

Orange Unified School District
ENGLISH LANGUAGE DEVELOPMENT—
EARLY INTERMEDIATE GRAMMAR

Year Course in combination with ELD EARLY INTERMEDIATE READING—R128

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: Grades 3-4
- ELD Standards: Early Intermediate/Intermediate
- Reading Level: 3.0-4.5
- Lexile: 500-750
- CELDT Level: 2-3
- Teacher Recommendation

INTRODUCTION TO THE SUBJECT:

English Language Development—Early Intermediate Grammar and ELD Early Intermediate 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. Intermediate ELD focuses on improving the student’s fluency in reading, writing, listening and speaking. The course builds upon skills from the Early Intermediate level of ELD and continues to build fluency in vocabulary development, reading skills (decoding) of academic English, reading comprehension, writing strategies focusing on the six basic domains of writing (narrative, response to literature, expository composition persuasive, business letters and technical documents), the use of written and oral English language conventions, as well as effective listening and speaking strategies. Students will continue studying and will analyze a variety of literary forms including short story, poetry, expository, drama and novel. They will continue working with the writing process (prewriting, precomposing, writing, sharing, revision, editing and publication/evaluation). Students will continue to build fluency in academic language and prepare 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 C*. Monterey, CA: National Geographic School Publishing.

Support materials:

Teachers

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

Students

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

Library Books

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| ○ <i>20,000 Leagues Under the Sea</i> | ○ <i>Missions in Space</i> |
| ○ <i>Bearstone</i> | ○ <i>Novio Boy</i> |
| ○ <i>Breaking Through</i> | ○ <i>Orthello</i> |
| ○ <i>Can You Feel the Thunder?</i> | ○ <i>Pearl Harbor is Burning!</i> |
| ○ <i>Communities across America Today</i> | ○ <i>Peering into Darkness</i> |
| ○ <i>Deserts</i> | ○ <i>Sadako and the Thousand Paper Cranes</i> |
| ○ <i>Domitila</i> | ○ <i>Stargirl</i> |
| ○ <i>Dr. Jekyll and Mr. Hyde</i> | ○ <i>The Anti-Slavery Movement</i> |
| ○ <i>Earth, Sun, Moon</i> | ○ <i>The Dragon Prince</i> |
| ○ <i>Frankenstein</i> | ○ <i>The Man Who Went to the Far Side of the Moon</i> |
| ○ <i>Franklin D. Roosevelt</i> | ○ <i>The Metamorphosis</i> |
| ○ <i>Hercules</i> | ○ <i>The Time Machine</i> |
| ○ <i>Introduction to Energy</i> | ○ <i>The War of the Worlds</i> |
| ○ <i>Johan Reinhard: Discovering Ancient Civilizations</i> | ○ <i>Tornado</i> |
| ○ <i>Knights of the Round Table</i> | ○ <i>When Marion Snag</i> |
| ○ <i>Letters from Rifka</i> | ○ <i>WJHC is on the Air</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 Unit 1: Finding Your Own Place GQ: What defines home?</p> <p>Unit Launch</p> <ul style="list-style-type: none"> Respond to and Interpret Visuals Use academic vocabulary <p><u>Selection 1</u></p> <ul style="list-style-type: none"> Growing Together (personal narrative) When I Grow Up (poem) <p><u>Selection 2</u></p> <ul style="list-style-type: none"> Kids Like Me (nonfiction interview) <p><u>Selection 3</u></p> <ul style="list-style-type: none"> Familiar Places (expository nonfiction) 	<p>CELDT-all four domains</p> <p>LANGUAGE Language Functions: Selection 1-Express Ideas and Functions Selection 2-Ask and Answer Questions Selection 3-Give Commands Grammar: Selection 1-Statements Selection 2-Questions and Statements Selection 3-Statements and Commands Listening and Speaking: Selection 2-Use Cultural Expressions Selection 3-Present Research</p> <p>READING Focus on Genre & Literary Analysis: Selection 1: Comparison & Contrast, Personal Narrative, Poem Selection 2: Comparison & Contrast, Interview Selection 3: Main Idea, Expository Nonfiction Vocabulary: Selection 1, 2, 3-Use Context Clues, Use Key Vocabulary and Use Academic Vocabulary Reading Strategies: Selection 1-Preview and Predict Selection 2, 3-Preview and Set a Purpose Reading Fluency: Selection 1-Intonation Selection 2-Expression Selection 3-Phrasing</p> <p>WRITING Writing Strategies & Applications: Selection 1-Paragraph Structure: Topic Sentence and Details Selection 2-Paragraph Structure: Compare and Contrast Paragraph Selection 3-Paragraph Structure: Main Idea and Details</p>	<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- Research Population Change</p> <p>Selection Tests and/or Teacher generated tests/quizzes</p> <p>Unit 1 Test (District Requirement with Data Director)</p> <p>Teacher Observation/Student Participation</p> <p>Reading Fluency (timed and/or untimed)</p>
5 weeks	<p>Unit 2: Water for Life GQ: How do we depend on Earth's resources?</p> <p>Unit Launch</p> <ul style="list-style-type: none"> Respond to and Interpret Visuals Use academic vocabulary <p><u>Selection 1</u></p> <ul style="list-style-type: none"> The Secret Water (fiction-legend) <p><u>Selection 2</u></p> <ul style="list-style-type: none"> How Do We Use Water? (nonfiction-social science article) 	<p>LANGUAGE Language Functions: <ul style="list-style-type: none"> Selection 1-Express Needs and Wants Selection 2-Give Information Selection 3-Elaborate GRAMMAR <ul style="list-style-type: none"> Selection 1-Nouns Selection 2-Sentences Selection 3-Short-Verb Agreement Listening and Speaking <ul style="list-style-type: none"> Selection 1-Compare Tales Across Cultures Selection 2-Conduct a Survey Selection 3-Present Research READING Focus on Genre & Literary Analysis: <ul style="list-style-type: none"> Selection 1: Problem & Solution, Legend Selection 2: Main Idea & Details, Social Science Article Selection 3: Main Idea & Details, Social Science Article </p>	<p>GQ Project: Connect Across the Curriculum-Discuss Hydroelectric Power</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</p>

	<p><u>Selection 3</u></p> <ul style="list-style-type: none"> Water at Work (nonfiction-social science article) 	<p>Vocabulary:</p> <ul style="list-style-type: none"> Selection 1, 2, 3-Relate Words, Use Key Vocabulary and Use Academic Vocabulary <p>Reading Strategies:</p> <ul style="list-style-type: none"> Selection 1, 2, 3-Monitor Your Reading and Set a Purpose <p>Reading Fluency:</p> <ul style="list-style-type: none"> Selection 1-Expression Selection 2, 3-Phrasing <p>WRITING</p> <p>Writing Strategies & Applications:</p> <ul style="list-style-type: none"> Selection 1-Paragraph Structure: Sequence Paragraph Selection 2, 3-The Writing Process: Explanatory Paragraphs 	<p>(timed and/or untimed)</p>
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SECOND TRIMESTER

<p>5 weeks</p>	<p>Unit 3: Natural Forces GQ: How do people plan for, deal with, and recover from the forces of nature?</p> <p>Unit Launch</p> <ul style="list-style-type: none"> Respond to and Interpret Visuals Use academic vocabulary <p><u>Selection 1</u></p> <ul style="list-style-type: none"> Volcano! (nonfiction science article) <p><u>Selection 2</u></p> <ul style="list-style-type: none"> Fleeing Katrina (narrative nonfiction journal) <p><u>Selection 3</u></p> <ul style="list-style-type: none"> Earthquake (historical fiction) 	<p>LANGUAGE</p> <p>Language Functions:</p> <ul style="list-style-type: none"> Selection 1-Engage in Conversation Selection 2-Ask and Answer Questions Selection 3-Give Advice <p>Grammar:</p> <ul style="list-style-type: none"> Selection 1-Pronouns Selection 2-Pronouns Selection 3-Helping Verbs <p>Listening and Speaking:</p> <ul style="list-style-type: none"> Selection 1, 3-Present Research Selection 2-Retell a Personal Narrative <p>READING</p> <p>Focus on Genre & Literary Analysis:</p> <ul style="list-style-type: none"> Selection 1:Analyze Text Structure: Cause and Effect, Science Article Selection 2: Facts and Opinions, Personal Narrative Selection 3: Setting and Character, Historical 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, 2, 3-Make Connections and 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-Write as a Friend: Friendly Letter Selection 2, 3-Write about Your Life: Personal Narrative 	<p>GQ Project: Connect Across the Curriculum-Research Earthquakes</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: Creepy Classics GQ: How can a powerful character inspire a range of reactions?</p> <p>Unit Launch</p> <ul style="list-style-type: none"> Respond to and Interpret Visuals Use academic vocabulary <p><u>Selection 1</u></p>	<p>LANGUAGE</p> <p>Language Functions:</p> <ul style="list-style-type: none"> Selection 1-Describe People and Places Selection 2-Make Comparisons Selection 3-Describe an Event or Experience <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 2- Present Research Selection 3-Perform a Play <p>READING</p> <p>Focus on Genre & Literary Analysis:</p>	<p>GQ Project: Connect Across the Curriculum-Perform a Play</p> <p>Selection Tests and/or Teacher generated tests/quizzes</p> <p>Unit 4 Test (District Requirement with Data Director)</p>

	<ul style="list-style-type: none"> • Frankenstein (fiction fantasy) <p><u>Selection 2</u></p> <ul style="list-style-type: none"> • Film Fright (nonfiction feature article) <p><u>Selection 3</u></p> <ul style="list-style-type: none"> • Mister Monster (play) 	<ul style="list-style-type: none"> • Selection 1: Character Development, Theme, Fantasy, Personal Narrative • Selection 2: Feature Article, Poem • Selection 3: Compare Literature, Play <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-Visualize, Predict • Selection 2, 3-Visualize and Set a Purpose <p>Reading Fluency:</p> <ul style="list-style-type: none"> • Selection 2-Phrasing • Selection 3-Intonation <p>WRITING</p> <p>Writing Strategies & Applications:</p> <ul style="list-style-type: none"> • Selection 1, 2, 3-Short Story: Short Story 	<p>Teacher Observation/Student Participation</p> <p>Reading Fluency (timed and/or untimed)</p>
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Must begin Unit 5 during the Second Trimester

THIRD TRIMESTER

Pacing	Instructional Unit	ELD Essential Standards Connection to ELA Standards can be found in West Ed Document	Required Assessments
5 weeks	<p>Unit 5: The Drive to Discover GQ: How do discoveries change us and the world?</p> <p>Unit Launch</p> <ul style="list-style-type: none"> • Respond to and Interpret Visuals • Use academic vocabulary <p><u>Selection 1</u></p> <ul style="list-style-type: none"> • Return to Titanic (nonfiction history article) • Interview with Bob Ballard (nonfiction interview) <p><u>Selection 2</u></p> <ul style="list-style-type: none"> • The Forgotten Treasure (fiction folk tale) • There is No Word for Goodbye (poem) <p><u>Selection 3</u></p> <ul style="list-style-type: none"> • Mysteries of the Ancient Past (nonfiction history article) 	<p>LANGUAGE</p> <p>Language Functions:</p> <ul style="list-style-type: none"> • Selection 1-Ask for & Give Information • Selection 2-Engage in Discussion • Selection 3-Define & Explain <p>Grammar:</p> <ul style="list-style-type: none"> • Selection 1-Regular Present Tense and Past Tense Verbs • Selection 2-Irregular Pat Tense Verbs • Selection 3-Irregular Past Tense Verbs, Past Progressive Verb Forms, Future Tense Verbs <p>Listening and Speaking:</p> <ul style="list-style-type: none"> • Selection 1-Career Interview • Selection 2, 3-Oral Report <p>READING</p> <p>Focus on Genre & Literary Analysis:</p> <ul style="list-style-type: none"> • Selection 1-Sequence, History Article, Interview • Selection 2-Sequence, Folk Tale, Poem • Selection 3-Main Idea & Details, History Article <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-Ask Questions • Selection 2-Predict • Selection 2, 3-Set a Purpose <p>Reading Fluency:</p> <ul style="list-style-type: none"> • Selection 1-Intonation • Selection 2-Expression • Selection 3-Phrasing <p>WRITING</p> <p>Writing Strategies & Applications:</p> <ul style="list-style-type: none"> • Selection 1, 2, 3-Information Report: Information Report 	<p>GQ Project: Connect Across the Curriculum-Explore Egyptian Art</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: Struggle for Freedom GQ: How far will people go for the sake of freedom?</p> <p>Unit Launch</p> <ul style="list-style-type: none"> Respond to and Interpret Visuals Use academic vocabulary <p><u>Selection 1</u></p> <ul style="list-style-type: none"> Escaping to Freedom (nonfiction biography) <p><u>Selection 2</u></p> <ul style="list-style-type: none"> Brave Butterflies (fiction short story) <p><u>Selection 3</u></p> <ul style="list-style-type: none"> Seeking Freedom (nonfiction history feature) 	<p>LANGUAGE Language Functions:</p> <ul style="list-style-type: none"> Selection 1-Summarize Selection 2-Make Comparisons Selection 3-Express Opinions <p>Grammar:</p> <ul style="list-style-type: none"> Selection 1-Nouns Selection 2-Pronouns Selection 3-Possessive Nouns <p>Listening and Speaking:</p> <ul style="list-style-type: none"> Selection 1-Dramatize a Song <p>READING Focus on Genre & Literary Analysis:</p> <ul style="list-style-type: none"> Selection 1-Cause & Effect, Biography, Traditional Song Selection 2-Cause & Effect, Short Story, Biography Selection 3-Cause & Effect, History Feature <p>Vocabulary:</p> <ul style="list-style-type: none"> Selection 1, 2, 3-Use Context Clues, Use Key Vocabulary and Use Academic Vocabulary <p>Reading Strategies:</p> <ul style="list-style-type: none"> Selection 1, 2, 3-Determine Importance Selection 2-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-Write to Summarize: Summary Selection 2, 3-Write to Explain: Cause & Effect Essay 	<p>GQ Project: Connect Across the Curriculum-Interview</p> <p>Selection Tests and/or Teacher generated tests/quizzes</p> <p>Unit 6 Test (District Requirement with Data Director)</p> <p>Teacher Observation/Student Participation</p> <p>Reading Fluency (timed and/or untimed)</p>
<p>4 weeks</p>	<p>Unit 7: Star Power GQ: Why are both storytellers and scientists drawn to the stars?</p> <p>Unit Launch</p> <ul style="list-style-type: none"> Respond to and Interpret Visuals Use academic vocabulary <p><u>Selection 1</u></p> <ul style="list-style-type: none"> The Earth Under Sky Bear’s Feet (fiction myth) <p><u>Selection 2</u></p> <ul style="list-style-type: none"> A Universe of Stars (nonfiction science article) <p><u>Selection 3</u></p> <ul style="list-style-type: none"> Not-So-Starry Nights (nonfiction persuasive essay) 	<p>LANGUAGE Language Functions:</p> <ul style="list-style-type: none"> Selection 1-Describe Selection 2-Define & Explain Selection 3-Persuade <p>Grammar:</p> <ul style="list-style-type: none"> Selection 1-Prepositions Selection 2-Pronouns Selection 3- Participles <p>Listening and Speaking:</p> <ul style="list-style-type: none"> Selection 3-Deliver a Persuasive Presentation <p>READING Focus on Genre & Literary Analysis:</p> <ul style="list-style-type: none"> Selection 1-Compare Myths, Myth Selection 2-Analyze Style, Science Article, Fable Selection 3-Analyze Persuasive Techniques, Persuasive Essay, Editorial <p>Vocabulary:</p> <ul style="list-style-type: none"> Selection 1, 2, 3-Use Context Clues, Use Key Vocabulary and Use Academic Vocabulary <p>Reading Strategies:</p> <ul style="list-style-type: none"> Selection 1, 2, 3-Make Inferences <p>Reading Fluency:</p> <ul style="list-style-type: none"> Selection 1- Expression Selection 2- Phrasing Selection 3- Intonation <p>WRITING Writing Strategies & Applications:</p>	<p>GQ Project: Connect Across the Curriculum-Persuasive Presentation</p> <p>Selection Tests and/or Teacher generated tests/quizzes</p> <p>Unit 7 Test (District Requirement with Data Director)</p> <p>Teacher Observation/Student Participation</p> <p>Reading Fluency (timed and/or untimed)</p>

		<ul style="list-style-type: none"> • Selection 1, 2-Write to Describe: Descriptive Essay • Selection 3-Write to Persuade: Persuasive Business Letter 	
Optional	<p>Unit 8: Art and Soul GQ: What do we learn about people from their artful expressions?</p> <p>Unit Launch</p> <ul style="list-style-type: none"> • Respond to and Interpret Visuals • Use academic vocabulary <p><u>Selection 1</u></p> <ul style="list-style-type: none"> • Old Music Finds New Voices (nonfiction newspaper article) <p><u>Selection 2</u></p> <ul style="list-style-type: none"> • Making Faces (nonfiction magazine article) <p><u>Selection 3</u></p> <ul style="list-style-type: none"> • Wings (short story) 	<p>LANGUAGE Language Functions:</p> <ul style="list-style-type: none"> • Selection 1-Use Appropriate Language • Selection 3-Retell a Story <p>Grammar:</p> <ul style="list-style-type: none"> • Selection 1-Complete Sentences • Selection 2-Compound Sentences • Selection 3-Complex Sentences <p>Listening and Speaking:</p> <ul style="list-style-type: none"> • Selection 2-Shae Information, Recite Songs • Selection 3-Present a Story <p>READING Focus on Genre & Literary Analysis:</p> <ul style="list-style-type: none"> • Selection 1-Analyze news media, newspaper article, song • Selection 2-Analyze Author’s Purpose and Tone, Magazine Article • Selection 3-Compare Characters, Short Story, Myth <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- Synthesize <p>Reading Fluency:</p> <ul style="list-style-type: none"> • Selection 1- Phrasing • Selection 2- Intonation • Selection 3- Expression <p>WRITING Writing Strategies & Applications:</p> <ul style="list-style-type: none"> • Selection 1-Write Social Notes: Invitation & Thank-You Notes • Selection 2, 3-Write about What You Read: Literary Response 	<p>GQ Project: Connect Across the Curriculum- Retelling a Story</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> <p>End of Level Test (District Requirement with DataDirector)</p>

DATE OF LAST CONTENT REVISION: August 2010

DATE OF CURRENT CONTENT REVISION: November 2012

DATE OF BOARD APPROVAL: