

Orange Unified School District  
**ELD Intermediate Reading**  
Year Course

**GRADE LEVEL:** 9-12

**RECOMMENDED PREREQUISITES:** Approximately 4 years or less in USA  
CELDT level 3 or 4, CST  
Gates-MacGinitie Reading level 3-7  
Teacher Recommendation

**INTRODUCTION TO THE SUBJECT:**

ELD is a language course; therefore, English is being taught as a second language. The emphasis **MUST** be on the English language. The focus must begin on listening and speaking, continue with reading comprehension and language conventions, and progress toward writing conventions and genre proficiencies. Literature should be used as a vehicle to teach grammar, literacy conventions, and vocabulary in context.

Advanced ELD 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<sup>th</sup>-10<sup>th</sup> Grade English Language Arts Standards, and the 9<sup>th</sup>-12<sup>th</sup> Grade English Language Development Standards at the Early Advanced and Advanced 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, Concepts and Vocabulary, Literary Analysis, Recognition of Genres, Recognition and Analysis of Literary Devices and Elements, Comparisons and Evaluations of Literature, Writing Conventions, Language Development and Communication, and Technology and Media Literacy.

**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.
- 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.
- Distinguish noun endings.
- Write sentences appropriate to a topic with few errors.
- Write an essay with details and a clear sequence of events.
- Write detailed fictional biographies or autobiographies.
- Fill out job applications and prepare résumés that are clear and address the intended audience appropriately.
- Use strategies of note taking, outlining, and summarizing to structure drafts of essays.

### Plan to support literacy:

#### Best practices to support reading comprehension:

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

#### Best practices to support writing skills:

- Direct instruction of writing process, i.e. pre-write, draft, revise, edit and proofread, and publish.
- Analyze various genres of writing, i.e. narrative, persuasive, non-fiction, etc.
- Direct instruction and modeling of note-taking skills and organizational strategies in preparation for essay writing.

### Recommended Materials:

#### *Hampton-Brown Edge*

##### Teachers:

- Level B Teacher's Editions (2 Volumes)
- Level B Interactive Practice Book Teacher's Annotated Edition
- Level B Reading & Writing Transparencies
- Level B Grammar and Writing Practice Book (?)

##### Students:

- Level B Student Edition
- Level B Interactive Practice Book
- Level B Grammar and Writing Practice Book
- Level B Library Books
- Level B Grammar and Writing Practice Book (?)
- Level B Selection Readings and Fluency Models CDs

### Extended Reading

#### Edge Level B Library Books

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• <i>A Raisin in the Sun</i></li> <li>• <i>Anthem Breaking Through</i></li> <li>• <i>Dance hall of the Dead</i></li> </ul> |  | <ul style="list-style-type: none"> <li>• <i>Dr. Jenner and the Speckled Monster</i></li> <li>• <i>Hercules: The Twelve Labors (Graphic Classic)</i></li> </ul> |
|---|--|--|

- *Hole in My Life*
- *Keeper*
- *Left Behind*
- *Miracle's Boys*
- *Narrative of the Life of Frederick Douglass*
- *Parrot in the Oven*
- *Picture Bride*
- *Romiette and Julio*

- *September 11, 2001: Attack on New York City*
- *The Afterlife*
- *The Other Side of the Sky: A Memoir*
- *The Outsiders*
- *The Stone Goddess*
- *The Trojan Horse: The Fall of Troy*
- *Warriors Don't Cry*

**Supplemental Materials:**

*The following suggestions are based on materials approved by OUSD. Specific resources are limited to availability at each school site and teachers' preferences.*

Grammar:

- *Grammar in Context English Yes!*
- *Developing Composition Reader's Handbook Highpoint A ,B, C*

Vocabulary:

- *Test-Prep Vocabulary Basic Vocabulary Builder*

Spelling:

- *Spell It Out*

Greek/Latin Root Words:

- *English From The Roots Up*

**FIRST SEMESTER**

| <b>Pacing</b> | <b>Instructional Unit</b>   | <b>ELD Essential Standards</b>   | <b>Assessment</b>   |
|---------------|---|--|---|
| 5 weeks       | <p><b>Unit 1: Choices</b><br/>(Choose min. of 4)</p> <p><u>Short Story</u></p> <ul style="list-style-type: none"> <li>• <i>The Good Samaritan</i></li> <li>• <i>Thank You, Ma'am</i></li> <li>• <i>The Necklace</i></li> </ul> <p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>• <i>Don't Go Gently Into That Good Expressway</i></li> </ul> <p><u>Nonfiction</u></p> <ul style="list-style-type: none"> <li>• <i>The World Is In Their Hands</i></li> <li>• <i>Juvenile Justice from Both Sides of the Bench</i></li> <li>• <i>The Fashion Show</i></li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Complete Sentences</li> <li>• Subject/Verb Agreement</li> <li>• Sentence Fragments</li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>• Prefixes</li> <li>• Roots</li> <li>• Suffixes</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Response to Literature</li> <li>• Definition Paragraph</li> <li>• Comparison Essay</li> <li>• Focus and Unity</li> </ul> | <p><u>Listening &amp; Speaking</u></p> <ul style="list-style-type: none"> <li>• Cluster 2- Listen Attentively</li> <li>• Cluster 3- Speak to be Understood</li> </ul> <p><u>Reading</u></p> <p>Reading Word Analysis:</p> <ul style="list-style-type: none"> <li>• Cluster 2- Apply Knowledge of Word Parts</li> </ul> <p>Reading Fluency &amp; Systematic Vocabulary Development:</p> <ul style="list-style-type: none"> <li>• Cluster 2- Use Social and Academic Vocabulary</li> <li>• Cluster 3- Decode New Words</li> <li>• Cluster 4 – Recognize Words with Multiple Meanings</li> <li>• Cluster 7- Read Aloud</li> </ul> <p>Reading Comprehension</p> <ul style="list-style-type: none"> <li>• Cluster 3- Respond to Comprehension Questions</li> <li>• Cluster 4- Analyze Key Ideas</li> </ul> <p>Literary Response and Analysis:</p> <ul style="list-style-type: none"> <li>• Cluster 4- Analyze Characters</li> </ul> <p><u>Writing</u></p> <p>Writing Strategies &amp; Applications:</p> <ul style="list-style-type: none"> <li>• Cluster 1- Use Various Elements of Discourse</li> </ul> <p>Writing Conventions:</p> <p>Cluster 1- Use Correct Mechanics, Grammar, and Appropriate Paragraph Structure.</p> | <p>Unit 1 Wrap-Up</p> <p>Writing:<br/>Autobiography</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge Assessments</p> |

| Pacing  | Instructional Unit   | ELD Essential Standards   | Assessment   |
|---------|--|---|--|
| 4 weeks | <p><b>Unit 2: Does Creativity Matter?</b></p> <p><u>Nonfiction:</u><br/> <u>Literary Analysis</u></p> <ul style="list-style-type: none"> <li>• (Choose Two)</li> <li>• <i>Creativity at Work</i> (News Article)</li> <li>• <i>The Hidden Secrets of the Creative Mind</i> (Interview)</li> <li>• <i>Hip-Hop as Culture</i> (Essay)</li> <li>• <i>Slam: Performance Poetry Lives On</i> (Essay)</li> </ul> <p><u>Genre Study</u></p> <ul style="list-style-type: none"> <li>• (Choose One)</li> <li>• <i>I Am Somebody</i> (Song Lyrics)</li> <li>• <i>Euphoria</i> (Poem)</li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>• Context Clues</li> <li>• Idioms</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>• Use Verbs to Talk About the Present</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Response to Literature</li> <li>• Test Essay</li> <li>• Focus and Unity</li> <li>• How-to Paragraph</li> <li>• Persuasive Writing</li> </ul> | <p><u>Listening &amp; Speaking</u></p> <ul style="list-style-type: none"> <li>• Cluster 4- Vary Ways of Speaking</li> <li>• Cluster 5- Use Figurative Language</li> <li>• Cluster 8- Ask and Answer Questions</li> <li>• Cluster 9- Deliver Oral Presentations.</li> </ul> <p><u>Reading</u><br/> Reading Fluency and Systematic Vocabulary Development:</p> <ul style="list-style-type: none"> <li>• Cluster 2- Use Social and Academic Vocabulary</li> <li>• Cluster 7- Read Aloud</li> </ul> <p>Reading Comprehension:</p> <ul style="list-style-type: none"> <li>• Cluster 3- Respond to Comprehension Questions</li> <li>• Cluster 4- Analyze Key Ideas</li> </ul> <p><u>Writing</u><br/> Writing Strategies and Applications:</p> <ul style="list-style-type: none"> <li>• Cluster 1- Use Various Elements of Discourse</li> <li>• Cluster 3- Write Expository Compositions</li> <li>• Cluster 4- Write Persuasive Compositions</li> <li>• Cluster 8- Use the Writing Process</li> </ul> <p>Writing Conventions:<br/> Cluster 3- Edit Writing</p>   | <p>Unit 2 Wrap-Up</p> <p>Writing: Position Paper</p> <p>Steps in the Writing Process</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge Assessments</p> |
| 4 Weeks | <p><b>Unit Three: The Hero Within</b><br/> (Choose 4)</p> <p><u>Short Story</u></p> <ul style="list-style-type: none"> <li>• <i>The Sword in the Stone</i></li> <li>• <i>A Job for Valentine</i></li> <li>• <i>The Woman in the Snow</i></li> </ul> <p><u>Nonfiction</u></p> <ul style="list-style-type: none"> <li>• <i>Was There a Real King Arthur?</i> (Historical Analysis)</li> <li>• <i>In the Heart of a Hero</i> (Feature Article)</li> <li>• <i>Rosa Parks</i> (Magazine Profile)</li> </ul> <p><u>Genre Study</u></p> <ul style="list-style-type: none"> <li>• <i>Hero</i> (Song Lyrics)</li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>• Word Families</li> <li>• Borrowed Words</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Use Verb Tenses</li> <li>• Use Subject and Object Pronouns</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Response to Literature</li> <li>• Test Essay</li> <li>• Voice and Style</li> </ul> <p><u>Opinion Paragraph</u></p>   | <p><u>Listening &amp; Speaking</u></p> <ul style="list-style-type: none"> <li>• Cluster 2- Listen Attentively</li> <li>• Cluster 3- Speak to be Understood</li> <li>• Cluster 6- Participate in Social Conversations</li> <li>• Cluster 8- Ask and Answer Questions</li> </ul> <p><u>Reading</u><br/> Reading Fluency and Systematic Vocabulary Development:</p> <ul style="list-style-type: none"> <li>• Cluster 2- Use Social and Academic Vocabulary</li> <li>• Cluster 3- Decode New Words</li> <li>• Cluster 5- Use Analogies and Metaphors</li> <li>• Cluster 6- Use a Standard Dictionary</li> </ul> <p>Reading Comprehension:</p> <ul style="list-style-type: none"> <li>• Cluster 3- Respond to Comprehension Questions</li> <li>• Cluster 4- Analyze Key Ideas</li> </ul> <p>Literary Response and Analysis:</p> <ul style="list-style-type: none"> <li>• Cluster 7- Analyze Literature by Periods and Themes</li> </ul> <p><u>Writing</u><br/> Writing Strategies &amp; Applications:</p> <ul style="list-style-type: none"> <li>• Cluster 3- Write Expository Compositions</li> <li>• Cluster 6- Write Responses to Literature</li> </ul> <p>Writing Conventions:<br/> Cluster 2- Revise Writing<br/> Cluster 3- Edit Writing</p> | <p>Unit 3 Wrap-Up</p> <p>Writing: Reflective Essay</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge Assessments</p>                                   |

| Pacing  | Instructional Unit  | ELD Essential Standards   | Assessment   |
|---------|---|---|--|
| 4 Weeks | <p><b>Unit 4: Opening Doors</b></p> <p><u>Biography</u></p> <ul style="list-style-type: none"> <li><i>Curtis Aikens and the American Dream</i></li> </ul> <p><u>Short Fiction</u></p> <ul style="list-style-type: none"> <li><i>A Smart Cookie</i></li> </ul> <p><u>Nonfiction</u></p> <ul style="list-style-type: none"> <li><i>Think You Don't Need an Education?</i> (Brochure)</li> <li><i>Go For It!</i> (Opinion Essay)</li> <li><i>Superman and Me</i> (Essay)</li> <li><i>It's Our Story, Too</i> (Memoir)</li> <li><i>The Fast and the Fuel-Efficient</i> (News Article)</li> <li><i>Teens Open Doors</i> (Article)</li> <li><i>The Hybrid</i> (Cartoon)</li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>Dictionary and Jargon</li> <li>Multiple-Meaning Words</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Show Possession</li> <li>Use Pronouns in Prepositional Phrases</li> <li>Use the Correct Pronoun</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Response to Literature</li> <li>Development of Ideas</li> <li>Case Study</li> </ul> <p><u>Problem-Solution Essay</u></p> | <p><u>Listening &amp; Speaking</u></p> <ul style="list-style-type: none"> <li>Cluster 3- Speak to be Understood</li> <li>Cluster 4- Vary Ways of Speaking</li> <li>Cluster 5- Use Figurative Language</li> <li>Cluster 8- Ask and Answer Questions</li> </ul> <p><u>Reading</u></p> <p>Reading Word Analysis:</p> <ul style="list-style-type: none"> <li>Cluster 2- Apply Knowledge of Word Parts</li> <li>Cluster 3- Apply Knowledge of Cognates</li> </ul> <p>Reading Fluency &amp; Systematic Vocabulary Development:</p> <ul style="list-style-type: none"> <li>Cluster 4- Recognize Words with Multiple Meanings</li> <li>Cluster 6- Use a Standard Dictionary</li> <li>Cluster 7- Read Aloud</li> </ul> <p>Reading Comprehension:</p> <ul style="list-style-type: none"> <li>Cluster 2- Interpret Text Features</li> <li>Cluster 6- Analyze Informational Materials</li> </ul> <p><u>Writing</u></p> <p>Writing Strategies &amp; Applications:</p> <ul style="list-style-type: none"> <li>Cluster 4- Analyze Characters</li> <li>Cluster 5- Write Career-Related Documents</li> <li>Cluster 7- Write Research Reports</li> <li>Cluster 8- Use the Writing Process</li> </ul> <p>Writing Conventions:</p> <ul style="list-style-type: none"> <li>Cluster 1- Use Correct Mechanics, Grammar, and Appropriate Paragraph Structure</li> <li>Cluster 2- Revise Writing</li> <li>Cluster 3- Edit Writing</li> </ul> | <p>Unit 4 Wrap-Up</p> <p>Writing: Expository Writing (Research Report)</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge Assessments</p> |

## SECOND SEMESTER

| Pacing  | Instructional Unit   | ELD Essential Standards   | Assessment  |
|---------|--|---|---|
| 4 Weeks | <p><b>Unit 5: Fear This!</b></p> <p><u>Short Story</u></p> <ul style="list-style-type: none"> <li><i>The Interlopers</i></li> <li><i>The Baby-Sitter</i></li> <li><i>The Tell-Tale Heart</i></li> </ul> <p><u>Poetry</u></p> <ul style="list-style-type: none"> <li><i>Beware: Do Not Read This Poem</i></li> <li><i>The Raven</i></li> </ul> <p><u>Nonfiction</u></p> <ul style="list-style-type: none"> <li><i>An Interview with the King of Terror</i> (Interview)</li> <li><i>Under the Bed</i> (Cartoon)</li> <li><i>The Mysterious</i></li> <li><i>Edgar Allan Poe</i> (Author Study)</li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>Synonyms</li> <li>Thesaurus</li> <li>Analogies</li> </ul> | <p><u>Listening &amp; Speaking</u></p> <ul style="list-style-type: none"> <li>Cluster 2- Listen Attentively</li> <li>Cluster 4- Vary Ways of Speaking</li> <li>Cluster 5- Use Figurative Language</li> </ul> <p><u>Reading</u></p> <p>Reading Fluency &amp; Systematic Vocabulary Development:</p> <ul style="list-style-type: none"> <li>Cluster 4- Recognize Words with Multiple Meanings</li> <li>Cluster 5- Use Analogies and Metaphors</li> </ul> <p>Reading Comprehension:</p> <ul style="list-style-type: none"> <li>Cluster 2- Interpret Text Features</li> <li>Cluster 3- Respond to Comprehension Questions</li> <li>Cluster 5- Evaluate Author's Credibility</li> <li>Cluster 6- Analyze Informational Materials</li> </ul> <p>Literary Response &amp; Analysis:</p> <ul style="list-style-type: none"> <li>Cluster 3- Describe Literary Elements</li> <li>Cluster 4- Analyze Characters</li> <li>Cluster 6- Analyze Literary Themes</li> <li>Cluster 7- Analyze Literature by Periods and Themes</li> </ul> | <p>Unit 5 Wrap-Up</p> <p>Writing: Narrative Writing (Short Story)</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge Assessments</p> |

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|---------|---|---|--|
|         | <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Use Adjectives to Elaborate</li> <li>• Use Adjectives Correctly</li> <li>• Use Adverbs Correctly</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Response to Literature</li> <li>• Character Sketch</li> <li>• Literary Analysis</li> <li>• Organization</li> </ul>  | <p><u>Writing</u></p> <p>Writing Strategies &amp; Applications:</p> <ul style="list-style-type: none"> <li>• Cluster 2- Write Narratives and Biographies</li> <li>• Cluster 3- Write Expository Compositions</li> <li>• Cluster 8- Use the Writing Process</li> </ul> <p>Writing Conventions:</p> <ul style="list-style-type: none"> <li>• Cluster 2- Revise Writing</li> <li>• Cluster 3- Edit Writing</li> </ul>  |  |
| 4 Weeks | <p><b>Unit 6: Are You Buying It?</b><br/><u>Nonfiction</u> (Choose 4)</p> <ul style="list-style-type: none"> <li>• <i>Ad Power</i> (Persuasive Text)</li> <li>• <i>Without Commercials</i> (Poem)</li> <li>• <i>What's Wrong with Advertising?</i> (Essay)</li> <li>• <i>A Long Way to Go: Minorities and the Media</i> (Essay)</li> <li>• <i>The Color Green</i> (Editorial)</li> <li>• <i>What is News?</i> (Persuasive Text)</li> <li>• <i>How to Detect Bias in the News</i> (How-To Article)</li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>• Latin/Greek Roots</li> <li>• Denotation and Connotation</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Vary Your Sentences</li> <li>• Use Compound Sentences</li> <li>• Use Complex Sentences</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Response to Literature</li> <li>• Letter to the Editor</li> <li>• Organization</li> </ul> <p><u>Write a Test Response</u></p> | <p><u>Listening &amp; Speaking</u></p> <ul style="list-style-type: none"> <li>• Cluster 6- Participate in Social Conversations</li> <li>• Cluster 7- Identify Media Messages</li> <li>• Cluster 8- Ask and Answer Questions</li> </ul> <p><u>Reading</u></p> <p>Reading Word Analysis:</p> <ul style="list-style-type: none"> <li>• Cluster 2- Apply Knowledge of Word Parts</li> </ul> <p>Reading Fluency &amp; Systematic Vocabulary Development:</p> <ul style="list-style-type: none"> <li>• Cluster 4- Recognize Words with Multiple Meanings</li> <li>• Cluster 8- Use Word Parts to Read</li> </ul> <p>Reading Comprehension:</p> <ul style="list-style-type: none"> <li>• Cluster 2- Interpret Text Features</li> <li>• Cluster 3- Respond to Comprehension Questions</li> <li>• Cluster 6- Analyze Informational Materials</li> </ul> <p><u>Writing</u></p> <p>Writing Strategies &amp; Applications:</p> <ul style="list-style-type: none"> <li>• Cluster 2- Write Narratives and Biographies</li> <li>• Cluster 5- Write Career-Related Documents</li> </ul> <p>Cluster 8- Use the Writing Process</p> | <p>Unit 6 Wrap-Up</p> <p>Writing: Persuasive Essay</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge Assessments</p> |
| 4 Weeks | <p><b>Novel</b> (Choose 1)</p> <ul style="list-style-type: none"> <li>• <i>Anthem</i></li> <li>• <i>Breaking Through</i></li> <li>• <i>Dance Hall of the Dead</i></li> <li>• <i>Dr. Jenner and the Speckled Monster</i></li> <li>• <i>Hercules: The Twelve Labors</i> (Graphic Classic)</li> <li>• <i>Hole in My Life</i></li> <li>• <i>Keeper</i></li> <li>• <i>Left Behind</i></li> <li>• <i>Miracle's Boys</i></li> <li>• <i>Narrative of the Life of Frederick Douglass</i></li> <li>• <i>Parrot in the Oven</i></li> <li>• <i>Picture Bride</i></li> <li>• <i>Romiette and Julio</i></li> <li>• <i>September 11, 2001: Attack on New York City</i></li> <li>• <i>The Afterlife</i></li> <li>• <i>The Other Side of the Sky: A Memoir</i></li> </ul>  | <p><u>Listening &amp; Speaking</u></p> <ul style="list-style-type: none"> <li>• Cluster 5- Use Figurative Language</li> <li>• Cluster 6- Participate in Social Conversations</li> <li>• Cluster 8- Ask and Answer Questions</li> <li>• Cluster 9- Deliver Oral Presentations</li> </ul> <p><u>Reading</u></p> <p>Reading Fluency &amp; Systematic Vocabulary Development</p> <ul style="list-style-type: none"> <li>• Cluster 2- Use Social and Academic Vocabulary</li> <li>• Cluster 3- Recognize Words with Multiple Meanings</li> <li>• Cluster 5- Use Analogies and Metaphors</li> <li>• Cluster 7- Read Aloud</li> </ul> <p>Reading Comprehension:</p> <ul style="list-style-type: none"> <li>• Cluster 3- Respond to Comprehension Questions</li> <li>• Cluster 4- Analyze Key Ideas</li> <li>• Writing</li> </ul> <p>Literary Response &amp; Analysis:</p>  | <p>Writing: Response to Literature (Theme)</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge Assessments</p>         |

|         |  |  |  |
|---------|--|--|--|
|         | <ul style="list-style-type: none"> <li>• <i>The Outsiders</i></li> <li>• <i>The Stone Goddess</i></li> <li>• <i>The Trojan Horse: The Fall of Troy</i></li> <li>• <u><i>Warriors Don't Cry</i></u></li> </ul>  | <ul style="list-style-type: none"> <li>• Cluster 2- Describe Sequence of Events</li> <li>• Cluster 3- Describe Literary Elements</li> <li>• Cluster 4- Analyze Characters</li> <li>• Cluster 5- Analyze Literary Texts</li> <li>• Cluster 6- Analyze Themes</li> </ul> <p><u>Writing</u><br/>Writing Strategies &amp; Applications</p> <ul style="list-style-type: none"> <li>• Cluster 6- Write Responses to Literature</li> <li>• Cluster 8- Use the Writing Process</li> </ul>  |  |
| 4 Weeks | <p><b>Unit 7: Where We Belong</b></p> <p><u>Drama</u></p> <ul style="list-style-type: none"> <li>• <i>A Raisin in the Sun</i></li> <li>• <i>The Outsiders</i></li> </ul> <p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>• <i>My Father Is a Simple Man</i></li> <li>• <i>My Mother Pieced Quilts</i></li> <li>• <i>Nothing Gold Can Stay</i></li> <li>• <i>If There Be Pain</i></li> <li>• <i>Sonnet 30</i></li> <li>• <i>I Hear America Singing</i></li> <li>• <i>I, Too</i></li> <li>• <i>Where Is My Country?</i></li> <li>• <i>Legal Alien</i></li> <li>• <i>Human Family</i></li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>• Figurative Language</li> <li>• Denotation and Connotation</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Write in the Present Perfect Tense</li> <li>• Write with the Perfect Tenses</li> <li>• Enrich Your Sentence</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Response to Literature</li> <li>• Test Essay: Theme</li> <li>• Literary Critique</li> <li>• Style and Voice</li> </ul> | <p><u>Listening &amp; Speaking</u></p> <ul style="list-style-type: none"> <li>• Cluster 5- Use Figurative Language</li> <li>• Cluster 7- Identify Media Messages</li> <li>• Cluster 9- Deliver Oral Presentations</li> </ul> <p><u>Reading</u><br/>Reading Word Analysis:</p> <ul style="list-style-type: none"> <li>• Cluster 3- Apply Knowledge of Cognates</li> </ul> <p>Reading Fluency &amp; Systematic Vocabulary Development:</p> <ul style="list-style-type: none"> <li>• Cluster 2- Use Social and Academic Vocabulary</li> <li>• Cluster 3- Decode New Words</li> <li>• Cluster 4- Recognize Words with Multiple Meanings</li> <li>• Cluster 5- Use Analogies and Metaphors</li> </ul> <p>Reading Comprehension:</p> <ul style="list-style-type: none"> <li>• Cluster 3- Respond to Comprehension Questions</li> <li>• Cluster 4- Analyze Key Ideas</li> </ul> <p>Literary Response &amp; Analysis:</p> <ul style="list-style-type: none"> <li>• Cluster 1- Describe Characteristics of Literary Texts</li> <li>• Cluster 3- Describe Literary Elements</li> <li>• Cluster 5- Analyze Literary Texts</li> </ul> <p><u>Writing</u><br/>Writing Strategies &amp; Applications:</p> <ul style="list-style-type: none"> <li>• Cluster 3- Write Expository Compositions</li> <li>• Cluster 4- Use the Writing Process</li> </ul> <p>Writing Conventions:</p> <ul style="list-style-type: none"> <li>• Cluster 1- Use Correct Mechanics, Grammar, and Appropriate Paragraph Structure</li> <li>• Cluster 2- Revise Writing</li> <li>• Cluster 3- Edit Writing</li> </ul> | <p>Unit 7 Wrap-Up</p> <p>Writing: Research Skills (Teacher generated materials)</p> <p>Oral Presentation</p> <p>Teacher Observation/Student Participation</p> <p>Teacher generated tests/quizzes</p> <p>Edge Assessments</p> |

**DATE OF LAST CONTENT REVISION:**

**DATE OF CURRENT CONTENT REVISION: May 2008**

**DATE OF BOARD APPROVAL:**