

Orange Unified School District
ENGLISH LANGUAGE DEVELOPMENT—
ENGLISH TRANSITION

Year Course in combination with ELD ADVANCED READING—R197

GRADE LEVEL: 6-8

PREREQUISITES: NOTE—Course is not to be repeated

Use Multiple Measures below as considerations for placement

Edge Level AC

- ELA Standards: Grade 6
- ELD Standards: Early Advanced/Advanced
- Reading Level: 5.0-6.5
- Lexile: 750-900
- CELDT Level: 4-5
- Teacher Recommendation

INTRODUCTION TO THE SUBJECT:

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

COURSE OBJECTIVES: Students will

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

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

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

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

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

Support materials:

Teachers

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

Students

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

Library Books

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| ○ ...And the Earth Did Not Devour Him | ○ <i>Out of the War</i> |
| ○ <i>Alia’s Mission</i> | ○ <i>Plant Power</i> |
| ○ <i>Amazing Animals</i> | ○ <i>Romiette and Julio</i> |
| ○ <i>Dr. Jenner and the Speckled Monster</i> | ○ <i>Speak</i> |
| ○ <i>Ecosystems</i> | ○ <i>Spike Lee</i> |
| ○ <i>Esperanza Rising</i> | ○ <i>Stuck in Neutral</i> |
| ○ <i>Facing the Lion</i> | ○ <i>Surviving Hitler</i> |
| ○ <i>Fight for Freedom</i> | ○ <i>The Bronx Masquerade</i> |
| ○ <i>Finding Miracles</i> | ○ <i>The Code</i> |
| ○ <i>Greek Civilization</i> | ○ <i>The Emancipation Proclamation</i> |
| ○ <i>I Will Plant You a Lilac Tree</i> | ○ <i>The Forbidden Schoolhouse</i> |
| ○ <i>Jane Eyre</i> | ○ <i>The House of Dies Drear</i> |
| ○ <i>Left Behind</i> | ○ <i>The Other Side of the Sky</i> |
| ○ <i>Making Healthy Choices</i> | ○ <i>The Outsiders</i> |
| ○ <i>Miracle’s Boys</i> | ○ <i>The Summer of the Swans</i> |
| ○ <i>Navajo Code Talkers</i> | ○ <i>The West Today</i> |

Supplemental Materials

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

Grammar:

- *Grammar in Context English Yes!*

Vocabulary:

- *Test-Prep Vocabulary Basic Vocabulary Builder*

Spelling:

- *Spell It Out*

Greek/Latin Root Words:

- *English From The Roots*

COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:

FIRST TRIMESTER

Pacing	Instructional Unit	ELD Essential Standards Connection to ELA Standards can be found in West Ed Document	Required Assessments
6 weeks	<p>CELDT Preparation and</p> <p>Unit 1: Decision Point GQ: How do decisions affect your identity?</p> <p>Unit Launch</p> <ul style="list-style-type: none"> Point of View in Narrative Writing Use academic vocabulary <p><u>Selection 1</u></p> <ul style="list-style-type: none"> American Names (Narrative) Saying Yes (Poem) <p><u>Selection 2</u></p> <ul style="list-style-type: none"> A Lion Hunt (Autobiography) From Kenya to America and Back Again (Profile) <p><u>Selection 3</u></p> <ul style="list-style-type: none"> From The House on Mango Street (Short Fiction) 	<p>CELDT-all four domains</p> <p>LANGUAGE Language Functions:</p> <ul style="list-style-type: none"> Selection 1- Ask and Answer Questions Selection 2- Give information Selection 3- Express Ideas and Opinions <p>Grammar:</p> <ul style="list-style-type: none"> Selection 1-Use Complete Sentences Selection 2-Nouns Selection 3-Action Verbs <p>Listening and Speaking:</p> <ul style="list-style-type: none"> Selection 2 – Tell a Story <p>READING Focus on Genre & Literary Analysis:</p> <ul style="list-style-type: none"> Selection 1: Point of View, Realistic Fiction, Poem Selection 2: First Person Narration, Autobiography, Profile Selection 3: Character, Short Fiction <p>Vocabulary:</p> <ul style="list-style-type: none"> Selection 1, 2, 3-Use Word Parts, Use Key Vocabulary and Use Academic Vocabulary <p>Reading Strategies:</p> <ul style="list-style-type: none"> Selection 1, 3 – Plan your Reading, Preview and Predict Selection 2 – Plan your Reading, Preview and Set a Purpose <p>Reading Fluency:</p> <ul style="list-style-type: none"> Selection 1-Intonation Selection 2-Expression Selection 3-Phrasing <p>WRITING Writing Strategies & Applications:</p> <ul style="list-style-type: none"> Selection 1-Paragraph Structure Selection 2, 3 -Personal Narrative 	<p>CELDT</p> <p>Placement Test (District Requirement with Data Director if student is new to curriculum)</p> <p>GQ Project: Connect Across the Curriculum-Design a Home</p> <p>Selection Tests and/or Teacher generated tests/quizzes</p> <p>Unit 1 Test (District Requirement with Data Director)</p> <p>Teacher Observation/Student Participation Reading Fluency (timed and/or untimed)</p>
5 weeks	<p>Unit 2: Stand or Fall GQ: What happens when people come face-to-face with a rival?</p> <p>Unit Launch</p> <ul style="list-style-type: none"> Elements of Fiction Focus on Vocabulary <p><u>Selection 1</u></p> <ul style="list-style-type: none"> On the Menu (Science Article) Find the Adaptations (Directions) <p><u>Selection 2</u></p> <ul style="list-style-type: none"> The Three Chicharrones (Fairy Tale) 	<p>LANGUAGE Language Functions:</p> <ul style="list-style-type: none"> Selection 1-Define and Explain Selection 2-Retell a Story Selection 3-Engage in Conversation <p>Grammar:</p> <ul style="list-style-type: none"> Selection 1, 3- Pronouns Selection 2 - Verbs <p>Listening and Speaking:</p> <ul style="list-style-type: none"> Selection 3-Give a Narrative Presentation <p>READING Focus on Genre & Literary Analysis:</p> <ul style="list-style-type: none"> Selection 1: Elements of Nonfiction, Science Article, Directions Selection 2: Elements of Fiction, Fairy Tale Selection 3: Elements of Fiction, Short Story, Feature Article <p>Vocabulary:</p> <ul style="list-style-type: none"> Selection 1, 2, 3-Relate Words, Use Key Vocabulary and Use Academic Vocabulary 	<p>GQ Project: Connect Across the Curriculum- Deliver a Narrative Presentation</p> <p>Selection Tests and/or Teacher generated tests/quizzes</p> <p>Unit 2 Test (District Requirement with Data Director)</p> <p>Teacher Observation/Student Participation</p> <p>Reading Fluency (timed and/or untimed)</p>

	<p><u>Selection 3</u></p> <ul style="list-style-type: none"> • Dragon, Dragon (Short Story) • Leapin’ Lizards (Nonfiction) 	<p>Reading Strategies:</p> <ul style="list-style-type: none"> • Selection 1, 2, 3-Monitor Your Reading and Plan <p>Reading Fluency:</p> <ul style="list-style-type: none"> • Selection 1 - Phrasing • Selection 2 –Intonation • Selection 3 – Expression <p>WRITING</p> <p>Writing Strategies & Applications:</p> <ul style="list-style-type: none"> • Selection 1-Summary Paragraph • Selection 2, 3-Modern Tale 	
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SECOND TRIMESTER

<p>5 weeks</p>	<p>Unit 3: Making a Difference</p> <p>GQ: How can one individual make a difference?</p> <p>Unit Launch</p> <ul style="list-style-type: none"> • Organization of Ideas • Use Word Parts <p><u>Selection 1</u></p> <ul style="list-style-type: none"> • The Civil Rights Movement (Nonfiction: History Article) • Midway (Poem) <p><u>Selection 2</u></p> <ul style="list-style-type: none"> • Martin’s Big Words (Nonfiction: Biography) • From “I Have a Dream (Speech) <p><u>Selection 3</u></p> <ul style="list-style-type: none"> • Speaking Up (Nonfiction: News Feature) 	<p>LANGUAGE</p> <p>Language Functions:</p> <ul style="list-style-type: none"> • Selection 1-Ask for and Give Information • Selection 2-Describe an Event • Selection 3-Summarize <p>Grammar:</p> <ul style="list-style-type: none"> • Selection 1, 2, 3- Verbs <p>Listening and Speaking:</p> <ul style="list-style-type: none"> • Selection 3- Deliver a Problem-Solution Presentation <p>READING</p> <p>Focus on Genre & Literary Analysis:</p> <ul style="list-style-type: none"> • Selection 1: Chronological Order, History Article, Poem • Selection 2: Chronological Order, Biography, Speech • Selection 3: Problem and Solution, News Feature <p>Vocabulary:</p> <ul style="list-style-type: none"> • Selection 1, 2, 3-Use Word Parts, Use Key Vocabulary and Use Academic Vocabulary <p>Reading Strategies:</p> <ul style="list-style-type: none"> • Selection 1, 2, 3- Determine Importance, Set a Purpose <p>Reading Fluency:</p> <ul style="list-style-type: none"> • Selection 1-Phrasing • Selection 2-Expression • Selection 3 - Intonation <p>WRITING</p> <p>Writing Strategies & Applications:</p> <ul style="list-style-type: none"> • Selection 1, 2, 3-Problem and Solution 	<p>GQ Project: Connect Across the Curriculum-Deliver a Problem Solution Presentation</p> <p>Selection Tests and/or Teacher generated tests/quizzes</p> <p>Unit 3 Test (District Requirement with Data Director)</p> <p>Teacher Observation/Student Participation</p> <p>Reading Fluency (timed and/or untimed)</p>
<p>5 weeks</p>	<p>Unit 4: At Home in the World</p> <p>GQ: How can your location affect the way you live?</p> <p>Unit Launch</p> <ul style="list-style-type: none"> • Organization of Ideas • Use Context Clues <p><u>Selection 1</u></p> <ul style="list-style-type: none"> • Here, There, and Beyond (Nonfiction: Science Article) • Why the Sun and the Moon Live in the Sky (Myth) <p><u>Selection 2</u></p>	<p>LANGUAGE</p> <p>Language Functions:</p> <ul style="list-style-type: none"> • Selection 1- Make Comparisons • Selection 2-Define and Explain • Selection 3-Clarify and Verify <p>Grammar:</p> <ul style="list-style-type: none"> • Selection 1 – Nouns • Selection 2 – Prepositions • Selection 3 - Pronouns <p>Listening and Speaking:</p> <ul style="list-style-type: none"> • Selection 2 – Role-Play an Interview • Selection 3 – Perform a Poem <p>READING</p> <p>Focus on Genre & Literary Analysis:</p> <ul style="list-style-type: none"> • Selection 1: Comparison and Contrast, Science Article, Myth • Selection 2: Comparison and Contrast, Science Article, Journal • Selection 3: Analyze Dialogue, Short Story, Poem <p>Vocabulary:</p>	<p>GQ Project: Connect Across the Curriculum-Deliver an Entertaining Speech</p> <p>Selection Tests and/or Teacher generated tests/quizzes</p> <p>Unit 4 Test (District Requirement with Data Director)</p> <p>Teacher Observation/Student Participation</p> <p>Reading Fluency (timed and/or untimed)</p>

	<ul style="list-style-type: none"> • Earth and Space (Nonfiction: Science Article) <p><u>Selection 3</u></p> <ul style="list-style-type: none"> • Indian Summer Sun (Short Story) • Almost Evenly Divided (Poem) 	<ul style="list-style-type: none"> • Selection 1, 2, 3-Use Context Clues, Use Key Vocabulary and Use Academic Vocabulary <p>Reading Strategies:</p> <ul style="list-style-type: none"> • Selection 1, 2, 3- Make Connections, Plan <p>Reading Fluency:</p> <ul style="list-style-type: none"> • Selection 1-Phrasing • Selection 2-Intonation • Selection 3 – Expression <p>WRITING</p> <p>Writing Strategies & Applications:</p> <ul style="list-style-type: none"> • Selection 1, 2, 3-Research Report 	
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Must begin Unit 5 during the Second Trimester

THIRD TRIMESTER

<p>5 weeks</p>	<p>Unit 5: Our Precious World</p> <p>GQ: What makes the environment so valuable?</p> <p>Unit Launch</p> <ul style="list-style-type: none"> • Text Features in Nonfiction • Use Context Clues <p><u>Selection 1</u></p> <ul style="list-style-type: none"> • A Natural Balance (Nonfiction: Environmental Report) • In My Dreams (Poem) <p><u>Selection 2</u></p> <ul style="list-style-type: none"> • Siberian Survivors (Nonfiction: Science Feature) • Tigers in the Wild (Nonfiction: Fact Sheet) <p><u>Selection 3</u></p> <ul style="list-style-type: none"> • Mireya Mayor Explorer/Correspondent (Nonfiction: Online Article) 	<p>LANGUAGE</p> <p>Language Functions:</p> <ul style="list-style-type: none"> • Selection 1 – Describe Animals and Things • Selection 2 – Make Comparisons • Selection 3 - Elaborate <p>Grammar:</p> <ul style="list-style-type: none"> • Selection 1, 2 – Adjectives • Selection 3 - Adverbs <p>Listening and Speaking:</p> <ul style="list-style-type: none"> • Selection 1- Give a Presentation on Endangered Species • Selection 2 - Listen to a Report • Selection 3 – Conduct Career Interviews <p>READING</p> <p>Focus on Genre & Literary Analysis:</p> <ul style="list-style-type: none"> • Selection , 2, 3 -Text Features, Environmental Report, Poem, Science Feature, Fact Sheet, Online Article <p>Vocabulary:</p> <ul style="list-style-type: none"> • Selection 1, 2, 3- Use Context Clues, Use Key Vocabulary and Use Academic Vocabulary <p>Reading Strategies:</p> <ul style="list-style-type: none"> • Selection 1, 2, 3-Visualize and Plan <p>Reading Fluency:</p> <ul style="list-style-type: none"> • Selection 1-Intonation • Selection 2-Phrasing • Selection 3- Expression <p>WRITING</p> <p>Writing Strategies & Applications:</p> <ul style="list-style-type: none"> • Selection 1 – Poem • Selection 2 – Business Letter • Selection 3 –Friendly Letter 	<p>GQ Project: Connect Across the Curriculum – Research Presentation on Primates</p> <p>Selection Tests and/or Teacher generated tests/quizzes</p> <p>Unit 5 Test (District Requirement with Data Director)</p> <p>Teacher Observation/Student Participation</p> <p>Reading Fluency (timed and/or untimed)</p>
<p>5 weeks</p>	<p>Unit 6: Conflict and Resolution</p> <p>GQ: How Can people overcome conflict?</p> <p>Unit Launch</p> <ul style="list-style-type: none"> • Author’s Purpose and Word Choice • Focus on Vocabulary <p><u>Selection 1</u></p> <ul style="list-style-type: none"> • Nadia the Willful (Short Story) 	<p>LANGUAGE</p> <p>Language Functions:</p> <ul style="list-style-type: none"> • Selection 1-Express Opinions • Selection 2- Engage in Discussions • Selection 3 – Justify <p>Grammar:</p> <ul style="list-style-type: none"> • Selection 1, 2, 3 - Sentences <p>READING</p> <p>Focus on Genre & Literary Analysis:</p> <ul style="list-style-type: none"> • Selection 1-Author’s Purpose, Short Story, Poems • Selection 2-Dialogue, Historical Fiction, Afterword • Selection 3-Capitalization and Punctuation, Diary, Song 	<p>GQ Project: Connect Across the Curriculum—Evaluate Literature</p> <p>Selection Tests and/or Teacher generated tests/quizzes</p> <p>Unit 6 Test (District Requirement with Data Director)</p>

	<ul style="list-style-type: none"> • Quilt (Poem) • Chief Koroinka’s Song (Poem) <p><u>Selection 2</u></p> <ul style="list-style-type: none"> • Passage to Freedom (Historical Freedom) • A Message from Hiroki Sugihara (Afterword) <p><u>Selection 3</u></p> <ul style="list-style-type: none"> • Zlata’s Diary (Nonfiction) • Last Night I Had the Strangest Dream (Song) 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Selection 1, 2, 3- Go Beyond the Literal Meaning, Use Key Vocabulary and Use Academic Vocabulary <p>Reading Strategies:</p> <ul style="list-style-type: none"> • Selection 1, 2, 3- Make Inferences , Plan <p>Reading Fluency:</p> <ul style="list-style-type: none"> • Selection 1-Phrasing • Selection 2- Intonation • Selection 3- Expression <p>WRITING</p> <p>Writing Strategies & Applications:</p> <ul style="list-style-type: none"> • Selection 1- Character Sketch • Selection 2, 3 – Literary Response 	<p>Teacher Observation/Student Participation</p> <p>Reading Fluency (timed and/or untimed)</p>
<p>4 weeks</p>	<p>Unit 7: Fair is Fair GQ: What can you do when life is unfair?</p> <p>Unit Launch</p> <ul style="list-style-type: none"> • Organization of Ideas • Use Word Origins <p><u>Selection 1</u></p> <ul style="list-style-type: none"> • The Clever Magistrate (Folk Tale) • The Clever Old Woman (Folk Tale) • Argument (Poem) <p><u>Selection 2</u></p> <ul style="list-style-type: none"> • The Constitution (Nonfiction) • The Star Spangled Banner (Song) • The Flag We Love (Poem) <p><u>Selection 3</u></p> <ul style="list-style-type: none"> • Kids Take Action (Nonfiction) 	<p>LANGUAGE</p> <p>Language Functions:</p> <ul style="list-style-type: none"> • Selection 1-Tell an Original Story • Selection 2-Summarize • Selection 3- Give and Follow Directions <p>Grammar:</p> <ul style="list-style-type: none"> • Selection 1-Adjectives • Selection 2-Participles • Selection 3- Participial Phrases <p>Listening and Speaking:</p> <ul style="list-style-type: none"> • Selection 2 – Deliver an Informative Presentation <p>READING</p> <p>Focus on Genre & Literary Analysis:</p> <ul style="list-style-type: none"> • Selection 1-Read a Poem Aloud • Selection 2-Compare Texts Across Time <p>Vocabulary:</p> <ul style="list-style-type: none"> • Selection 1, 2, 3-Use Word Origins, Use Key Vocabulary and Use Academic Vocabulary <p>Reading Strategies:</p> <ul style="list-style-type: none"> • Selection 1, 2, 3-Determine Importance, Plan <p>Reading Fluency:</p> <ul style="list-style-type: none"> • Selection 1- Expression • Selection 2-Phrasing • Selection 3- Intonation <p>WRITING</p> <p>Writing Strategies & Applications:</p> <ul style="list-style-type: none"> • Selection 1, 2, 3 – Cause and Effect 	<p>GQ Project: Connect Across the Curriculum-Complete a Membership Form</p> <p>Selection Tests and/or Teacher generated tests/quizzes</p> <p>Unit 7 Test (District Requirement with Data Director)</p> <p>Teacher Observation/Student Participation</p> <p>Reading Fluency (timed and/or untimed)</p>
<p>Optional</p>	<p>Unit 8: Food for Thought GQ: How can people provide for our communities?</p> <p>Unit Launch</p> <ul style="list-style-type: none"> • Persuasive Writing • Use Context Clues <p><u>Selection 1</u></p> <ul style="list-style-type: none"> • Feeding the World (Nonfiction) • Market Women (Poem) <p><u>Selection 2</u></p>	<p>LANGUAGE</p> <p>Language Functions:</p> <ul style="list-style-type: none"> • Selection 1 – Persuade • Selection 2 – Negotiate • Selection 3- Use Appropriate Language <p>Grammar:</p> <ul style="list-style-type: none"> • Selection 1,2, 3 – Verb Tense <p>Listening and Speaking:</p> <ul style="list-style-type: none"> • Selection 2-Analyze Food Commercials • Selection 3- Readers Theater <p>READING</p> <p>Focus on Genre & Literary Analysis:</p> <ul style="list-style-type: none"> • Selection 1-Arguments in Persuasive Writing, Article, Pome • Selection 2- Interview, Folk Tale, Persuasive Essay • Selection 3- Play 	<p>GQ Project: Connect Across the Curriculum-Write about a Memory</p> <p>Selection Tests and/or Teacher generated tests/quizzes</p> <p>Unit 8 Test</p> <p>Teacher Observation/Student Participation</p> <p>Reading Fluency (timed and/or untimed)</p>

	<ul style="list-style-type: none"> • Song for the Soul (Interview) • Would it Be Fun to Run a Restaurant? (Persuasive Essay) • Holding Up the Sky (Folk Tale) <p><u>Selection 3</u></p> <ul style="list-style-type: none"> • The Girl and the Chenoo (Play) 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Selection 1, 2, 3-Use Context Clues, Use Key Vocabulary and Use Academic Vocabulary <p>Reading Strategies:</p> <ul style="list-style-type: none"> • Selection 1, 2, 3- Synthesize, Plan <p>Reading Fluency:</p> <ul style="list-style-type: none"> • Selection 1- Intonation • Selection 2- Phrasing • Selection 3- Expression <p>WRITING</p> <p>Writing Strategies & Applications:</p> <ul style="list-style-type: none"> • Selection 1-Write with Style • Selection 2, 3 – Persuasive Essay 	<p>untimed)</p>
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DATE OF LAST CONTENT REVISION: August 2010

DATE OF CURRENT CONTENT REVISION: November 2012

DATE OF BOARD APPROVAL: