulary <p>Reading Strategies:</p> <ul style="list-style-type: none"> • Selection 1, 2, 3- Synthesize, Set a Purpose <p>Reading Fluency:</p> <ul style="list-style-type: none"> • Selection 1- Intonation • Selection 2- Phrasing • Selection 3- Expression <p>WRITING Writing Strategies & Applications:</p> <ul style="list-style-type: none"> • Selection 1-Write with Style • Selection 2, 3 – Persuasive Essay 	<p>GQ Project: Connect Across the Curriculum-Present a Legend or Myth</p> <p>Selection Tests and/or Teacher generated tests/quizzes</p> <p>Unit 8 Test</p> <p>End of Level Test (District Requirement with DataDirector)</p> <p>Teacher Observation/Student Participation</p> <p>Reading Fluency (timed and/or untimed)</p>

DATE OF LAST CONTENT REVISION: August 2010

DATE OF CURRENT CONTENT REVISION: November 2012

DATE OF BOARD APPROVAL: