

Orange Unified School District

**EDGE LEVEL C**

Year Course

Advanced/Transitional/Sheltered Reading & Advanced/Transitional/Sheltered Language and Literacy  
(double block)

**GRADE LEVEL:** 9-12

**RECOMMENDED PREREQUISITES:** Multiple Measures Considerations:  
Four years in U.S. and /or CELDT 4 or 5  
and / or CST = Basic or Below Basic  
and / or Reading Level of 6-9 grade+

**INTRODUCTION TO THE SUBJECT:**

Edge Level C 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 9-10<sup>th</sup> Grade English Language Arts Standards, and the 9-12<sup>th</sup> Grade English Language Development Standards at the Advanced level. Listening, speaking, reading and writing activities are designed to help students develop competency in oral language and literacy skills. Scope and Sequence covers Reading (Reading Fundamentals, Reading Strategies, Comprehension and Critical Thinking Skills, Reading Behaviors); Concepts and Vocabulary (Everyday Concepts and Vocabulary, Academic Concepts and Vocabulary, Word Learning Strategies, Development of Word Consciousness); Literary Analysis (Response to Literature, Recognition of Genres, Recognition and Analysis of Literary Devices and Elements, Comparisons and Evaluations of Literature, Literary History and Criticism); Writing (Handwriting, Writing Purposes, Modes and Forms, Writing Process, Traits of Good Writing); Grammar, Usage, Mechanics, and Spelling (Sentences, Parts of Speech, Capitalization, Punctuation, Spelling); Language Development and Communication (Social and Academic Language Functions); Listening, Speaking Viewing, and Representing (Listening and Speaking Activities, Listening Strategies and Skills, Speaking Strategies and Skills, Viewing Strategies and Skills, Representing Strategies and Skills); Learning Strategies (Strategies for Learning Language, Strategies for Taking Tests, Study Skills and Strategies, Research Strategies and Skills, Career Exploration); Technology and Media Literacy (Technology Strategies and Skills, Media Study); Cultural Perspectives (Multicultural Awareness and Appreciation).

**COURSE OBJECTIVES: BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:**

**Listening and Speaking**

- Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.
- Hear and repeat most beginning, medial, and ending sounds in context.
- Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences.
- Follow more difficult multi-task directions.
- Give antonyms of less common vocabulary words.
- Use a variety of verb forms in conversation.
- Tell a story using fluent sentences and details.

### **Reading**

- Recognize root words, multiple meanings, and derive the meaning of words from context.
- Summarize literary pieces in greater detail by including the characters, setting, and plot and analyzing them in greater detail.
- Draw simple conclusions about a character.
- 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

### **Materials Needed:**

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 Library Books
- Level C Selection Readings and Fluency Models CDs

- Extended Reading
- Edge Level C Library Books
  - *Animal Farm*
  - *And the Earth Did Not Devour Him*
  - *Code Talker*
  - *Down Garrapata Road*
  - *Dying to Cross*
  - *Farewell to Manzanar*
  - *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!*

Vocabulary:

- *Test-Prep Vocabulary Basic Vocabulary Builder*

Spelling:

- *Spell It Out*

Greek/Latin Root Words:

- *English From The Roots Up*

### **COURSE CONTENT:**

#### **1. Reading Fundamentals**

- 1.1. Use syllabication.
- 1.2. Develop reading fluency (accuracy, expression, phrasing, prosody, rate).

#### **2. Reading Strategies**

- 2.1. Plan and Monitor
  - 2.1.1. Preview and set a purpose
  - 2.1.2. Make and confirm predictions
  - 2.1.3. Clarify ideas and vocabulary (use context clues, reread, read on, etc.)
- 2.2. Determine Importance
  - 2.2.1. Relate main ideas and details
  - 2.2.2. Summarize
  - 2.2.3. Determine personal relevance
- 2.3. Ask Questions
- 2.4. Make Inferences
- 2.5. Make Connections
  - 2.5.1. Text-to-self
  - 2.5.2. Text-to-text
  - 2.5.3. Text-to-world
- 2.6. Synthesize
  - 2.6.1. Draw conclusions
  - 2.6.2. Compare across texts
  - 2.6.3. Form generalizations
- 2.7. Visualize

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

- 3.1. Analyze story elements (character, setting, plot, theme)
- 3.2. Analyze information
  - 3.2.1. Distinguish fact from opinion

- 3.2.2. Identify main idea
- 3.2.3. Read and interpret visuals
- 3.2.4. Identify arguments for and against an issue
- 3.2.5. Identify discrepancies and missing information
- 3.3. Analyze text features
- 3.4. Compare and contrast
- 3.5. Make inferences
- 3.6. Relate ideas in a text
  - 3.6.1. Cause and effect
  - 3.6.2. Main idea to details
- 3.7. Summarize
- 3.8. Interpret figurative language (simile, metaphor, symbol, etc.)
- 3.9. Synthesize information
  - 3.9.1. Draw conclusions
  - 3.9.2. Form generalizations

#### **4. Reading Behaviors**

- 4.1. Identify opportunities for reading improvement
- 4.2. Identify, assess, and apply effective personal reading strategies
- 4.3. Read collaboratively
- 4.4. Read for a variety of purposes
- 4.5. Read independently for sustained periods
- 4.6. Read widely

#### **5. Academic Concepts and Vocabulary**

- 5.1. Across the curriculum
- 5.2. In language arts and literature

#### **6. Word Learning Strategies**

- 6.1. Learn new words by applying sensory images
- 6.2. Memorize
- 6.3. Relate words
- 6.4. Review
- 6.5. Use cognates to determine word meaning
- 6.6. Use contextual analysis to determine word meaning
- 6.7. Use structural (morphemic) analysis to determine word meaning
- 6.8. Use reference sources to determine usage
- 6.9. Use word origins to determine word meaning
- 6.10. Apply an overall word learning strategy during reading

#### **7. Develop Word Consciousness**

- 7.1. Analogies
- 7.2. Antonyms and synonyms
- 7.3. Cognates and false cognates
- 7.4. Denotation and connotation
- 7.5. Dialect and regionalisms
- 7.6. Homophones and other words that sound alike
- 7.7. Idioms
- 7.8. Figurative language
- 7.9. Jargon and specialized vocabulary
- 7.10. Multiple-meaning words
- 7.11. Phrasal verbs
- 7.12. Slang
- 7.13. Word families
- 7.14. Word origins and roots

#### **8. Expand Vocabulary**

#### **9. Respond to Literature**

- 9.1. Apply literature to personal life
- 9.2. Respond to literature in a variety of ways
- 9.3. Defend interpretations of and responses to literature
- 9.4. Recognize that literature may elicit a variety of valid responses

## **10. Recognize Genres**

- 10.1. Article
- 10.2. Autobiography
- 10.3. Biography
- 10.4. Diary/journal
- 10.5. Drama
- 10.6. Editorial
- 10.7. Electronic texts
- 10.8. Essays
- 10.9. Fantasy
- 10.10. Folk literature
- 10.11. Functional texts (business, consumer, everyday, technical)
- 10.12. Historical fiction
- 10.13. Humor
- 10.14. Interview
- 10.15. Literary criticism
- 10.16. Memoir
- 10.17. Novel
- 10.18. Parody
- 10.19. Personal narrative
- 10.20. Poetry
- 10.21. Realistic fiction
- 10.22. Report
- 10.23. Review
- 10.24. Script
- 10.25. Short story
- 10.26. Song lyrics
- 10.27. Speech
- 10.28. Textbook/encyclopedia

## **11. Recognize and Analyze Literary Devices and Elements**

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

**12. Compare Literature**

- 12.1. Compare story elements
- 12.2. Compare author's purposes, intents, arguments, biases
- 12.3. Compare time periods
- 12.4. Compare theme or topic
- 12.5. Compare versions across different media

**13. Evaluate Literature**

- 13.1. Author's development of character, plot, theme
- 13.2. Author's purpose, intended audience, and perspective and effect on the text
- 13.3. Author's style
- 13.4. Author's use of literary devices
- 13.5. Author's logic (argument, presentation, etc.)
- 13.6. Propaganda and common persuasive techniques
- 13.7. Reliability and validity of evidence and sources
- 13.8. Multiple levels of meaning

**14. Literary History and Criticism**

- 14.1. Form and support opinions about literary and nonliterary works
- 14.2. Interpret literature based on genre
- 14.3. Understand why certain works are considered classics
- 14.4. Aesthetic approach to literary criticism
- 14.5. Biographical approach to literary criticism
- 14.6. Historical approach to Literary criticism
- 14.7. Identify literary movements across cultures

**15. Handwriting**

**16. Writing Purposes, Modes, and Forms**

- 16.1. Write across the curriculum
- 16.2. Write for a variety of audiences
- 16.3. Write for a variety of purposes
- 16.4. Write in a variety of forms
  - 16.4.1. Cause and effect essay
  - 16.4.2. Comparison-contrast essay
  - 16.4.3. Letters
  - 16.4.4. News article
  - 16.4.5. Persuasive essay
  - 16.4.6. Short story
  - 16.4.7. Autobiographical narrative
  - 16.4.8. Position paper
  - 16.4.9. Reflective essay
  - 16.4.10. Research report
  - 16.4.11. Literary research report
- 16.5. Write in a variety of modes
  - 16.5.1. Expository
  - 16.5.2. Expressive
  - 16.5.3. Narrative
  - 16.5.4. Descriptive
  - 16.5.5. Persuasive
  - 16.5.6. Reflective
  - 16.5.7. Literary Analysis

**17. Writing Process**

- 17.1. Use the writing process
- 17.2. Prewriting
- 17.3. Drafting
- 17.4. Revising
- 17.5. Editing and proofreading
- 17.6. Publishing
- 17.7. Reflecting and evaluating

## **18. Traits of Good Writing**

- 18.1. Written Conventions
- 18.2. Development of ideas
- 18.3. Focus and Unity
- 18.4. Organization
- 18.5. Voice and Style

## **19. Sentences**

- 19.1. Sentence types
- 19.2. Negative sentences
- 19.3. Conditional sentences
- 19.4. Sentence structure
  - 19.4.1. Simple sentences
  - 19.4.2. Phrases
  - 19.4.3. Clauses
  - 19.4.4. Compound Sentences
  - 19.4.5. Complex Sentences
  - 19.4.6. Compound-complex sentences
  - 19.4.7. Properly placed clauses and modifiers
- 19.5. Subjects and predicates (complete, simple, compound)
- 19.6. Complete sentences/fragments
- 19.7. Subject-verb agreement
- 19.8. Grammatical parallelism

## **20. Parts of Speech**

- 20.1. Nouns
  - 20.1.1. Common and proper
  - 20.1.2. Count and noncount
  - 20.1.3. Plurals
  - 20.1.4. Possessive
- 20.2. Articles
- 20.3. Pronouns
  - 20.3.1. Subjective case
  - 20.3.2. Objective case
  - 20.3.3. Possessive case
  - 20.3.4. Reflexive and intensive case
  - 20.3.5. Indefinite case
  - 20.3.6. Demonstrative case
  - 20.3.7. Relative case
  - 20.3.8. Agreement and reference
- 20.4. Adjectives
  - 20.4.1. Comparative adjectives
  - 20.4.2. Adjectival phrases and clauses
- 20.5. Verbs
  - 20.5.1. Action
  - 20.5.2. Linking
  - 20.5.3. Modals (can, could, would, might, must, etc.)
  - 20.5.4. Helping
  - 20.5.5. Transitive and intransitive verbs
  - 20.5.6. Present Tense
  - 20.5.7. Habitual present tense
  - 20.5.8. Past tense (regular and irregular)
  - 20.5.9. Future tense
  - 20.5.10. Present perfect tense
  - 20.5.11. Past perfect tense
  - 20.5.12. Future perfect tense
  - 20.5.13. Progressive forms
- 20.6. Verbals
  - 20.6.1. Gerunds
  - 20.6.2. Infinitives
  - 20.6.3. Participial phrases; dangling modifiers
- 20.7. Contractions

- 20.8. Adverbs
  - 20.8.1. Comparative adverbs
  - 20.8.2. Adverbial phrases and clauses
- 20.9. Prepositions and prepositional phrases
  - 20.9.1. Conjunctions
  - 20.9.2. Interjections

**21. Capitalization**

**22. Punctuation**

**23. Spelling**

**24. Social and Academic Language Functions**

- 24.1. Ask and answer questions
- 24.2. Express ideas, feelings, needs, opinions, intentions
- 24.3. Adjust communication to the audience, purpose, occasion, and task
- 24.4. Describe people, places, things, events, ideas, feelings, experiences
- 24.5. Listen to a selection
- 24.6. Recite
- 24.7. Read a selection
- 24.8. Role-play
- 24.9. Dramatize
- 24.10. Interpret nonverbal communication
- 24.11. Make comparisons
- 24.12. Engage in conversation and small talk
- 24.13. Engage in discussion (academic)
- 24.14. Define and explain
- 24.15. Write
- 24.16. Persuade
- 24.17. Elaborate
- 24.18. Tell an original story
- 24.19. Clarify information
- 24.20. Verify or confirm information
- 24.21. Justify
- 24.22. Negotiate
- 24.23. Evaluate
- 24.24. Recognize, express, and respond appropriately to humor

**25. Listening and Speaking Activities**

- 25.1. Conversation and classroom discussion
- 25.2. Debate
- 25.3. Demonstration
- 25.4. Descriptive presentation
- 25.5. Dramatization
- 25.6. Extemporaneous talk
- 25.7. Interview
- 25.8. Narrative presentation
- 25.9. Oral interpretation of literature
- 25.10. Panel discussion
- 25.11. Persuasive speech
- 25.12. Recommendation
- 25.13. Response to literature
- 25.14. Retell a story
- 25.15. Summary

**26. Listening Strategies and Skills**

- 26.1. Set purpose and prepare for listening
- 26.2. Evaluate and expand personal preferences in listening
- 26.3. Listen actively and respectfully
- 26.4. Listen to, analyze, evaluate, and critique literary and non-literary works
- 26.5. Overcome barriers to listening
- 26.6. Self-monitor and self-assess; make adjustments



**27. Speaking Strategies and Skills**

- 27.1. Manage discussions and presentations effectively
- 27.2. Overcome anxiety
- 27.3. Edit drafts and speeches
- 27.4. Use a variety of rhetorical devices
- 27.5. Speak effectively for a variety of audiences, purposes, and occasions
- 27.6. Self-monitor, monitor audience reaction, and adjust oral communication during a presentation
- 27.7. Respond to audience questions
- 27.8. Justify choice of organizational structure and performance techniques
- 27.9. Use audience feedback to improve future presentations
- 27.10. Create and use scoring guides and rubrics

**28. Viewing Strategies and Skills**

- 28.1. Respond to and interpret visuals
- 28.2. Recognize and analyze how key elements of design create meaning and influence the message
- 28.3. Recognize the effects of visual arts on mood
- 28.4. Interpret and analyze presentations
- 28.5. Self-monitor and self-correct while viewing

**29. Representing Strategies and Skills**

- 29.1. Create and use graphic organizers
- 29.2. Create illustrations, information graphics, and/or photographs to support oral or written communication
- 29.3. Create posters, storyboards, and other visual displays

**30. Strategies for Learning Language**

- 30.1. Test hypotheses about language
- 30.2. Use prior knowledge
- 30.3. Make connections across content areas
- 30.4. Take notes about language
- 30.5. Compare elements of language and identify patterns
- 30.6. Compare written language conventions
- 30.7. Use reference aids
- 30.8. Self-monitor language use and self-assess

**31. Strategies for Taking Tests**

**32. Study Skills and Strategies**

**33. Research Strategies and Skills**

- 33.1. Use the research process and the language of research
- 33.2. Choose and narrow a topic
- 33.3. Write to discover what is known and needs to be learned
- 33.4. Formulate research questions
- 33.5. Choose appropriate resources to support a research topic
- 33.6. Gather information
- 33.7. Organize information from multiple sources
- 33.8. Analyze, evaluate, and use information
- 33.9. Synthesize information from multiple sources
- 33.10. Convert data into graphic aids
- 33.11. Design and write a research report with supporting evidence
- 33.12. Integrate quotations and citations
- 33.13. Cite sources
- 33.14. Avoid plagiarism
- 33.15. Evaluate a research report and draw conclusions
- 33.16. Draw questions for further study from the conclusions

**34. Career Exploration**

**35. Technology Strategies and Skills**

- 35.1. Use technology to acquire language
- 35.2. Use technology to communicate
- 35.3. Use technology for productivity
- 35.4. Use technology to learn
- 35.5. Select and use media for research (audio, video, online resources)
- 35.6. Create media products for presentation to an audience

35.7. Understand laws that govern delivery and use of media

**36. Media Study**

- 36.1. Analyze and interpret information from various media
- 36.2. Evaluate the quality of information from various media
- 36.3. Evaluate and critique the effectiveness of media presentations

**37. Multicultural Awareness and Appreciation**

- 37.1. Appreciate, share, and compare aspects of the home, U.S., and world cultures
- 37.2. Analyze universal themes across texts
- 37.3. Analyze and compare discourse patterns across cultures
- 37.4. Demonstrate sensitivity to gender, age, social position, and cultural bias

**FIRST SEMESTER**

Pacing	Instructional Unit	ELD Essential Standards	Assessment
5 weeks	<p><b>Unit 1: Double Take</b> EQ: When Do You Really Know Someone? (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> <li>• Biographical Sketch</li> <li>• Narrative paragraph</li> <li>• Trait: Focus and Unity</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> <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>	<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>
4 weeks	<p><b>Unit 2: Against The Odds</b> EQ: How do people challenge expectations?</p> <p><u>Nonfiction:</u></p> <p><b>Literary Analysis</b> (Choose 4)</p> <ul style="list-style-type: none"> <li>• <i>La Vida Robot</i></li> <li>• <i>My Left Foot</i></li> <li>• <i>Freedom Writers Diary</i></li> <li>• <i>Reading, Writing, and ...Recreation?</i> (News Article)</li> <li>• <i>Success is a Mindset</i> (Interview)</li> </ul>	<p>Listening &amp; Speaking</p> <ul style="list-style-type: none"> <li>• Participate in Discussion</li> <li>• Cluster 2 – Narrative Presentation</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 - 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</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</p>

	<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</i> (Poem)</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>details</p> <ul style="list-style-type: none"> <li>• Cluster 2 – Summarize</li> <li>• Cluster 3 – Make a connection</li> </ul> <p><u>Writing</u></p> <p>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>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? (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> <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>	<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></p> <p>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> <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>	<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>

Pacing	Instructional Unit	ELD Essential Standards	Assessment
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> <li>• Cluster 3- Multiple levels of meaning</li> </ul> <p><u>Writing</u></p> <p>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>	<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>

**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></p> <p>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></p> <p>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> <li>• Cluster 3- Adverbs, <i>not</i>, Negative sentences</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>

Pacing	Instructional Unit	ELD Essential Standards	Assessment
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>

Pacing	Instructional Unit	ELD Essential Standards	Assessment
4 Weeks	<p>Unit 7: For What It's Worth 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>	<p><u>Listening &amp; Speaking</u></p> <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>Unit 7 Test</p> <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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