

Orange Unified School District

**EDGE FUNDAMENTALS LEVEL**

Year Course

Beginning ELD 1 Reading & Beginning ELD 1 Language and Literacy  
(double block)

**GRADE LEVEL:** 9-12

**RECOMMENDED PREREQUISITES:** Multiple Measures Considerations:  
CELDT - Level 1 or 2  
and / or Lexile: BR-700  
and / or Reading Level of 1-3 grade

**INTRODUCTION TO THE SUBJECT:**

Fundamentals Level of Edge 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 9-12<sup>th</sup> Grade English Language Development Standards at the Beginning and Early Intermediate 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); 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:**

- use basic language skills in speaking, reading, and writing simple sentences.

**Listening and Speaking**

- Follow simple instructions.
- Use basic vocabulary for communication.
- Students will be able to follow directions.
- Ask and answer simple questions.
- Deliver short and simple oral presentations.

### **Reading**

- Read aloud simple words.
- Use a dictionary to find the meaning of a simple vocabulary word.
- Summarize simple and short literature.
- Understand simple literary terms such as character, setting, conflict, and solution.

### **Writing**

- Use standard writing conventions including present tense and subject/verb agreement.
- Write simple sentences using verb tenses and verb agreement.
- Write an essay using simple sentences.
- Fill out school registration forms and library card applications.

### **Plan to support literacy:**

Best practices to support reading comprehension:

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

Best practices to support writing skills:

- Direct instruction of writing process, i.e. pre-write, draft, revise, edit.
- Direct instruction and modeling of note-taking skills and organizational strategies in preparation for essay writing.

### **Materials Needed:**

Teachers:

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

Students:

- Fundamentals Student Edition
- Fundamentals Interactive Practice Book
- Fundamentals Selection Readings and Fluency Models CDs
- Fundamentals Library Books
  - *Toni and Slade Morrison*
  - *Maasai Dreamer*
  - *Rice*
  - *Frankenstein*
  - *What Makes a Community?*
  - *Wicked Weather*
  - *Hercules*
  - *Women and Work*
  - *Any Small Goodness*
  - *Freedom Readers*
  - *Houses*
  - *Families*

### **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 in Context 1*  
Bilingual Dictionary

## **COURSE CONTENT:**

### **1. Reading Fundamentals**

- 1.1. Apply concepts of print.
- 1.2. Develop phonemic awareness.
- 1.3. Associate sounds and symbols.
- 1.4. Apply knowledge of phonics to decode words.
- 1.5. Apply knowledge of word structure to decode words.
- 1.6. Apply knowledge of morphemes to decode words.
- 1.7. Use prior language knowledge to decode words.
- 1.8. Develop automaticity.
- 1.9. Use syllabication.
- 1.10. 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

### **3. Comprehension and Critical Thinking Skills**

- 3.1. Classify or categorize
- 3.2. Analyze story elements (character, setting, plot, theme)
- 3.3. Analyze information
  - 3.3.1. Distinguish fact from opinion
  - 3.3.2. Identify main idea
  - 3.3.3. Read and interpret visuals
- 3.4. Analyze text features
- 3.5. Compare and contrast
- 3.6. Make inferences
- 3.7. Follow complex directions
- 3.8. Relate ideas in a text
  - 3.8.1. Events in a sequence
  - 3.8.2. Steps in a process
  - 3.8.3. Cause and effect
  - 3.8.4. Main idea to details
- 3.9. Summarize

### **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. Everyday Concepts and Vocabulary**

- 5.1. Basic vocabulary: clothing, food, school, etc.
- 5.2. Greetings and social courtesies
- 5.3. Personal information (name, address, etc.)

**6. Academic Concepts and Vocabulary**

- 6.1. Across the curriculum
- 6.2. In language arts and literature

**7. Word Learning Strategies**

- 7.1. Learn new words by applying sensory images
- 7.2. Memorize
- 7.3. Relate words
- 7.4. Review
- 7.5. Use cognates to determine word meaning
- 7.6. Use contextual analysis to determine word meaning
- 7.7. Use structural (morphemic) analysis to determine word meaning

**8. Develop Word Consciousness**

- 8.1. Antonyms and synonyms
- 8.2. Cognates and false cognates
- 8.3. Homophones and other words that sound alike
- 8.4. Idioms
- 8.5. Figurative language
- 8.6. Jargon and specialized vocabulary
- 8.7. Multiple-meaning words
- 8.8. Phrasal verbs
- 8.9. Slang
- 8.10. Word families

**9. Expand Vocabulary**

**10. Respond to Literature**

- 10.1. Apply literature to personal life
- 10.2. Respond to literature in a variety of ways

**11. Recognize Genres**

- 11.1. Article
- 11.2. Autobiography
- 11.3. Biography
- 11.4. Diary/journal
- 11.5. Drama
- 11.6. Editorial
- 11.7. Electronic texts
- 11.8. Essays
- 11.9. Fantasy
- 11.10. Folk literature
- 11.11. Functional texts (business, consumer, everyday, technical)
- 11.12. Historical fiction
- 11.13. Humor
- 11.14. Interview
- 11.15. Memoir
- 11.16. Personal narrative
- 11.17. Poetry
- 11.18. Realistic fiction
- 11.19. Report
- 11.20. Review
- 11.21. Script
- 11.22. Short story
- 11.23. Song lyrics
- 11.24. Speech
- 11.25. Textbook/encyclopedia

**12. Recognize and Analyze Literary Devices and Elements**

- 12.1. Character (hero/heroine, protagonist/antagonist, static/dynamic, etc.)
- 12.2. Description

- 12.3. Dialogue and dialect
- 12.4. Dramatic conventions
- 12.5. Imagery/sensory language
- 12.6. Mood and tone
- 12.7. Plot and plot development (conflicts, flashback, suspense, etc.)
- 12.8. Repetition
- 12.9. Rhyme and rhyme scheme
- 12.10. Rhythm/meter
- 12.11. Setting
- 12.12. Text structure (expository, persuasive, narrative)
- 12.13. Theme

**13. Compare Literature**

- 13.1. Compare story elements

**14. Evaluate Literature**

- 14.1. Author's development of character, plot, theme

**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
- 16.5. Write in a variety of modes
  - 16.5.1. Expository
  - 16.5.2. Expressive
  - 16.5.3. Narrative

**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

**19. Sentences**

- 19.1. Sentence types
- 19.2. Negative sentences
- 19.3. Conditional sentences
- 19.4. Sentence structure
- 19.5. Simple sentences
- 19.6. Subject-verb agreement

**20. Parts of Speech**

- 20.1. Nouns
  - 20.1.1. Common and proper
  - 20.1.2. Count and noncount
  - 20.1.3. Plurals
  - 20.1.4. Possessive
- 20.2. Articles
- 20.3. Pronouns
  - 20.3.1. Subjective case
  - 20.3.2. Objective case
  - 20.3.3. Possessive case
  - 20.3.4. Demonstrative case

- 20.3.5. Agreement and reference
- 20.4. Adjectives
- 20.5. Verbs
  - 20.5.1. Action
  - 20.5.2. Linking
  - 20.5.3. Modals (can, could, would, might, must, etc.)
  - 20.5.4. Helping
  - 20.5.5. Present Tense
  - 20.5.6. Habitual present tense
  - 20.5.7. Past tense (regular and irregular)
  - 20.5.8. Future tense
  - 20.5.9. Progressive forms
- 20.6. Adverbs
- 20.7. Prepositions and prepositional phrases

## **21. Capitalization**

## **22. Punctuation**

## **23. Spelling**

## **24. Social and Academic Language Functions**

- 24.1. Listen actively
- 24.2. Repeat spoken language
- 24.3. Express social courtesies
- 24.4. Ask and answer questions
- 24.5. Use a telephone
- 24.6. Conduct a transaction
- 24.7. Demonstrate nonverbal communication
- 24.8. Express likes and dislikes
- 24.9. Express ideas, feelings, needs, opinions, intentions
- 24.10. Make and respond to requests and commands
- 24.11. Give and follow directions
- 24.12. Ask for/Give information
- 24.13. Retell a story
- 24.14. Adjust communication to the audience, purpose, occasion, and task
- 24.15. Describe people, places, things, events, ideas, feelings, experiences
- 24.16. Listen to a selection
- 24.17. Recite
- 24.18. Read a selection
- 24.19. Role-play
- 24.20. Dramatize
- 24.21. Interpret nonverbal communication
- 24.22. Make comparisons
- 24.23. Engage in conversation and small talk
- 24.24. Engage in discussion (academic)
- 24.25. Define and explain
- 24.26. Write

## **25. Listening and Speaking Activities**

- 25.1. Choral reading and reader's theater
- 25.2. Conversation and classroom discussion
- 25.3. Demonstration
- 25.4. Dramatization
- 25.5. Interview
- 25.6. Recommendation
- 25.7. Response to literature
- 25.8. Retell a story
- 25.9. 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. Overcome anxiety
- 27.2. Speak effectively for a variety of audiences, purposes, and occasions
- 27.3. Self-monitor, monitor audience reaction, and adjust oral communication during a presentation
- 27.4. Respond to audience questions
- 27.5. Use audience feedback to improve future presentations
- 27.6. 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. Listen to and imitate others
- 30.2. Reproduce teacher-modeled writing
- 30.3. Use gestures and mime to communicate ideas
- 30.4. Memorize
- 30.5. Incorporate language “chunks”
- 30.6. Practice new language
- 30.7. Use visuals to construct or clarify meaning
- 30.8. Semantic mapping
- 30.9. Use imagery
- 30.10. Review
- 30.11. Ask for help, feedback, and clarification
- 30.12. Take risks and explore alternate ways of saying things (circumlocution)
- 30.13. Identify and respond appropriately to nonverbal and verbal cues
- 30.14. Test hypotheses about language
- 30.15. Use prior knowledge
- 30.16. Make connections across content areas
- 30.17. Take notes about language
- 30.18. Compare elements of language and identify patterns
- 30.19. Compare written language conventions
- 30.20. Use reference aids
- 30.21. 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. Gather information

**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. Multicultural Awareness and Appreciation**

- 36.1. Appreciate, share, and compare aspects of the home, U.S., and world cultures

Pacing	Instructional Unit	ELD Essential Standards	Assessment
5 weeks	<p><b>Unit 1: All About Me</b> EQ: Who Am I?</p> <p><u>Short Story</u></p> <ul style="list-style-type: none"> <li>• <i>Growing Together</i></li> <li>• <i>First Names</i></li> </ul> <p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>• <i>My People</i></li> </ul> <p><u>Nonfiction</u></p> <ul style="list-style-type: none"> <li>• <i>Ways to Know You</i></li> </ul> <p><u>Play</u></p> <ul style="list-style-type: none"> <li>• <i>From Romeo and Juliet</i></li> </ul> <p><u>Magazine Article</u></p> <ul style="list-style-type: none"> <li>• <i>Who is She?</i></li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Complete Sentences</li> <li>• Subject Pronouns</li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>• Word Categories</li> <li>• Concept Clusters</li> <li>• Synonyms</li> <li>• Antonyms</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Response to Literature</li> <li>• Post Card</li> <li>• Interview</li> <li>• Poem</li> </ul>	<p><u>Listening &amp; Speaking</u></p> <ul style="list-style-type: none"> <li>• Cluster 1 – Understand Proverbs</li> <li>• Cluster 2 –Text Talk</li> <li>• Cluster 3 – Interview</li> </ul> <p><u>Reading</u></p> <p>Reading Fluency:</p> <ul style="list-style-type: none"> <li>• Cluster 1 - Phrasing</li> <li>• Cluster 2 - Intonation</li> <li>• Cluster 3 - Intonation</li> </ul> <p>Reading Comprehension</p> <ul style="list-style-type: none"> <li>• Overall - Visualize</li> <li>• Cluster 1 – Prior Knowledge</li> <li>• Cluster 2 – Critical Thinking</li> <li>• Cluster 3 – Sequence</li> </ul> <p>Literary Response and Analysis:</p> <ul style="list-style-type: none"> <li>• Cluster 1 – Analyze a Play</li> <li>• Cluster 1 – Interpret and Evaluate Literature</li> <li>• Cluster 2 –Language Frames</li> <li>• Cluster 3 – Explanation</li> </ul> <p><u>Writing</u></p> <p>Writing Strategies &amp; Applications:</p> <ul style="list-style-type: none"> <li>• Cluster 1- Retell</li> <li>• Cluster 2 – Reflection</li> <li>• Cluster 3 – Explanation</li> </ul> <p>Writing Conventions:</p> <ul style="list-style-type: none"> <li>• Cluster 1- Sentences</li> <li>• Cluster 2 - Questions</li> <li>• Cluster 3 – Complete Sentences</li> </ul>	<p>Cluster Tests</p> <p>Unit 1 Wrap-Up</p> <p>Writing: Expressive Poem</p> <p>Unit Game: Tic-Tac-Toe</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge eAssessments</p>



Pacing	Instructional Unit	ELD Essential Standards	Assessment
5 weeks	<p><b>Unit 2: Wisdom of the Ages</b> EQ: What Makes Us Wise?</p> <p><u>Fiction</u></p> <ul style="list-style-type: none"> <li>• <i>Hands</i></li> <li>• <i>Mathematics</i></li> </ul> <p><u>Folk Tale</u></p> <ul style="list-style-type: none"> <li>• <i>How Ananse Gave Wisdom to the World</i></li> </ul> <p><u>Web Forum</u></p> <ul style="list-style-type: none"> <li>• <i>Good Advice from Teens</i></li> </ul> <p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>• <i>Remember</i></li> </ul> <p><u>Biography</u></p> <ul style="list-style-type: none"> <li>• <i>From Be Water, My Friend: The Early Years of Bruce Lee</i></li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Action Verbs in Present Tense</li> <li>• Helping Verbs</li> <li>• Object Pronouns</li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>• Compound Words</li> <li>• Suffixes</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Response to Literature</li> <li>• Folk Tale</li> <li>• Comic Strip</li> <li>• Poem</li> </ul>	<p><u>Listening &amp; Speaking</u></p> <ul style="list-style-type: none"> <li>• Cluster 1 - Interview</li> <li>• Cluster 2 – Conversation</li> <li>• Cluster 3 - Poem</li> </ul> <p><u>Reading</u></p> <p>Reading Fluency and Systematic Vocabulary Development:</p> <ul style="list-style-type: none"> <li>• Cluster 1 - Phrasing</li> <li>• Cluster 2 - Explanation</li> <li>• Cluster 3 - Expression</li> </ul> <p>Reading Comprehension:</p> <ul style="list-style-type: none"> <li>• Overall: Ask Questions</li> <li>• Cluster 1 - Explain</li> <li>• Cluster 2 – Interpret</li> <li>• Cluster 3 – Visualize</li> </ul> <p><u>Writing</u></p> <p>Writing Strategies and Applications:</p> <ul style="list-style-type: none"> <li>• Cluster 1- Actions</li> <li>• Cluster 2- Likes and Dislikes</li> <li>• Cluster 3- Needs and Wants</li> </ul> <p>Writing Conventions:</p> <ul style="list-style-type: none"> <li>• Cluster 1- Action Verbs</li> <li>• Cluster 2- Progressives</li> <li>• Cluster 3- Nouns and Verbs</li> </ul>	<p>Unit 2 Wrap-Up</p> <p>Writing: Advice Column</p> <p>Unit Game: Bingo</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge eAssessments</p>
5 Weeks	<p><b>Unit 3: Global Village</b> EQ: What Makes Us the Same? What Makes Us Different?</p> <p><u>Short Story</u></p> <ul style="list-style-type: none"> <li>• <i>Alphabet City Ballet</i></li> </ul> <p><u>Nonfiction</u></p> <ul style="list-style-type: none"> <li>• <i>If the World Were a Village</i></li> <li>• <i>Behind the Veil</i></li> </ul> <p><u>Poem</u></p> <ul style="list-style-type: none"> <li>• <i>The Same</i></li> </ul> <p><u>Song Lyrics</u></p> <ul style="list-style-type: none"> <li>• <i>You Can get it if You Really Want</i></li> </ul> <p><u>Magazine Article</u></p> <ul style="list-style-type: none"> <li>• <i>Freaky Food</i></li> </ul> <p><u>Photo Essay</u></p> <ul style="list-style-type: none"> <li>• <i>The Simple Sport</i></li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Adjectives</li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Compound Words</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Response to Literature</li> <li>• Photo Essay</li> <li>• Compare and contrast</li> <li>• Description</li> </ul>	<p><u>Listening &amp; Speaking</u></p> <ul style="list-style-type: none"> <li>• Cluster 1- Chant</li> <li>• Cluster 2- Description</li> <li>• Cluster 3- Description</li> </ul> <p><u>Reading</u></p> <p>Reading Fluency:</p> <ul style="list-style-type: none"> <li>• Cluster 1- Phrasing</li> <li>• Cluster 2- Expression</li> <li>• Cluster 3- Accuracy and Rate</li> </ul> <p>Reading Comprehension:</p> <ul style="list-style-type: none"> <li>• Overall: Determine Importance</li> </ul> <p>Literary Response and Analysis:</p> <ul style="list-style-type: none"> <li>• Cluster 1- Headings</li> <li>• Cluster 2- Globes</li> <li>• Cluster 3- Setting</li> </ul> <p><u>Writing</u></p> <p>Writing Strategies &amp; Applications:</p> <ul style="list-style-type: none"> <li>• Cluster 1- Opinion Statement</li> <li>• Cluster 2- Invitation</li> <li>• Cluster 3- Journal</li> </ul> <p>Writing Conventions:</p> <ul style="list-style-type: none"> <li>• Cluster 1- Adjectives before Nouns</li> <li>• Cluster 2- Adjectives that compare</li> <li>• Cluster 3- Possessive Nouns</li> </ul>	<p>Unit 3 Wrap-Up</p> <p>Cluster Tests</p> <p>Writing: Description</p> <p>Unit Game: 30 Questions</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge eAssessments</p>

Pacing	Instructional Unit	ELD Essential Standards	Assessment
5 Weeks	<p><b>Unit 4: Survival</b> EQ: What Does it Take to Survive?</p> <p><u>Short Story</u></p> <ul style="list-style-type: none"> <li>• <i>Two Were Left</i></li> </ul> <p><u>Nonfiction</u></p> <ul style="list-style-type: none"> <li>• <i>Maps</i></li> <li>• <i>Fight or Flight? What your Body Knows About Survival</i></li> </ul> <p><u>Magazine Article</u></p> <ul style="list-style-type: none"> <li>• <i>Tornado Survivor Called</i></li> <li>• <i>Test Your Survival Skills</i></li> <li>• <i>Surviving Katrina</i></li> <li>• <i>Survivor Rulon Gardner</i></li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Past Tense Verbs</li> <li>• Adverbs</li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>• Use a Dictionary</li> <li>• Multiple Meaning Words</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Response to Literature</li> <li>• Continue the Story</li> <li>• Write about a Challenge</li> <li>• Expository</li> </ul>	<p><u>Listening &amp; Speaking</u></p> <ul style="list-style-type: none"> <li>• Cluster 1- Proverbs</li> <li>• Cluster 2- Text Features</li> <li>• Cluster 3- Cultural Perspectives</li> </ul> <p><u>Reading</u></p> <p>Reading Word Analysis:</p> <ul style="list-style-type: none"> <li>• Cluster 1- Use a dictionary</li> <li>• Cluster 2- Use a dictionary: Multiple Meaning Words</li> <li>• Cluster 3- Use a dictionary: Multiple Meaning Words</li> </ul> <p>Reading Fluency &amp; Systematic Vocabulary Development:</p> <ul style="list-style-type: none"> <li>• Cluster 1- Expression</li> <li>• Cluster 2- Phrasing</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- Explain, Summarize, Compare</li> <li>• Cluster 2- Describe, Infer, Analyze</li> <li>• Cluster 3- Apply, Describe, Speculate</li> </ul> <p>Literary Response and Analysis:</p> <ul style="list-style-type: none"> <li>• Cluster 1- Plot</li> <li>• Cluster 2- Fiction</li> <li>• Cluster 3- Nonfiction</li> </ul> <p><u>Writing</u></p> <p>Writing Strategies &amp; Applications:</p> <ul style="list-style-type: none"> <li>• Cluster 1- Continue the Story</li> <li>• Cluster 2- Opinion Statement</li> <li>• Cluster 3- Challenge</li> </ul> <p>Writing Conventions:</p> <ul style="list-style-type: none"> <li>• Cluster 1-Past tense verbs</li> <li>• Cluster 2- Past tense verbs</li> <li>• Cluster 3- Commands</li> </ul>	<p>Unit 4 Wrap-Up</p> <p>Cluster Tests</p> <p>Writing: Expository</p> <p>Unit Game: Do You Know?</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge eAssessments</p>
5 Weeks	<p><b>Unit 5: Fitting In</b> EQ: How Important is it to Fit In?</p> <p><u>Short Story</u></p> <ul style="list-style-type: none"> <li>• <i>The Right Moves</i></li> </ul> <p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>• <i>I'm Nobody</i></li> </ul> <p><u>Photo Essay</u></p> <ul style="list-style-type: none"> <li>• <i>High School</i></li> </ul> <p><u>Quote</u></p> <ul style="list-style-type: none"> <li>• <i>A Different Drummer</i></li> </ul> <p><u>Essay</u></p> <ul style="list-style-type: none"> <li>• <i>Frijoles</i></li> <li>• <i>Cochlear Implants</i></li> </ul> <p><u>Fable</u></p> <ul style="list-style-type: none"> <li>• <i>The Jay and the Peacocks</i></li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Verb Tenses</li> <li>• Prepositional Phrases</li> <li>• Subject and Object Pronouns</li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>• Synonyms</li> <li>• Antonyms</li> </ul>	<p><u>Listening &amp; Speaking</u></p> <ul style="list-style-type: none"> <li>• Cluster 1- Research and Speaking</li> <li>• Cluster 2- Speech</li> <li>• Cluster 3- Conversation</li> </ul> <p><u>Reading</u></p> <p>Reading Word Analysis:</p> <ul style="list-style-type: none"> <li>• Cluster 1 – Synonyms and antonyms</li> <li>• Cluster 2 – Multiple-Meaning words</li> <li>• Cluster 3 – Context clues</li> </ul> <p>Reading Fluency:</p> <ul style="list-style-type: none"> <li>• Cluster 1 - Expression</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 Connections</li> </ul> <p>Literary Response &amp; Analysis:</p> <ul style="list-style-type: none"> <li>• Cluster 1- Fables</li> <li>• Cluster 2 – Facts and Opinions</li> <li>• Cluster 3 – Genres and Characters</li> </ul> <p><u>Writing</u></p> <p>Writing Strategies &amp; Applications:</p> <ul style="list-style-type: none"> <li>• Cluster 1- Letter to a Pen Pal</li> <li>• Cluster 2- Write an Opinion Statement</li> </ul>	<p>Unit 5 Wrap-Up</p> <p>Cluster Tests</p> <p>Reader Reflections</p> <p>Writing: Fact and Opinion Paragraph</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge eAssessments</p>

	<p><u>Context Clues</u></p> <ul style="list-style-type: none"> <li>Multiple Meaning Words</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Response to Literature</li> <li>Letter to a Pen Pal</li> <li>Blog</li> <li>Fact and Opinion</li> </ul>	<ul style="list-style-type: none"> <li>Cluster 3- Explanation</li> </ul> <p>Writing Conventions:</p> <ul style="list-style-type: none"> <li>Cluster 1- Future Tense</li> <li>Cluster 2- Prepositions</li> <li>Cluster 3- Object Pronouns</li> </ul>	
5 Weeks	<p><b>Unit 6: What Matters Most</b> EQ: What is Most Important in Life?</p> <p><u>Nonfiction</u></p> <ul style="list-style-type: none"> <li><i>The Marketplace</i></li> </ul> <p><u>Short Story</u></p> <ul style="list-style-type: none"> <li><i>The Scholarship Jacket</i></li> <li><i>The Gift of the Magi</i></li> </ul> <p><u>Poetry</u></p> <ul style="list-style-type: none"> <li><i>Shoulders</i></li> </ul> <p><u>Play</u></p> <ul style="list-style-type: none"> <li><i>Luck</i></li> </ul> <p><u>Memoir</u></p> <ul style="list-style-type: none"> <li><i>Young at Heart</i></li> </ul> <p><u>Article</u></p> <ul style="list-style-type: none"> <li><i>Eye on Cheaters</i></li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Complete Sentences</li> <li>Combine Sentences</li> <li>Combine Clauses</li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>Similes</li> <li>Idioms</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Response to Literature</li> </ul> <p><u>Skit</u></p> <ul style="list-style-type: none"> <li>Write About Cheating</li> </ul> <p><u>Narrative</u></p>	<p><u>Listening &amp; Speaking</u></p> <ul style="list-style-type: none"> <li>Cluster 1- Directions</li> <li>Cluster 2- Discussion</li> <li>Cluster 3- Retell</li> </ul> <p><u>Reading</u></p> <p>Reading Word Analysis:</p> <ul style="list-style-type: none"> <li>Cluster 1- Figurative Language</li> <li>Cluster 2- Idioms</li> <li>Cluster 3- Idioms</li> </ul> <p>Reading Fluency:</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: Make Inferences</li> <li>Cluster 1- Draw Conclusions</li> <li>Cluster 2- Make Comparisons</li> <li>Cluster 3- Summarize and Interpret</li> </ul> <p>Literary Analysis and Response</p> <ul style="list-style-type: none"> <li>Cluster 1- Memoir and Setting</li> <li>Cluster 2- Plot</li> <li>Cluster 3- Characters and Theme</li> </ul> <p><u>Writing</u></p> <p>Writing Strategies &amp; Applications:</p> <ul style="list-style-type: none"> <li>Cluster 1- Explanation</li> <li>Cluster 2- Position Statement</li> <li>Cluster 3- Free write</li> </ul> <p>Writing Conventions</p> <ul style="list-style-type: none"> <li>Cluster 1- Sentences</li> <li>Cluster 2- Phrases and 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: Narrative</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge eAssessments</p>

**DATE OF CURRENT CONTENT REVISION: August 2010**